

Agenda
452nd Meeting of the
Illinois Community College Board

John A. Logan College
Building F, Room F104/105
700 Logan College Road
Carterville, IL

September 16, 2022

<u>9:00 a.m.</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Dr. Lazaro Lopez, Board Chair	—
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5. Board Member Comments	—
5.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>	—
6. Executive Director Report <i>Dr. Brian Durham</i>	—
7. Advisory Organizations	
7.1 Illinois Council of Community College Presidents <i>Mr. Terry Wilkerson</i>	—
7.2 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
7.3 Illinois Community College System Foundation <i>Mr. Barry Hancock</i>	—
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Illinois Community College Board

ICCB BOARD GOALS REVIEW AND AFFIRMATION

On an annual basis, the ICCB reviews, modifies as appropriate, and affirms the Board's Goals. These Goals provide guidance and direction to the Agency as it carries out its work on behalf of the Illinois Community College System and the students served by that system. The current Board Goals to be considered are:

ICCB Board Goals

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- **GOAL 3:** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby affirms its three adopted board goals to guide the work of the Agency for Fiscal Year 2022.

Item #3
September 16, 2022

Illinois Community College Board

NOMINATION OF VICE CHAIR

Chair Laz Lopez will open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

Chair Lopez: I would like to open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

(Board member is nominated)

Chair Lopez: Is there a motion to close the floor for nominations for the position of Vice Chair of the Illinois Community College Board?

Motion made by: _____ Motion seconded by: _____

Ann Knoedler take Roll.

Chair Lopez: (Name of the Board Member) will serve as Vice Chair of the Illinois Community College Board.

Item #8.1
September 16, 2022

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

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:

- Spring 2023 Legislative Agenda
- FY 24 Budget Recommendations
- Marketing & Communications Update
- Academic Year 2021 Illinois Community College Distance Education Report
- Administrative Rules: Pipeline for the for the Advancement of the Healthcare Workforce Program (PATH)
- Other
- Public Comment
- Adjournment

Item #9
September 16, 2022

Illinois Community College Board

**FISCAL YEAR 2022 CAREER AND TECHNICAL EDUCATION
ANNUAL REPORT PRESENTATION**

ICCB staff will conduct a presentation to the Board on the Fiscal Year 2022 CTE Annual Report. This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year. The presentation and report will detail technical assistance and professional development offered by the ICCB and its partners as well as the impact of ICCB-funded projects on the system and students. Major initiatives and accomplishments in SFY2022 were the rollout of the competency-based education pilot and design community, development of additional Program of Study models in critical industry sectors, scaling of success under the Customized Apprenticeship Programming in Information Technology, and creation of the Teaching Instructional Practices for Postsecondary Success modules (TIPPS).



**CAREER AND TECHNICAL
EDUCATION ANNUAL REPORT:
FISCAL YEAR 2022**

September 2022

EXECUTIVE SUMMARY

The Illinois Community College Board (ICCB) staff oversee and provide support to the community college system, specifically as it relates to career and technical education (CTE) programming, through grant administration, policy guidance, professional development, and technical assistance. At the outset of fiscal year 2022, state-wide, CTE credit program enrollments accounted for nearly one-quarter of all credit students (24.3 percent). Career and Technical Education accounted for 32,313 graduates in the community college system, with over half of the earned degrees and certificates in CTE programs during fiscal year 2021 (52.3 percent).

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. These include annual grant programs such as Federal Perkins Title I funds authorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in addition to targeted initiatives or competitive grant opportunities such as the Customized Apprenticeship Programming in Information Technology or Early Childhood Access Consortium for Equity.

Throughout fiscal year 2022, the ICCB CTE staff in collaboration with other divisions pursued and supported projects to achieve its goals, promoted and imbedded equity components within project work, and assisted the field in responding to continued challenges of COVID-19.

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Section 1: CTE State Plan

State Plan Implementation (Year 2):

Effective July 1, 2019, The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. The purpose Perkins V is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education programs. Perkins V maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local funding priorities, involves significant stakeholder consultation and focuses on innovation, modernization, and accountability. Additionally, Perkins V significantly changed the process for setting performance targets, shifted accountability indicators and placed a focus on the disaggregation of data by maintaining the required disaggregation by student populations. Perkins V also requires that States develop a State Plan for a four-year period, detailing how the Strengthening Career and Technical Education for the 21st Century Act will be administered within the state. Fiscal year 2022 marked the second year of implementation of the Illinois State Plan for State Fiscal Years 2021-2024 (July 1, 2020- June 30, 2024), which the Illinois Community College Board and the Illinois State Board of Education developed in collaboration with educators, administrators, businesses, workforce board representatives, students, parents, and communities.

For the second year of the State Plan's implementation, colleges utilized the Programs of Study Expectations Tool and began submitting Programs of Study Approval Applications for programs that utilized Perkins funds in fiscal years 2021 and 2022. Additionally, the ICCB sponsored the development of Model Programs of Study Guides in crucial industry areas to provide guidance for local programs, establish a framework for State agencies, identify priority dual credit courses, define the competencies that should be sequenced across a program of study course, and identify entry points for employers to support coursework. Finally, Reserve funds were utilized to support special populations students, as defined by Perkins V, in districts where disaggregated data did not reflect improved outcomes for students in special populations.

Section 2: CTE Program Approval and Review

Program Approval

The Illinois Public Community College Act requires that all new curricula offered by Illinois' community colleges be approved by the Illinois Community College Board (ICCB). Career and Technical Education (CTE) programs refer to programs and courses in an applied field of study that prepare individuals for employment. Courses are credit bearing for the student and may, but are not required to, transfer to a four-year college or university.

As of July 2022, there are 4,253 approved CTE programs, consisting of 1,223 degree programs and 3,030 certificate programs.

For questions regarding the program approval process, please contact:

Tricia Broughton, Director for Academic Affairs
Tricia.broughton@illinois.gov.

Program Review

The Illinois Community College Board (ICCB) is mandated by the Illinois Public Community College Act to coordinate a statewide program review system (see P.A. 78-669). Various program areas and services, including instructional programs, are required to be reviewed once every five years by their respective community college and submitted to the ICCB, but more frequent and continuous reviews (e.g. annual) are encouraged.

The purpose of Statewide Program Review is to:

- I. Support strategic campus-level planning and decision-making related to instructional programming and academic support services, including but not limited to program revisions, program closures, and revisions to services;
- II. address inequities to support program improvement;
- III. support the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.

The Statewide Program Review process is designed to complement college-level planning and decision making, and reflect on the integration of various programs and services, in addition to providing information that will assist the ICCB in fulfilling its statutory responsibilities. Program review can be a critical tool for continuous improvement and evaluation of programs and services offered by the college. Prepared with adequate data, program review can be instrumental in identifying inequities, including racial equity gaps, and can serve as a process to engage stakeholders purposefully in advancing equity. Program review should be aligned and integrated with other continuous quality improvement processes.

The Program Review Advisory Committee consists of 11 administrators and faculty from across the system. This committee is charged with 1) Improving the efficiency and effectiveness of the program review process by identifying challenges,

redundancies, and omissions and providing recommendations for refining the process. 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review. And 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process.

Program Review Advisory Committee Members (2022-2023)

C. Vicky Alexandersson, Malcolm X College, City Colleges of Chicago
Jason Dockter, Lincoln Land Community College
Cherie Meador, Moraine Valley Community College
Lonetta Oliver, Illinois Central College
Lori Ragland, Rend Lake College
Amanda Smith, Rock Valley Community College
Cathy Taylor, Elgin Community College
Jeremy Monigold, Highland Community College
Lynn Breer, Lake Land College
Chief Student Service Officer, Vacant

We thank the exiting members for their committed service over the past two years!

Program Review Advisory Committee Members (2020-2022)

Jonita Ellis, College of DuPage
Kathleen Gorski, Waubensee Community College
Michelle Johnson, Carl Sandburg College
Daniel Pattley, City Colleges of Chicago
Kristin Shelby, Shawnee Community College
Patty Zuccarello, Joliet Junior College

The ICCB continued to contract with the Office of Community College Research and Leadership (OCCRL), University of Illinois to provide support for the Program Review Advisory Committee and provide space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs as well as engaging student voice.

For more information, visit the [ICCB's Program Review webpage](#) or [OCCRL's Program Review Illinois portal](#).

Section 3: Postsecondary Perkins Administration

I. Perkins Basic Grant

To apply for the fiscal year 2022 Perkins Basic Grant, colleges were required to submit a local application covering fiscal year 2022, serving as a continuation of the fiscal year 2021-2024 Perkins application. For the application, colleges conducted a data analysis by disaggregating data by student populations to ensure all state-determined levels of performance were met and provided a narrative description describing any gaps or disparities in performance for each subpopulation. Colleges were required to submit a performance improvement plan detailing how the college would improve performance for each indicator falling below the state determined level of performance. Colleges also submitted a Programs of Study Narrative which required colleges to provide a description of their fiscal year 2022 program of study focus that the college intended to submit to the ICCB for approval. An annual workplan was required, which allowed colleges to detail the activities planned for fiscal year 2022 to achieve long-term goals and annual objectives. Colleges were also required to complete an annual budget. Lastly, colleges were required to update and submit the Comprehensive Local Needs Assessment.

II. Perkins V Reserve Funds - Equity-Driven Continuous Improvement

In adherence to Section 112 (c) of Perkins V, reserve funds may be awarded to the following eligible recipients:

- Rural areas
- Areas with high percentages of CTE concentrators or CTE participants
- Areas with high numbers of CTE concentrators or CTE participants
- Areas with disparities or gaps in performance

In fiscal year 2022, Perkins reserve funds were utilized to support the improvement and innovation of CTE programming throughout the Illinois community college system, with a specific focus on promoting equity-driven change. To address long-standing equity gaps in State of Illinois higher education, the ICCB determined that the opportunities to see the greatest change was in rural areas and areas with disparities or gaps in performance. Therefore, Perkins reserve fund grant recipients were chosen based on a specific formula methodology which is provided in Appendix II. Recipients were required to conduct a data analysis to identify underperforming student populations and connect them to priority programs of study and career pathways at each respective college. Additionally, recipients were required to utilize the findings from the data analysis to promote the development, evaluation, expansion, and implementation of the CTE curriculum in the identified priority program of study so as to address the identified equity gaps and further support students by attempting to close these gaps. In total, the following nine colleges received a combined \$936,920.00: Carl Sandburg College, Illinois Eastern Community Colleges, John Wood Community College, Kankakee Community College, Kaskaskia College, Lake Land College, Shawnee Community College, Southeastern Illinois College, and Spoon River College.

III. Programs of Study Models and Guides

In conjunction with ICCB, Educations Systems Center, at Northern Illinois University,

worked to develop two additional model Programs of Study Guides, as identified by the CTE State Plan. The primary purposes of the models and guides are to provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan; establish a framework for State agencies to develop and implement program supports; identify priority dual credit courses that are foundational to the industry area and well-situated for statewide scaling and articulation; define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area; and identify entry points for employers to support coursework and related experiences. The two focus areas for fiscal year 2022 were Culinary and Hospitality and Human and Public Services. Draft Model Programs of Study Guides for these two areas were released for public comment on June 6, 2022. The previously published Education guide was also updated in June 2022. Additionally in fiscal year 2022, Education Systems Center facilitated an eight-part webinar series to provide a comprehensive understanding of all previously published Model Program of Study Guides.



Completed Models to Date:

1. Agriculture, Food, and Natural Resources;
2. Architecture, Construction, and Energy;
3. Arts and Communications;
4. Education;
5. Finance and Business Services;
6. Health Sciences and Technology;
7. Information Technology; and
8. Engineering.

To Be Completed Fall 2022:

9. Culinary and Hospitality
10. Human and Public Services

All draft and published Model Programs of Study Guides can be found at the following link: <https://edsystemsniu.org/model-programs-of-study-guides/>.

IV. Program of Study Approval

In order for CTE programs to be funded with federal Perkins dollars, made available under Perkins V, programs must meet or be working towards the State’s definition of size, scope, and quality (see below) in order to be deemed a program of study. During fiscal year 2022, CTE staff began the program of study approval process to review program of study applications submitted by the colleges to ensure that programs of

study submitted for approval meet all required criteria. **In total, 173 programs of study were submitted for approval.**

Illinois Postsecondary Program of Study Criteria

Size:

- Local recipients must implement and offer at least one state-approved CTE program of study in one of the nationally recognized 16 career clusters.
- All programs of study are aligned to state, regional, or local in-demand sectors using labor market information.
- Postsecondary recipients must follow local board policies on class size.
- The size of the program appropriately meets the local labor market demand.

Scope:

- A program of study provides students with a strong experience in and comprehensive understanding of all aspects of an industry.
- The scope of a program must be specified through curricular development, evaluation, and revision.
- Program scope must be defined in consultation with all stakeholders, including business and industry.

Quality:

1. **Development and Engagement:** All programs of study must be developed through secondary and postsecondary collaboration, respond to the analysis and findings of the CLNA, and be informed by external stakeholders. An advisory committee must meet at least annually to review and support programs of study (and/or to consider multiple programs of study within a cluster or related cluster grouping). The advisory committee must review labor market information; provide input on current industry practices; identify high-skill, high-wage, and in-demand occupations and related competencies within the region; consider long-term industry trends and future of work; and participate in the continuous improvement process.
2. **Employer-Informed Competencies and Skills:** Programs of study must align instruction with employer-informed technical and essential employability competencies conducive to a high-skill, high-wage, and in-demand occupation.
3. **Instructional Sequence:** Programs of study must provide a non-duplicative, fully articulated sequence of courses from secondary through postsecondary.
4. **Work-Based Learning:** Programs of study must include a secondary to postsecondary continuum of work-based learning and related authentic learning experiences that includes, at minimum, each of the following:
 - Team-based challenges and/or Career and Technical Student Organizations (CTSOs); and
 - One or more of the following, at both the secondary and postsecondary levels: internships, career-related service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, apprenticeships, student-led enterprise, remote work for a client/employer, school-based enterprise, cooperative work agreement or clinical experience.
5. **Recruitment and Access:** Programs of study must ensure access is equitable and all students are able to receive supports to persist and succeed in CTE

courses.

6. **Academic Instruction and Supports:** Programs of study must include challenging academic instruction and wraparound services to facilitate successful student progression.
7. **Instructors:** Program of study instructors must collaborate with industry professionals, engage in professional learning, and meet specified qualifications.
8. **Facilities and Equipment:** Programs of study must be offered in accessible facilities that use industry-standard technology and equipment.
9. **Continuous Improvement:** Programs of study must be continually evaluated and improved upon in collaboration with stakeholders and advisory committees.

V. Monitoring and Technical Assistance

Per Federal Perkins legislation, community colleges are subject to monitoring. All on-site monitoring and desk audits are based on the previous fiscal year's activities. During fiscal year 2022, ten virtual monitoring visits were conducted altogether. Due to COVID-19, monitoring was conducted via an enhanced desk review process culminating in a video conference. Colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 4: Professional Development and Technical Assistance

I. Professional Development

In fiscal year 2022, the ICCB continued partnerships with both the Illinois Center for Specialized Professional Support (ICSPPS) and the Office of Community College Research and Leadership (OCCRL). The ICSPPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges, and partners with the ICCB on a number of projects and opportunities. The OCCRL is based out of the University of Illinois, Champaign-Urbana, and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. The ICCB, ICSPPS, and OCCRL collaborated on several webinars, conferences, and workshops; these opportunities are summarized below. Both ICSPPS and OCCRL are funded through Title I Perkins Leadership funds.

- a. **Forum for Excellence-** The Forum for Excellence is Illinois' premier professional development event. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. The Forum is sponsored by the Illinois Community College Board and hosted by the Illinois Center for Specialized Professional Support and the Southern Illinois Professional Development Center. The Forum for Excellence took place on September 23 - 24, 2021 with September 22, 2021 scheduled as a pre-conference. Due to increasing COVID numbers, ICSPPS and SIPDC were tasked with shifting the Forum from a hybrid to a fully virtual conference just two weeks prior to the event. ICSPPS and SIPDC worked diligently to transition the Forum for Excellence to a virtual environment that successfully hosted 815 attendees. Active participation within the virtual environment was robust, with 58 community boards for networking being created and 1,961 messages sent during the 3-day event. Attendees included Postsecondary Perkins Directors/Coordinators, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, EFE System Directors, Superintendents, and Principals. All materials, presentations, and recordings can be found at <https://icsps.illinoisstate.edu/forum-resources>.
- b. **Transitions Academy-** The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the IET/ICAPS models, Illinois Bridge programs, and Illinois Programs of Study. Throughout FY22, ICSPPS has directed, facilitated, and delivered content for the Transitions Academy and supported the expansion of the ICAPS/IET programs. The Transitions Academy is year-round support and professional development designed to assist colleges and partnerships working on developing ICAPS programs by increasing awareness of the expanding partnership between Career and Technical Education and Adult Education as it relates to the ICAPS models, IET Models, and Career Pathways. ICSPPS jointly hosted the Transitions Academy activities, including a fall Transitions Academy Convening, taking place on November 2, 2021. You can find the complete agenda and resources at <https://icsps.illinoisstate.edu/events/transitions-academy/fall-convening-2021> .

- c. **Comprehensive Local Needs Assessment Support-** The Comprehensive Local Needs Assessment (CLNA) was created by OCCRL, in conjunction with the ICCB. The CLNA is a core component of Perkins V and moves beyond checklist types of assessment processes and instead aims to facilitate a data- informed, continuous improvement process for community colleges to biannually assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. Under the direction of the ICCB, OCCRL provided technical assistance to the community colleges to prepare for completing the CLNA and submitting it to ICCB ahead of fiscal year 2023. This began with OCCRL facilitating a session entitled *Revisiting the Comprehensive Local Needs Assessment* at the Fall Perkins Administrators Cohort meeting on September 22, 2021. Additionally, OCCRL led a Coffee Break Webinar on November 16, 2021, which featured an interactive discussion about leveraging resources to assist in completing the CLNA. Finally, OCCRL hosted a virtual working session on April 19, 2022 to provide support to the community colleges as they worked to finalize the CLNA for submission.
- d. **Equity Academy-** On April 29, 2022, OCCRL hosted and presented the annual Equity Academy. The Equity Academy sought to foster collaborative work that advances racial equity in Illinois community colleges. The keynote address was presented by Larry Good, President and CEO of the Corporation for a Skilled Workforce (CSW) and focused on engaging workforce partners in advancing equity.
- e. **Racial Campus Climate Study-** The ICCB commissioned OCCRL to conduct a racial campus climate study across Illinois community colleges. This mixed methods study on diversity, equity and the racial campus climate was intended to gauge faculty, staff, administrator and student perspectives on their institutional climate and perceptions of how their college supports the advancement of diversity, equity, and inclusion initiatives. To participate in this research study, individuals completed an online survey and were provided to opportunities to participate in follow-up interviews. The initial survey closed on June 30, 2022. The findings of the study are to be released in FY2023. For more information: <https://ocrl.illinois.edu/ptr/events/2021/09/24/default-calendar/the-impact-of-racial-campus-climate-on-advancing-equity-in-cte>
- f. **Perkins Administrator Cohort-** The Perkins Administrator Cohort (PAC) is comprised of postsecondary CTE individuals from the Illinois community college system. It is designed to update and inform such individuals and to build awareness and understanding of the processes necessary to navigate the system. The cohort structure utilizes a networking resource to disseminate information, share resources, and provide details on opportunities for professional development. The PAC meeting is held twice a year. One meeting is planned in coordination with the Forum for Excellence in September and the other in the spring in March to align with the grant guideline distribution.
- g. **Training on Instructional Practices for Postsecondary Success (TIPPS)-** TIPPS is a comprehensive professional learning program designed for postsecondary

instructors in career and technical education. TIPPS provides an overview of evidence-based practices that strengthen the teaching and learning process. TIPPS is comprised of three instrumental components: Curriculum + Cohort + Coaching. The evidence based TIPPS curriculum is presented in six online modules focused on these objectives:

- Create optimal conditions for learning in an equitable and effective learning environment.
- Design an accessible curriculum that embraces learner variability.
- Apply instructional practices that are both rigorous and relevant to increase student engagement.
- Use a balanced assessment and feedback system to inform teaching and learning.

The Fall 2021 Cohort was completed in fiscal year 2022 and included individuals from the following Illinois college systems: Black Hawk College, College of DuPage, Illinois Central College, Lewis and Clark Community College, Southwestern Illinois College, and Wabash Valley College. When asked, participants mostly identified their role as CTE instructor. There were also departmental chairs, an online instruction coordinator, and a center for teaching and learning director in attendance. The promotional video and webinar recordings can be found at <https://icsps.illinoisstate.edu/cte/tipps>.

- h. **Webinars, Newsletters, Podcasts, and Other Engagement-** Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. For example, in fiscal year 2022, ICSPS presented a series on Anxiety & Mental Health in the Classroom: Building Knowledge and Skills to Cope and a series on strategies to support students impacted by homelessness. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE topics, equity, transitions, among others.

II. **Technical Assistance**

To help colleges prepare for Program of Study Approval submissions, CTE staff hosted bi-weekly Program of Study Office Hours from December 3, 2021 through June 3, 2022. The meetings were held via Zoom and served as a place for the colleges to ask questions about the approval process and their specific applications, receive feedback on sections of the application, and collaborate with colleagues. The end goal was for colleges to submit quality Program of Study submissions for approval. Additionally, CTE staff communicate daily with Perkins Administrators to provide necessary technical assistance.

Section 5: Civil Rights Compliance

General Background and Update

ICCB continued its obligation of effort by the ICCB to the U.S. Department of Education, Office for Civil Rights (OCR) Methods of Administration (MOA) program. Each year, the ICCB is required to conduct four civil rights reviews at Illinois community colleges. Under the new MOA State Plan, these reviews place a more concerted focus on technical assistance than on compliance. Additionally, the ICCB is no longer required to conduct the reviews on-site; rather, it is at the discretion of the ICCB to determine the need for an on-site review. The ICCB utilizes a targeted plan to identify which colleges will receive a review. The targeting plan and subsequent criteria have been reviewed and deemed acceptable by the OCR. Recipients of these reviews are determined in the following manner:

1. Utilizing data collected for Perkins analysis and reporting such as performance data for each of the three indicators of performance, data disaggregated by race/ethnicity and gender, and identified equity gaps gleaned from the Comprehensive Local Needs Assessment
2. A review of the disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and 2) when, if ever, the college last received an on-site civil rights review.

One review was completed in fiscal year 2022; these reviews had been postponed due to the unforeseen circumstances of SARS-CoV-2.

Background: MOA State Plan

On February 6, 2020, the U.S. Departments Office for Career, Technical, and Adult Education and Office for Civil Rights issued an updated Memorandum of Procedures (MOP) regarding state agencies' Methods of Administration (MOA) programs. The new MOP provides states with more flexibility in conducting its MOA activities and encourages states to harmonize civil rights activities under MOA and Perkins. Since the issuance of the 1979 MOA *Guidelines* and subsequent MOP (1996) and "Dear Colleague" Letters (DCLs) (1998, 2005, 2012), the Perkins Act has come a long way in terms of equity and respective civil rights provisions. The new MOP allows for states to place more emphasis on technical assistance and preventing discrimination, as opposed to the somewhat rigid nature of the previous MOP and DCLs. States are now encouraged to utilize existing practices such as Perkins grant monitoring, as well as utilize data gleaned from the Local Application and Comprehensive Local Needs Assessment, to supplement MOA activities. The new MOP also created the requirement for states to submit a new MOA State Plan. The State Plan is made up of three sections and is meant to guide the OCR in understanding how a state plans to run its MOA program according to the new MOP.

The MOA activities that ICCB currently conducts have been approved by the OCR. Highlighted below are a few of the revisions moving forward.

- ✓ **Utilization of Perkins data and data from the Local Application and CLNA.**
- ✓ **Four reviews instead of two.** The ICCB increased the number of reviews as the reviews' scopes have changed, with on-site not being required for each review.
- ✓ **Increased flexibility in what will be reviewed and how it will be**

reviewed. The selection criteria for determining which colleges are selected for review will consist of Tier I and Tier II criteria. Tier I remains the same. Tier II is new and provides us with a level of flexibility in terms of what we will review for a specific college. For example, if it is noted that a college has old buildings that have never been altered, we can use that to determine the need for conducting a facilities review. In the past, we've conducted facilities reviews for all.

- ✓ **The timeline for conducting reviews is more flexible than in the past and will allow for more time to complete the letter of finding.**

For more information, visit [ICCB's Civil Rights Compliance webpage](#) and the [Illinois Civil Rights Review Tool](#).

Section 6: Additional Initiatives, Projects, and Achievements

I. Facilitating Access to Information and Best Practices

ICCB Board Goal 3 (FY2021) promotes engaging with all stakeholders to align board policies with student outcome improvement and increasing access to public information on system effectiveness. Several digital mediums are utilized to help share career and technical information with stakeholders and the system.

CTE Month: In February, the CTE community celebrates CTE Month to heighten awareness for how career and technical education helps students prepare for careers and college. CTE Month is a time to recognize and celebrate achievements and accomplishments in CTE and at the community colleges. Colleges are encouraged to advocate for CTE within their own networks and invite community partners to participate in celebratory events on campus. This year, the colleges were called upon to highlight events that celebrated Black History Month as well as CTE Month. Articles and events that were shared with ICCB were noted on the agency's Facebook page.

I. Scaling Apprenticeships

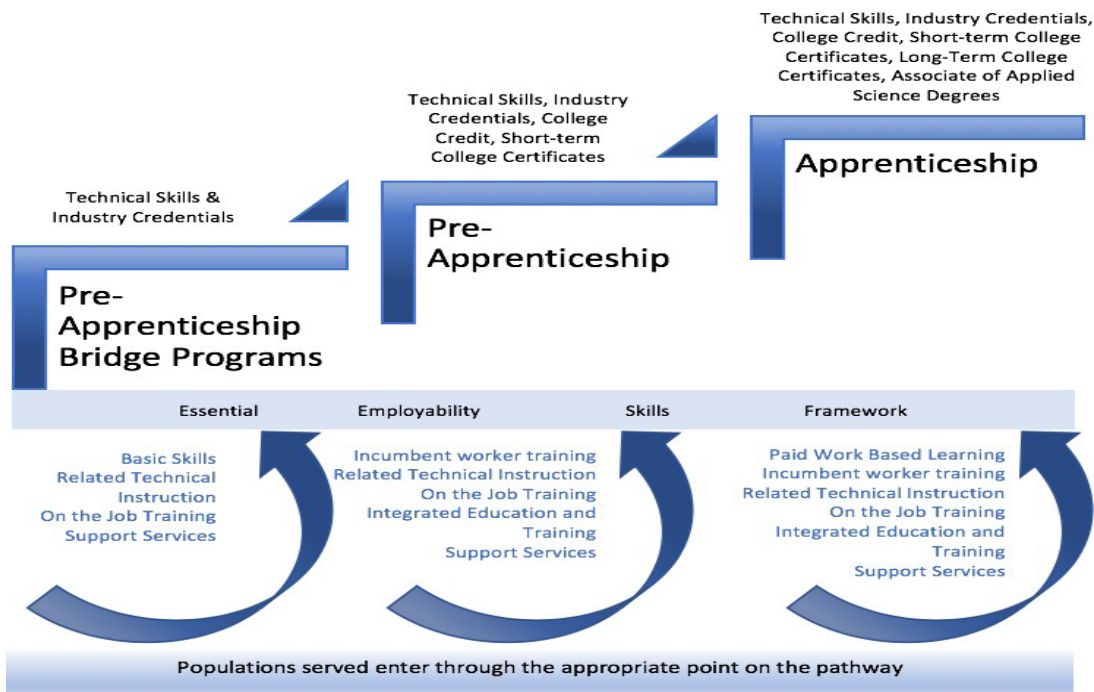
The ICCB is committed to supporting and expanding work-based learning opportunities for Illinois' students. As a main type of work-based learning, the state has placed significant priority on scaling apprenticeship programming. Apprenticeships not only offer benefits to students such as "earn while you learn" but offer a successful workforce development solution for local business and industry. Nearly 2/3 of community colleges in Illinois partner with local employers to offer apprenticeships.

During FY2022, ICCB continued its implementation of the four-year Customized Apprenticeship Programming in Information Technology (CAP-IT) project, a federally-funded grant supported by the U.S. Department of Labor. The CAP-IT project is supporting the development and expansion of apprenticeship programs in partnership with ten Illinois community colleges from across the state. The CAP-IT model is inclusive of bridge and integrated education and training programs to help low-skilled and low-wage workers improve their basic skills; related technical instruction; and on-the-job training to provide paid work-based learning. The participating colleges have received extensive professional development, support, and technical assistance. The ICCB is utilizing its existing Professional Development Network, supplemented by support from CompTIA, jobs for the Future, and Harper College to ensure that the colleges have the resources they need to be successful. From this support, the colleges have made significant improvements during Year 3 (FY2022) of this project, which will hopefully lead to achieving the goals laid out in the grant. The ten partner colleges are:

- City Colleges of Chicago (Chicago)
- College of Lake County (Grayslake)
- Illinois Central College (Peoria)
- Kishwaukee College (Malta)
- Lincoln Land Community College (Springfield)

- Oakton Community College (Des Plaines)
- Parkland College (Champaign)
- Joliet Junior College (Joliet)
- Rend Lake College (Ina)
- Richland Community College (Decatur)

The image below shows the model that is being implemented by the colleges and supported by the ICCB. An innovation that has been utilized this year was the Integrated Education and Training (IET) component of the pre-apprenticeship. This component allows Adult Education students who are concurrently working on post-secondary credentials to explore pre-apprenticeship options. Their pre-apprenticeship though this grant serves as the workforce training component of their IET. It has served as another step in their pathway.



Although the first year proved challenging due to COVID-19, the colleges built a foundation for successful implementation in the remainder of the grant.

Customized Apprenticeship Programming in Information Technology, Cumulative Outcomes (Year 3)	
1. Total participants served.	1378
2. Total apprentices that are hired by an employer and enrolled in an apprenticeship education/ training program.	420

3. Total apprentices who complete an apprenticeship education/ training program.	304
4. Total apprentices who complete an apprenticeship education/ training program and receive a degree or other credential .	274
5. Total number of unemployed or underemployed apprentices prior to enrollment who complete an apprenticeship program and maintain their employment status with a current or new employer. Incumbent workers are not counted in this measure.	16
6. Total number of incumbent worker apprentices who complete an apprenticeship program and advance into a new position. This includes incumbent workers who advance into a new position with their current employer or a new employer following the completion of a training program.	128

II. Competency-Based Education

Competency-based Education Grant: During the Fall of 2021, the ICCB solicited grant applications to support the development of competency-based education programming in the community college system. This grant was designed to support competency-based education program development in the community college system for the following high-demand sector: Manufacturing. Using an equity-guided, community of practice approach, the goal of this grant is to

- a) build capacity in planning and program development,
- b) build institutional support, engagement, and knowledge, and
- c) ultimately, guide and support the institution in transitioning to implementation of a competency-based education program.

Two colleges, Parkland College and Rend Lake College, were awarded approximately \$200,000 each to develop CBE programs in Industrial Maintenance and Welding, respectively. This grant opportunity was supported in whole by Title I Perkins Leadership dollars.

CBE Design Community: To aid the colleges in the development of their CBE programs, the ICCB contracted with NIU EdSystems and Lewis and Clark Community College as well as partnered with C-BEN to facilitate a *design community* specific to welding and industrial maintenance competency development. The ICCB solicited additional colleges to participate in the design community to allow for scalability. The following colleges are participating in the design community that will commence in FY2023. The design community requires that each college have a team committed to the work representative of faculty, curriculum development, registrar, student services, and institutional leadership. The design community will participate in a series of 8-10 workshops, virtual and in-person over the course of a year.

Industrial Maintenance: Parkland College, Daley College, Kankakee Community

College, and Kaskaskia College

Welding: Rend Lake College, Shawnee Community College, Lincoln Land Community College, and Southeastern Illinois College

III. Correctional Education

a. CTE Funding and Programming-

The ICCB provides funding to support CTE programming in the Illinois Department of Corrections (IDOC). In fiscal year 2022, IDOC received \$377,656.00 in Federal Perkins funding and \$894,450.00 in State CTE funding. The IDOC contracted with Danville Area Community College, Kaskaskia College, and Lake Land College to provide CTE programming in 25 correctional facilities (see Appendix III). Funding was utilized towards equipment, supplies, professional development, and greenhouse repair.

b. Postsecondary State Career Technical Education (CTE) Leaders Fellowship at Advance CTE-

Janelle Washington, Director for CTE, was selected for the 15-member national cohort of the Postsecondary State Career Technical Education Leaders Fellowship at Advance CTE– Sponsored by ECMC Foundation. The 15-month national Fellowship strives to advance diversity in state postsecondary Career Technical Education leadership through an intensive experience of workshops, coaching and a real-world project dedicated to build the knowledge and social capital to be a skilled, equity-minded leader. During fiscal year 2022, Washington began work on her project to advance equitable access to education opportunities for individuals within the IDOC by analyzing existing data, collecting additional information through qualitative tools, and utilizing the Higher Education in Prison Key Performance Indicator Framework to make recommendations to improve CTE programming in IDOC.

c. Higher Education in Prison Task Force-

The Higher Education in Prison (HEP) Task Force was convened to review existing data on HEP in Illinois, identify data points that should be captured, assess barriers and opportunities regarding HEP in Illinois, and ultimately recommend a legislative action plan to expand access to HEP in Illinois and have Illinois become a national HEP exemplar. On April 8, 2022, CTE staff co-presented with Lake Land College staff to inform the task force of community college CTE programming in IDOC.

IV. Early Childhood Access Consortium for Equity

ICCB, working with agency and institutional partners, consultants, and other key stakeholders, will oversee the Early Childhood Access Consortium for Equity as outlined in PA 102-0174. ICCB agency efforts for implementation include consortium parameters, policies, membership requirements, administrative and governance structures, matters of financing and tuition, institutional and specialized programmatic accreditation, staffing, and curriculum. ISAC, in concert with ICCB and IBHE have developed policies for eligibility and distribution of approximately of \$115M in scholarships for early childhood education majors. ICCB and community colleges received just over \$36M in funding to work toward established targets to

increase enrollment, persistence and completion of students in ECE programs. The funding extends through June 2024. More information can be found at www.ecace.org or contact Marcus Brown, Deputy Director for Academic and Student Success (marcus.brown@illinois.gov.)

Appendices

I. CTE Programs Approved as of July 2022

Career & Technical Education Program Totals by College & Program Type: July 2022

College	AAS	CERT 30+	CERT less than 30	TOTALS
Kaskaskia College	41	34	45	120
College of DuPage	76	56	120	252
Black Hawk College	26	16	27	69
Triton College	34	32	60	126
Parkland College	40	23	54	117
Sauk Valley Community College	15	4	26	45
Danville Area Community College	24	16	29	69
Kennedy-King College	21	20	29	70
Harold Washington College	15	14	15	44
Malcolm X College	16	11	16	43
Harry S Truman College	14	15	20	49
Olive Harvey College	12	14	23	49
Richard J Daley College	17	23	29	69
Wilbur Wright College	14	9	17	40
Elgin Community College	31	27	65	123
South Suburban College	31	22	60	113
Rock Valley College	23	13	52	88
William Rainey Harper College	33	24	76	133
Illinois Valley Community College	23	14	41	78
Illinois Central College	41	13	42	96
Prairie State College	21	20	44	85
Waubensee Community College	23	15	36	74
Lake Land College	48	42	49	139
Carl Sandburg College	18	19	16	53
Highland Community College	16	17	26	59
Kankakee Community College	19	32	68	119
Rend Lake College	25	21	58	104
Southwestern Illinois College	54	31	72	157
Kishwaukee College	17	10	34	61
Moraine Valley Community College	31	31	71	133
Joliet Junior College	55	43	81	179
Lincoln Land Community College	31	27	48	106
Morton College	17	12	30	59
McHenry County College	29	10	58	97
Lincoln Trail College	4	4	16	24
Olney Central College	14	7	22	43
Wabash Valley College	13	11	16	40
Frontier Community College	7	5	13	25
John A Logan College	32	19	23	74
Shawnee Community College	15	12	19	46
College of Lake County	52	39	113	204
Southeastern Illinois College	11	10	12	33

Spoon River College	9	4	31	44
Oakton Community College	28	30	87	145
Lewis & Clark Community College	28	25	55	108
Richland Community College	26	34	66	126
John Wood Community College	21	15	18	54
Heartland Community College	12	6	51	69
TOTALS	1223	951	2079	4253

V. Perkins Reserve Grant Funding Methodology

In order to address long-standing equity gaps in State of Illinois higher education, the ICCB determined that the opportunities to see the greatest change are in rural areas and areas with disparities or gaps in performance. From there, the following methodology was used to determine those areas.

- Rural areas: defined by the ICCB Peer Groups, <https://www.iccb.org/pods/other/iccb-peer-group-list/>. Colleges that fell within Peer Groups I – III, defined respectively below, were awarded a certain amount of points based on their Peer Group classification.
 - Peer Group I: Headcount enrollment of less than 3,000, downstate, located in or near communities of less than 50,000 population. Received 3 points.
 - Peer Group II: Headcount enrollment of approximately 3,000 to 4,000, downstate, located in or near communities of less than 50,000 population. Received 2 points.
 - Peer Group III: Headcount enrollment greater than 4,000, downstate, located in or near communities of less than 50,000 population. Received 1 point.
- Areas with disparities in gaps or performance: defined by a college’s performance with meeting Perkins indicators 1P1 Postsecondary Retention and Placement; 2P1 Credential, Certificate, or Degree; and 3P1 Nontraditional Program Enrollment, utilizing the most recent data as provided by the Perkins Data Dashboard. Colleges received points utilizing the following scale:
 - Deficient in all 3 indicators. Received 3 points.
 - Deficient in 2 of the 3 indicators. Received 2 points.
 - Deficient in 1 indicator. Received 1 point.

After points were awarded accordingly, all colleges receiving 3 or 4 points were given funding priority. To determine an allocation amount per recipient, a baseline allocation of \$10,000 was given to each recipient. From there, the remaining funds were divided by applying a formula that utilizes CTE Pell numbers from FY2020 (the same as how Perkins allocations are determined) and added to the \$10,000 baseline to get a final amount.

VI. Illinois Department of Corrections Community College Providers – Fiscal Year 2022 CTE Programming

Correctional Institution	Home District	Community College Provider
Big Muddy River Correctional Center	Rend Lake College	Lake Land College
Centralia Correctional Center	Kaskaskia College	Kaskaskia College
Danville Correctional Center	Danville Area Community College	Danville Area Community College
Decatur Correctional Center	Richland Community College	Lake Land College
Dixon Correctional Center	Sauk Valley Community College	Lake Land College
East Moline Correctional Center	Black Hawk College	Lake Land College
Graham Correctional Center	Lincoln Land Community College	Lake Land College
Hill Correctional Center	Carl Sandburg College	Lake Land College
Illinois River Correctional Center	Spoon River College	Lake Land College
Jacksonville Correctional Center	Lincoln Land Community College	Lake Land College
Joliet Treatment Center	Joliet Junior College	Lake Land College
Kewanee Life Skills Re-entry Center	Black Hawk College	Lake Land College
Lawrence Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Lincoln Correctional Center	Heartland Community College	Lake Land College
Logan Correctional Center	Heartland Community College	Lake Land College
Murphysboro Life Skills Re-Entry Center	John A. Logan College	Lincoln Land College
Pinckneyville Correctional Center	Rend Lake College	Lake Land College
Robinson Correctional Center	Illinois Eastern Community Colleges	Lake Land College
Shawnee Correctional Center	Shawnee Community College	Lake Land College
Sheridan Correctional Center	Illinois Valley Community College	Lake Land College
Southwestern Illinois Correctional Center	Southwestern Illinois College	Lake Land College
Taylorville Correctional Center	Lincoln Land Community College	Lake Land College
Vandalia Correctional Center	Lake Land College	Lake Land College
Vienna Correctional Center	Shawnee Community College	Lake Land College
Western Illinois Correctional Center	John Wood Community College	Lake Land College

VII. CTE Staff Contact Information

Whitney Thompson	Deputy Director for Workforce Education	whitney.thompson@illinois.gov	(217)558-0318
Natasha Allan	Senior Director for CTE	natasha.allan@illinois.gov	(217)785-0139
Janelle Washington	Director for CTE	janelle.washington@illinois.gov	(217)785-0068
Deja Luckett	Associate Director for CTE	deja.luckett@illinois.gov	(217)785-0028
Ann Storey	Associate Director for CTE	ann.l.storey@illinois.gov	(217)558-4635
Dana Wynn	Associate Director for CTE	dana.wynn@illinois.gov	(618)801-8161
Ahja Howard	CTE Data Analyst	ahja.howard@illinois.gov	(217) 558-4929

VIII. Resources

1. Illinois State Plan for Perkins V: <https://www.iccb.org/cte/wp-content/uploads/2020/06/Illinois-State-Perkins-Plan-approved-by-USDOE-5.21.20.pdf>
2. ICCB Civil Rights Compliance webpage: <https://www.iccb.org/cte/civil-rights-reviews/>
3. Illinois Civil Rights Review Tool: <https://www.ilcivilrightsreview.com/>
4. MOA State Plan for Postsecondary Education: <https://www.iccb.org/cte/wp-content/uploads/2020/12/Illinois-Postsecondary-MOA-State-Plan.pdf>
5. Model Programs of Study Guides: <https://www.iccb.org/cte/pos-models/>
6. Programs of Study Expectations Tool: <https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf>
7. Postsecondary Perkins Grant Manual: <https://www.iccb.org/cte/wp-content/uploads/2020/04/CTE-Grant-Manual-12.19.pdf>
8. Program Review Portal (OCCRL): <https://ocrl.illinois.edu/pri>
9. Program Review webpage (ICCB): https://www.iccb.org/academic-affairs/?page_id=36
10. ICSPS: <https://icsps.illinoisstate.edu/>
11. OCCRL: <https://ocrl.illinois.edu/>

Illinois Community College Board

DIVERSITY, EQUITY, AND INCLUSION PLAN UPDATE

Two years ago, the Illinois Community College Board (ICCB) submitted a Diversity, Equity, and Inclusion (DEI) Plan to the Governor's Office. The plan outlined four goals:

- Goal 1: ICCB employees understand, are committed to, and have the infrastructure needed to operationalize diversity, equity, and inclusion in the workplace.
- Goal 2: ICCB workforce reflects the diversity of the state by focusing on diversity, equity, and inclusion in recruitment and retention.
- Goal 3: ICCB policies and procedures reflect the Board's commitment to diversity, equity, and inclusion.
- Goal 4: Community college system goals are data driven and promote equity and access for all students.
-

Since then, the ICCB has formed an Advisory Committee who have worked to help the agency complete the goals and the tasks outlined in the plan.

At this meeting, the staff will provide an overview of the plan and the accomplishments to-date as well as discuss the timeline for the development of a new DEI plan over the next three to five years.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

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 for Black Hawk College the College of DuPage, and Triton College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2021, Black Hawk College, College of DuPage, and Triton College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

Black Hawk College, District 503
College of DuPage, District 502
Triton College, District 504

BACKGROUND

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 (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts 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 global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

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

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. 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 will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

Data deriving from ICCB's Centralized Data System will be shared about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison, to other sectors. Student subgroups such as race/ethnicity will be included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.



RECOGNITION REPORT

BLACK HAWK COLLEGE

September 16, 2022

Illinois Community College Board
Recognition Report
For Black Hawk College
September 2022

Introduction

During fiscal year 2021, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Black Hawk College, District 503. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to Black Hawk College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. 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 period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

Evaluation Results and Recommendations

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Black Hawk College's 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a) 3) A) i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Black Hawk College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.), and the Associate in Liberal Studies (A.L.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13s or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standards, the college has provided documentation of articulation for 11 of the 20 baccalaureate/transfer courses requested. Nine of the courses have been withdrawn from the college's offerings. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 11 of the 11 active courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The college maintains full academic control of the units of instruction. Each program and discipline are reviewed every five years utilizing the most current ICCB program review template and timeline (See 1.10). Faculty respond to the various questions/sections of the template with ongoing feedback from their dean.

New program development follows an academic lead process. Ideas for new programs are vetted by faculty with their respective departments, deans, and the office of Planning and Institutional Effectiveness to ensure that there is a regional labor market need and will result in a living wage. If all necessary criteria are met, the proposal is presented to the department, then the faculty curriculum committee for approval. Once the curriculum committee approves, the board of trustees reviews and approves the program. The program and all supported documents are submitted to ICCB for approval followed by IBHE and HLC.

Faculty evaluations are conducted per the collective bargaining agreements for the full-time faculty and adjunct faculty. The process is administered, monitored, and recorded by the Office of the Vice President for Instruction.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Black Hawk College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Black Hawk College's 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2020 and 50 from

fiscal year 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Black Hawk College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2020 through 2021, it was reported that 65 instructors taught transfer (1.1) dual credit courses. Of these instructors, four did not hold the appropriate credentials to teach transfer courses. It was reported that 34 instructors taught career and technical education (1.2) dual credit courses. The college reported that verification documentation was able to be procured for 29 of the 34 instructors. Of the remaining five, four did not have the required occupation experience and one did not have the required educational experience.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the pre-requisite requirements for dual credit.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

College Response: In order to ensure all dual credit instructors have adequate credentials to teach the courses that are assigned, and that those credentials match those required to teach courses for the college the office of the CAO follows a process in which dual credit

instructors submit their credentials (transcripts and Occupational Verification form, as applicable, to be vetted by the appropriate Dean and Department Chair for review. Once the individual has been approved, the Dual Credit Coordinator submits the paperwork to Human Resources.

For the one CTE faculty member that the college discovered did not meet the educational experience, that person is no longer teaching for BHC. BHC is confident that all four faculty have the 2000+ hours of occupational experience to teach in the respective areas, we were just lacking the documentation on file. Two of the four are no longer teaching this semester and will not be scheduled until the verification of Occupational Experience form has been completed.

For the transfer courses, there is one faculty member that will be removed from teaching the transfer PSC 1.1 course. The remaining faculty have degrees in Agriculture Education with fewer than 18 graduate credit hours in agriculture content. A previous dean looked only at the prefix of the courses in the master's degree vs. looking at the content of each course. BHC is currently training all new deans in looking at the titles comprehensively as well as the course prefix. The faculty with the gap in hours will be connected with graduate level agriculture graduate courses to complete the 18 graduate credit hours. Upon closer review of the Academic Credentialing Chart for Dual Credit Endorsement in General Education Illinois Articulation Initiative Courses, it appears that Math Education and English Education degrees are acceptable for endorsement. A definitive ruling from ICCB as to whether Agriculture Education meets the expectation would be helpful.

6. Assessment Plans

The college has in place a systematic process to assess student learning in each degree and certificate program it offers. The college's catalog was audited for the presence of program learning outcomes (PLOs) for certificate programs and AAS degrees. The college also utilizes program review reports for information about using assessment results to make changes in curriculum, instruction, or other aspects of the student experience. In addition to this, the college reviewed meeting minutes from the BHC group participating in the ASPIRE Project (Accelerating Student Progress and Increasing Racial Equity), and these minutes were reviewed for information about data analysis for placement measures.

The assessment committee's assessment proposal was reviewed for its numerous components related to assessment at BHC and five-year assessment plans were collected from several academic disciplines.

Compliance Recommendations: None

7. Student Evaluation

Black Hawk College has documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against college policy and administrative procedure to ensure the practices comply and in alignment with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

Black Hawk College reported that the standards used by the college to determine if a faculty member meets the qualifications are as follows: master's degree in the content area or a master's degree with 18 graduate credit hours in the content area for transfer courses (1.1) or education degree/certificate one level above the degree or certificate being awarded and 2,000 hours work experience in the field for CTE courses (1.2). The college implemented a comprehensive assessment software (Anthology) and began developing a systematic process for auditing faculty credentials compared with course requirements.

All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript evidence for the active courses requested, including full- and part-time faculty which were requested by the ICCB. The ICCB's review of the faculty transcripts provided by the college showed that one faculty member was missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

Professional development opportunities are available to faculty in several different venues at Black Hawk College. The college has professional development dollars available for faculty (full-time and part-time) to use to support their development in their content area.

Compliance Recommendation: To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Black Hawk College must ensure that all faculty have the proper credentials to teach. ICCB Recognition Standard 8a. Faculty Qualifications/Policies states:

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.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: On 8/12/22 Black Hawk College complied with the request to provide the one missing transcript and upon review by ICCB it was determined the faculty met the credential requirement for the courses assigned to teach.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9 Cooperative Agreements, the following item of the college was reviewed: the course catalog. Black Hawk College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college provided a link to access cooperative agreement information in the catalog. ICCB staff could not locate a direct reference to the CAREER Agreement or any mention of participating community colleges within the catalog or anywhere on the college's website. Black Hawk College did specify in their self-study that the CAREER Agreement is referenced in the catalog.

In addition to participating in the CAREER Agreement, the college has two additional intergovernmental agreements with Sauk Valley Community College (SVCC) and Carl Sandburg College (CSC).

Compliance Recommendation: The ICCB recommends that the college provide assurance that the intergovernmental agreements with SVCC and CSC have been approved by the ICCB.

Advisory Recommendation: The ICCB recommends that Black Hawk College specifically reference the CAREER Agreement in the college catalog and/or on the college website. It is also considered a best practice to be specific that all 48 community colleges are part of the Agreement.

College Response: While several emails between the CAO and ICCB Deputy Director for Academic Affairs & Student Success were found in archived emails, the actual email with the intergovernmental agreements to ICCB were not found. The CAO did not find that they received any confirmation from ICCB that the agreements were received. On 8/23/22 the CAO resubmitted these documents to ICCB for approval.

10. Program Review/Results

After reviewing Black Hawk College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendations: None

Advisory Recommendation: In SFY 2020's review, it was noted by ICCB reviewers that the program review submission had sections that were missing and/or incomplete for advising and adult education, including English Language Acquisition. As provided in the feedback letter dated September 15, 2021, the ICCB recommends that the college align their current program review schedule with the ICCB program review cycle. The ICCB recognizes that exceptions may have been granted in prior years. The college should provide a review on their academic advising services within the fiscal year 2021 submission.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling

The advising, counseling, and transfer program at Black Hawk College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. This work is less about being centralized or de-centralized with advising, and instead, the direction is toward standardizing across advising venues. The college is now focusing more on relationship versus transactional advising. Black Hawk College has implemented assigned advisors, a relationship-based advising model focused on personalized connection, and student progress tracking. This approach aligns with a proactive or intrusive advising model. It requires the institution to coordinate deliberate outreach to students versus waiting on the student to engage with an advisor when they feel it is appropriate.

Compliance Recommendation: None.

B: Financial Aid

Black Hawk College provided a holistic review of its financial aid department. The financial aid department is one of several student services offices located near provide students with a one-stop shop. Various outreach events and services are offered throughout

the year during and outside of business hours. These events are hosted at both Black Hawk College campuses and are offered in collaboration with District #503 high schools and community partners. Students can connect with a representative through various means. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

C: Placement

The career services center provides comprehensive career services to students, alumni, and community members. These services include wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for obtaining employment includes using a career coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, and small groups. Presentations of these services are available during regular business hours.

Compliance Recommendation: None.

D: Support Services

Black Hawk College provided a comprehensive and holistic review of its various support services to students. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities.

The military and student veterans center is where military and veteran students, faculty, and staff may receive information, assistance, and referrals to college departments and community agencies as they transition to college and the workforce. The veteran center continues to expand veteran services to include admissions, advising, orientation, financial aid, mentoring, and disabilities. The counseling department is committed to minimizing educational barriers, enhancing learning activities, and assisting students in exploring and identifying goals. Disability services works closely with students that may be eligible for assistance from Perkins Career Program and TRIO Support Services. Referrals are made to those students who meet the requirements. Recommendations are also given to DORS to assist students with educational and assistive technology needs. The college provides needed tutoring and testing service to students who qualify.

Compliance Recommendation: None.

2. Student Programming, Co-Curricular Activities and Support Services for Students

Black Hawk College provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. According to the college, quality and equity are inextricably linked and efforts in student programming aim to integrate these priorities.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 years of age who meet established criteria.

The office of student records evaluates credit for prior learning. College credit is accepted for transfer from institutions with regional accreditation, covering the time the student was enrolled. Through the implementation of Guided Pathways, students have a comprehensive and organized program for admissions. The Office of Admissions and Outreach has improved the college's undergraduate application using the Guided Pathways model to assist students in selecting a program of study.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The Illinois Community College Board staff conducted an on-site visit at Black Hawk College on June 29, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the instructional credit hour claim reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 212 students in fiscal year 2021 for the summer, fall, and spring semesters. Mid-term class

lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff find, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the college clarify its residency policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students.

Compliance Recommendation: None.

Course Repeats

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is an automated process in place that uses programming logic to eliminate these students, and it appears to be working as it should.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

The facilities master plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, tax and budget survey reports, certificates of tax levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation confirms that the board of trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion. To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings. There were only two findings noted over the four-year period. The CAP for each finding was provided and appears to be adequate.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted its 2021 Facilities Master Plan and the self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must

not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed.

Based on the review, there were several contractual employee positions. The employment contracts met all specifications set by 110 ILCS 805/3-65. All required notice provisions were met.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

4a. General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of Illinois Community College Board data submissions by Black Hawk College were reviewed—generally this includes fiscal years (FY) 2017-2021 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to \$59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Black Hawk College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Black Hawk College officials have met ICCB deadlines for most submissions. Overall, the final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Black Hawk College's A1 submission met the reporting deadline in four of the past five fiscal years; the FY 2018 submission was finalized 13 days past the reporting deadline. The submissions took between two and eight submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Highest Degree Previously Earned has been excellent in the five years reviewed with less than one percent of unknown records for this variable across the five years reviewed. The proportion of records with Pell Recipient was about 20 percent across the five years reviewed and with Subsidized Stafford Recipient was less than five percent across the four years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Black Hawk College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to four, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than two percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Black Hawk College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data was two, and final AC submissions did not contain any critical errors in four of the five years reviewed; the FY 2020 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from two to three, and there were no critical errors in the final submissions in five of the five years reviewed. Black Hawk College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Black Hawk College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than two percent of records having unknown age each

year. The proportion of records with unknown Race/Ethnicity ranged between three percent and eight percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the FY 2019 submission was finalized nine days past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Black Hawk College met the submission deadline in two of the past five years reviewed; the FY 2019 submission was finalized two days late, the FY 2018 submission was 13 days late, and the FY 2017 submission was finalized 20 days past the reporting deadline. The number of submissions needed to finalize the data ranged from one to six. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Black Hawk College met the reporting deadline in four of the five years reviewed for the African American Employment Plan Survey, Asian American Employment Plan Survey, and Hispanic Employment Plan Survey and in three of the five years reviewed for the Bilingual Needs and Bilingual Pay Survey. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in five of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendations: None

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Black Hawk College.

Black Hawk College-Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	07/10/20	06/14/19	06/14/18	06/19/17	06/24/16
# Submissions to Final	2	2	3	2	2
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	4752	5140	5225	5082	5379
Unduplicated Head Count	2558	2635	2865	2770	2918
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.24 percent	1.73 percent	0.95 percent	1.14 percent	1.02 percent
% Unknown Age in Final Submission no value or.	1.03 percent	1.40 percent	0.67 percent	0.89 percent	0.65 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	5.68 percent	3.97 percent	3.43 percent	8.38 percent	3.23 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	07/16/20	07/19/19	07/19/18	08/14/17	08/09/16
# Submissions to Final	2	4	3	8	2
Timeliness	on time	on time	on time	13 days late	on time
Head Count (total incl. 0 hrs. enroll.)	7043	7614	8126	9227	9845
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	4	6	4	5	7
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.34 percent	0.42 percent	0.82 percent	0.76 percent	2.02 percent
% 0 Cumulative GPA in Final Sub.	26.98 percent	27.17 percent	27.87 percent	30.55 percent	31.02 percent
% 0 Cumulative Hours in Final Sub.	26.91 percent	27.15 percent	27.85 percent	30.53 percent	30.97 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	0.03 percent	0.51 percent	0.20 percent	0.38 percent	0.06 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	21.58 percent	20.23 percent	21.17 percent	19.78 percent	20.35 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	4.39 percent	4.29 percent	4.68 percent	4.31 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	07/16/20	07/19/19	07/20/18	08/14/17	08/30/16
# Submissions to Final	2	1	2	4	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	710	795	884	920	930
Total Number of Completions from A1	702	788	875	892	913
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.70 percent	1.26 percent	0.79 percent	1.09 percent	1.61 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	07/16/20	07/19/19	07/19/18	08/14/17	08/09/16
# Submissions to Final	1	1	1	1	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	7043	7614	8126	9227	9845
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	07/16/20	07/19/19	07/23/18	08/23/17	08/23/16
# Submissions to Final	2	2	2	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	2	0	1	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.00 percent	0.00 percent	0.00 percent
% Dual Credit in Final	10.19 percent	9.87 percent	8.44 percent	8.01 percent	7.50 percent
% Remedial (PCS 14) in Final	5.29 percent	5.36 percent	5.88 percent	7.11 percent	7.07 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/25/20	09/24/19	09/19/18	09/25/17	10/11/16
# Submissions to Final	3	3	2	3	3
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	3743	4472	4333	4926	5613
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	2	1	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.05 percent	0.04 percent	0.04 percent	0.08 percent	0.16 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	98.10 percent	98.57 percent	98.45 percent	98.64 percent	98.88 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/29/20	09/24/19	09/20/18	09/25/17	09/23/16
Timeliness	on time	on time	on time	on time	on time
Head Count	3743	4472	4333	4926	5613
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/09/20	10/11/19	10/24/18	10/11/17	10/11/16

# Submissions to Final	2	5	4	2	2
Timeliness	on time	on time	9 days late	on time	on time
# Error Codes in Final Submission	2	2	2	2	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	6.02 percent	4.75 percent	2.72 percent	1.44 percent	6.58 percent
% Unknown Employment Class (8)	4.02 percent	3.93 percent	3.14 percent	2.47 percent	2.33 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/13/20	10/11/19	10/11/18	10/23/17	10/17/16
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	09/08/20	09/25/19	9/24/18	09/22/17	09/26/16
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/04/20	01/23/20	02/04/19	01/26/18	03/08/17
Timeliness	on time	8 days late	on time	on time	on time

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/04/20	01/23/20	02/04/19	01/26/18	03/08/17
Timeliness	on time	8 days late	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/04/20	01/23/20	02/04/19	01/26/18	03/09/17
Timeliness	on time	8 days late	on time	on time	1 day late

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/04/20	01/23/20	02/04/19	01/25/18	03/08/17
Timeliness	on time	8 days late	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	02/01/21	02/28/20	01/29/19	02/15/18	02/02/17
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	02/12/21	01/28/20	02/01/19	01/30/18	02/01/17

Timeliness	on time	on time	on time	on time	on time
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*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	06/07/21	06/12/20	06/19/19	06/28/18	07/05/17
# Submissions to Final	1	2	6	2	5
Timeliness	on time	on time	2 days late	13 days late	20 days late
# Error Codes in Final Submission	2	2	1	6	3
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	32.04 percent	6.21 percent	4.85 percent	42.81 percent	6.21 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	14.19 percent	13.06 percent	10.17 percent	5.37 percent	7.12 percent
% Unknown Employment Class (8)	4.03 percent	3.34 percent	2.82 percent	0.47 percent	1.67 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.



RECOGNITION REPORT

COLLEGE OF DUPAGE

September 16, 2022

Illinois Community College Board
Recognition Report
For College of DuPage
September 2022

Introduction

During fiscal year 2021, the Illinois Community College Board (ICCB) conducted a recognition evaluation of College of DuPage, District 502. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to College of DuPage. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. 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 period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between College of DuPage's 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

College of DuPage offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art and Music Performance, the Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13s or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 20 of 20 courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The College of DuPage reports that the Guide to Curriculum Development guides the College's internal processes as they relate to the revision and development of degrees and certificates, individual courses, and new programs. All curriculum revisions and proposals

are carefully reviewed by individual faculty at the discipline level, by Division Curriculum Committees and by the College Curriculum Committee before they are forwarded on to the Provost and ICCB for final approval. New degrees and certificates as well as new programs are subject to approval by the Board of Trustees with a history of their approval process.

The College maintains clear Hiring Guidelines for all full-time and part-time faculty that align with hiring guidelines established by ICCB. The college established clear procedures to secure official credentials verifying that all new faculty are appropriately credentialed which are then maintained on file in the Human Resources Department. Faculty who teach dual credit courses in district high schools are subject to the same hiring guidelines as other faculty.

Compliance Recommendations: None

4. Curriculum

4a) A comparison between College of DuPage's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

Standard 5a-f: Dual Credit

As part of College of DuPage's 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the

Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2020 and 50 from fiscal year 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at College of DuPage. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2020 through 2021, 170 faculty taught dual credit. For purposes of this review, a sampling of 62 (10 percent margin of error) dual credit faculty were reviewed. Of those reviewed, all instructors were found to hold the required credentials to teach either 1.1 or 1.2 courses. Additionally, no faculty who were reviewed are currently on a professional development plan.

Students.

All students reviewed met course prerequisites, received a waiver to enroll in the course per dual credit established procedure, or had instructor consent to take the course. Specifically, two students received the consent of the course instructor and three students received a waiver. In all five instances, college policies and procedures were followed.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendations: None

6. Assessment Plans

The college has in place a systematic process to assess student learning in each degree and certificate program it offers. All programs and disciplines at College of DuPage have learning outcomes that are shared with students through the program and program map web pages on the COD website. Program assessment plans, reports, and improvement information are integrated into Student Outcomes Assessment Projects (SOAPs), which are based on a continuous improvement model.

All faculty are expected to be involved in assessment processes as appropriate for the courses and programs they teach. Additional support for faculty and staff is provided through materials available in the Assessment Training and Reporting section of Blackboard and during Faculty In-Service.

The college recently completed a reflective self-assessment of the institutional assessment practices and culture using the National Institute for Learning Outcomes Assessment (NILOA) Excellence in Assessment rubric. This work led to development of additional goals for future assessment work at the college which are reflected in the upcoming action items.

Compliance Recommendations: None

7. Student Evaluation

College of DuPage has a documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals. Faculty and student handbooks were reviewed against college policy and administrative procedure to ensure the practices comply and align with ICCB Rule 1501.405.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

College of DuPage has reported that the qualifications for faculty members teaching a transfer-level course must meet the standard of the Higher Learning Commission (HLC) and ICCB requirements of a master's degree with 18 hours in the specified discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 95 of the requested courses that are currently offered. The ICCB's review of the faculty transcripts provided by the college showed that the faculty members had the proper credentials to teach the assigned courses.

The Faculty Professional Development Program at College of DuPage comprises the Faculty Chair of Professional Development, the Employee Development Center, Adjunct Faculty Support, and Learning Technologies. All collaborate to support the professional development opportunities designed to support faculty, staff, and administrators. The college also utilizes the Employee Development Center (EDC), which supports professional development for all employees, Faculty Professional Development, and

Learning Technologies to partner in the advertising and tracking of enrollment of face-to-face courses, online courses, hybrid courses and online resources.

Compliance Recommendation: None

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the approved CAREER Agreement and the college's course catalog. College of DuPage participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

All indicators of compliance and indicators of quality were met. College of DuPage also conducted a self-study of current marketing and registration documentation and found that all information presented was accurate and consistent with information provided on the college's website and within the college's course catalog.

Compliance Recommendation: None.

10. Program Review/Results

After reviewing College of DuPage's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendations: None

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling

The advising, counseling, and transfer program at the College of DuPage is comprehensive and organized to address new students' academic planning and transitional needs and the

continued success of all students as they progress through their program. Members of the counseling, advising, and transfer services department accomplish this in structured settings like individual appointments, large and small group interactions, and informally, as club advisors. Counselors assist with career exploration and decision-making, personal concerns, and educational planning for undecided students and students on academic probation.

Compliance Recommendation: None.

B: Financial Aid

College of DuPage provided a holistic review of its financial aid department. In compliance with IL SB0190, the Office of Student Financial Assistance has designated a financial aid representative to serve as College of DuPage's Homeless Liaison. The Office of Student Financial Assistance, Human Resources, and Career Services collaborate to ensure prospective and current students know about the federal work-study program. The Office of Student Financial Assistance is open Monday-Thursday, 8:00 a.m.-7:00 p.m. and Friday from 8:00 a.m.-5:00 p.m. Students can connect with a representative through various means. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response: Future reports will include the college's official cohort default rates as reported by the United States Department of Education. The college's most current official cohort default rates are: 2018-9.8%, 2017- 11.7%, and 2016- 13.0%.

C: Placement

The Career Services Center provides wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for obtaining employment includes using a career coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities. Workshops, seminars, and presentations of these services are available during regular business hours.

Compliance Recommendation: None.

D: Support Services

College of DuPage provided a comprehensive and holistic review of its various support services to students. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. Extensive training with College of DuPage faculty and staff has occurred to ensure that current College of DuPage students who express academic difficulties due to a disability, injury, illness, or medical condition are appropriately referred to the Center for Access Accommodations for support.

The college has a coordinator of veterans and military personnel student services and serves the specific needs of student veterans and military personnel and their families; the coordinator also serves as an advocate before the administration of the college for the needs of student veterans. The department also includes three full-time benefited staff, two part-time support staff, and five veteran work-study students. The college also has four academic advisors trained to work with student veterans using education benefits.

Compliance Recommendation: None.

2. Student Programming, Co-Curricular Activities, and Support Services for Students

College of DuPage provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. Due to the pandemic, its active student clubs and organizations list is now at 45.

For clubs that became inactive during the pandemic, the college will work with the advisors to help recruit students and reactivate the clubs. The college will also resume its on-campus promotions to promote new club chartering.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 years of age who meet established criteria.

The Office of Student Records evaluates credit for prior learning. College credit is accepted for transfer from institutions with regional accreditation, covering the time the student was enrolled. Through the implementation of Guided Pathways, students have a comprehensive and organized program for admissions. The Office of Admissions and Outreach has

improved the college's undergraduate application using the Guided Pathways model to assist students in selecting a program of study.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification.

The Illinois Community College Board staff conducted an on-site visit at College of DuPage on April 28, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 188 students in fiscal year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The college has a documented and verifiable process for determining residency. Classification of credit hours is automated using programming logic. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a valid driver's license, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff find, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the College clarify its residency policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response: The college's Registration Services team is currently reviewing and will make appropriate changes.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples of students outside the original data sample.

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students.

Compliance Recommendation: None.

Course Repeats

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is an automated process in place that uses programming logic to eliminate these students, and it appears to be working as it should.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

The facilities master plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, tax and budget survey reports, certificates of tax levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the college's website confirms that the board of trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit:

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings.

There were five findings noted over the four-year period. The CAP was provided for each finding and each appears to be adequate. It was noted that there were two repeat findings. The college cited hiring additional staff which will eliminate these issues going forward.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted its 2019 facilities master plan and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed.

Based on the review, there are several contractual employee positions, including the president's position. The employment contracts met all specifications and notice provisions required by law.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

ACCOUNTABILITY

4a. General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of Illinois Community College Board data submissions by College of DuPage were reviewed—generally this includes fiscal years (FY) 2017-2021 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to \$59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

College of DuPage officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, College of DuPage officials have met ICCB deadlines for most submissions. Overall, College of DuPage's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the FY 2019 and FY 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. College of DuPage's A1 submission met the reporting deadline in two of the past five fiscal years; the FY 2021 submission was finalized nearly one month late, the FY 2019 submission was one and a half months late, and the FY 2018 submission was finalized more than two months past the reporting deadline. The submissions took between two and 11 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 20 percent across the years reviewed. The proportion of records with Pell Recipient

ranged between 16 and 17 percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient was less than seven percent across the four years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in three of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. College of DuPage met the reporting deadline in three of the five years reviewed; the FY 2019 submission was finalized about half a month late, and the FY 2018 submission was finalized five weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the FY 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity was less than two percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. College of DuPage met the reporting deadline in two of the five years reviewed; the FY 2021 submission was finalized one day late, the FY 2019 submission was 10 days late, and the FY 2018 submission was more than two months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and final AC submissions did not contain any critical errors in two of the five years reviewed; the FY 2020 and FY 2018 submissions contained one critical error and the FY 2019 submission contained two critical errors. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in two of the past five years; the FY 2019 submission was finalized four weeks late, the FY 2018 submission was more than two months late, and the FY 2017 submission was finalized half a month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to five, and there were no critical errors in the final submissions in four of the five years reviewed; the FY 2018 submission contained one critical error. This data was verified by college officials as valid and accurate. College of DuPage met the reporting deadline for the **Fall Enrollment Survey** in five of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. College of DuPage data submissions met the reporting deadline in two of the last five fiscal years; the FY 2020 submission was finalized five weeks late, the FY 2019 submission was eight days late, and the FY 2017 submission was finalized six days past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five

years reviewed with less than two percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 49 percent and 57 percent across the five years reviewed, and coverage of this variable is an area for further improvement in future submissions.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in each of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in three of the past five fiscal years; the FY 2019 submission was finalized one week late, and the FY 2018 submission was two weeks past the reporting deadline. The number of submissions required to finalize these data ranged from two to six. The **Faculty, Staff, and Salary Supplementary Information** survey data submission was finalized prior to the reporting deadline in four of the past five fiscal years; the FY 2021 submission was finalized one week late. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. College of DuPage met the submission deadline in four of the past five years reviewed; the FY 2017 submission was finalized one week late. The number of submissions needed to finalize the data ranged from two to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. College of DuPage met the reporting deadline in four of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendations: None

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from College of DuPage. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Course Data (AC)**, and the **Noncredit Course Enrollment Data (N1)**.

College Response: To reduce data errors and submission time, the college continues to work on the following:

- *Enhancing QA reporting to proactively notify Records, Registration, Scheduling, and Academic Affairs offices to correct errors before the data are submitted to ICCB.*
- *Revising business processes to improve practices that introduce data errors into the student information systems.*

By identifying the root causes, ongoing data errors can be reduced, thereby positively impacting submission cycle times.

Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	07/15/20	08/19/19	07/24/18	07/17/17	07/21/16
# Submissions to Final	3	4	3	3	3
Timeliness	on time	35 days late	8 days late	on time	6 days late
Duplicated Head Count	18495	19107	17973	15887	13532
Unduplicated Head Count	9422	9512	9199	8674	8342
# Error Codes in Final Submission	5	5	4	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	24.81 percent	25.21 percent	1.64 percent	1.40 percent	0.95 percent
% Unknown Age in Final Submission no value or.	0.16 percent	1.02 percent	0.00 percent	0.63 percent	0.61 percent
% Unknown Age in Final Submission unknown	0.07 percent	0.23 percent	0.30 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	55.97 percent	57.25 percent	55.25 percent	52.35 percent	49.36 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	09/01/20	08/01/19	09/13/18	10/06/17	07/29/16
# Submissions to Final	11	5	4	9	2
Timeliness	29 days late	on time	43 days late	66 days late	on time
Head Count (total incl. 0 hrs. enroll.)	39731	41941	43702	45176	46651
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	3	3	4	4	3
# Critical Errors in Final Submission	0	0	1	1	0
% Records with Errors in Final Sub.	0.04 percent	0.02 percent	0.04 percent	0.03 percent	0.30 percent
% 0 Cumulative GPA in Final Sub.	11.26 percent	12.08 percent	12.65 percent	12.99 percent	13.26 percent
% 0 Cumulative Hours in Final Sub.	11.32 percent	12.04 percent	12.75 percent	13.14 percent	13.07 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	21.39 percent	21.15 percent	19.83 percent	20.01 percent	20.12 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	16.66 percent	15.99 percent	16.85 percent	15.92 percent	17.35 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	5.44 percent	5.51 percent	6.17 percent	6.78 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	09/01/20	08/01/19	09/21/18	10/06/17	08/04/16
# Submissions to Final	3	3	3	3	1
Timeliness	on time	on time	17 days late	35 days late	on time
Record Count (duplicate completions)	2930	4522	5303	5213	5350
Total Number of Completions from A1	2922	4493	5213	5151	5295
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	1	0	1
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.09 percent	0.00 percent	1.63 percent

% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	0.72 percent	0.84 percent	1.15 percent	0.84 percent	1.85 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	09/01/20	08/07/19	09/24/18	10/06/17	09/07/16
# Submissions to Final	4	4	6	3	3
Timeliness – Data Due	on time	on time	20 days late	35 days late	on time
Head Count in Final Submission	39731	41941	43702	45176	46651
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	2	6	2	2
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	09/02/20	08/29/19	09/14/18	11/07/17	08/31/16
# Submissions to Final	5	4	2	6	3
Timeliness	1 day late	on time	10 days late	67 days late	on time
# Error Codes in Final Submission	1	2	3	2	1
# Critical Errors in Final Submission	0	1	2	1	0
% Records with Errors in Final Sub.	0.01 percent	0.01 percent	0.02 percent	0.01 percent	0.01 percent
% Dual Credit in Final	5.65 percent	5.45 percent	4.85 percent	5.12 percent	4.71 percent

% Remedial (PCS 14) in Final	4.10 percent	4.25 percent	4.37 percent	4.95 percent	5.81 percent
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* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/30/20	09/27/19	10/29/18	12/06/17	11/02/16
# Submissions to Final	5	3	5	4	4
Timeliness	on time	on time	28 days late	65 days late	16 days late
Head Count in Final Submission	21010	23903	24900	26165	26901
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	4	3	3	4	3
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.58 percent	1.07 percent	0.18 percent	0.41 percent	0.82 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/29/20	09/26/19	09/25/18	09/05/17	09/13/16
Timeliness	on time	on time	on time	on time	on time
Head Count	21010	23903	24900	26165	26901
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
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Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/14/20	10/08/19	10/22/18	10/30/17	10/21/16
# Submissions to Final	3	2	5	6	3
Timeliness	on time	on time	7 days late	14 days late	on time
# Error Codes in Final Submission	3	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	8.57 percent	8.14 percent	7.42 percent	6.86 percent	13.21 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/22/20	10/11/19	10/02/18	10/23/17	10/26/16
# Submissions to Final	1	3	1	1	1
Timeliness	7 days late	on time	on time	on time	on time

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	10/29/20	10/21/19	10/24/18	10/27/17	10/31/16
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/07/20	01/13/20	02/01/19	02/08/18	03/08/17

Timeliness	on time	on time	on time	6 days late	on time
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*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/07/20	01/13/20	02/01/19	02/08/18	03/08/17
Timeliness	on time	on time	on time	6 days late	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/07/20	01/13/20	02/01/19	02/13/18	03/08/17
Timeliness	on time	on time	on time	11 days late	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/07/20	01/13/20	02/01/19	02/08/18	03/08/17
Timeliness	on time	on time	on time	6 days late	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	02/02/21	02/25/20	02/01/19	02/16/18	02/08/17
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	02/15/21	02/06/20	02/12/19	02/05/18	02/07/17
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	6/15/21	06/11/20	06/11/19	06/13/18	06/22/17
# Submissions to Final	2	2	2	3	2
Timeliness	on time	on time	on time	on time	7 days late
# Error Codes in Final Submission	3	2	2	3	3
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	4.11 percent	3.74 percent	3.62 percent	3.49 percent	9.17 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	3.88 percent	3.26 percent	3.11 percent	3.09 percent	2.98 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.



RECOGNITION REPORT

TRITON COLLEGE

September 16, 2022

Illinois Community College Board
Recognition Report
For Triton College
September 2022

Introduction

During fiscal year 2021, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Triton College, District 504. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to Triton College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. 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 period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between Triton College's 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Triton College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13s or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 16 of the 20 baccalaureate/transfer courses requested. Four (4) of the courses have been withdrawn from the college's offerings. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 16 of 16 active courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The college maintains academic control over its units of instruction. The college's policy indicates that faculty are responsible for the design, conduct and evaluation of each unit of instruction to assure the quality, academic rigor, and effectiveness of instruction. The admission, course placement, and graduation requirements are set by institutional policy.

4. Curriculum

4a) A comparison between Triton College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Triton College's 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2020 and 50 from fiscal year 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards and local college policies apply to courses, instructional procedures, and academic standards at Triton College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2020 through 2021, it was reported that 22 instructors taught transfer (1.1) dual credit courses in fiscal year 2020 and 23 instructors taught 1.1 courses in fiscal year 2021. Of these instructors, one did not hold 18 content-area graduate credit hours in fiscal year 2020. In fiscal year 2021, two instructors did not hold the appropriate credentials

to teach transfer courses. One of those two did not hold 18 content-area graduate credit hours and the other did not have a conferred degree. It was also reported that 67 instructors taught career and technical education (1.2) dual credit courses in fiscal year 2020 and 45 instructors taught 1.2 courses in fiscal year 2021. In fiscal year 2020, three instructors did not hold the appropriate credentials to teach 1.2 dual credit courses. Of those three, two did not have the required 2,000 work hours and one did not have a conferred degree. In fiscal year 2021, three instructors did not hold the appropriate credentials to teach 1.2 dual credit courses. Of those three, two did not have the required 2,000 work hours and one did not have a conferred degree.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, one student did not meet the pre-requisite requirements for that specific dual credit course.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

College Response to Compliance Recommendation 1: A comprehensive review of the credentials of all dual credit instructors was conducted in the spring semester of 2022 by the director of dual credit and academic leadership. Instructors who did not meet the minimum qualifications were not permitted to teach dual credit courses for any subsequent semesters. Dual credit faculty credentials will be reviewed by the department chair and dean each semester going forward. The process for ensuring compliance with dual credit faculty credentials is detailed next.

In compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Triton has requested the required documentation on file in accordance with Transfer (1.1 PCS) courses, college/university transcripts from all dual credit instructors that show that a master's degree has been conferred plus evidence of 18 graduate hours in the discipline taught and CTE (1.2 PCS) courses, instructors must hold the appropriate credentials, and have 2,000 hours of work-related (non-teaching) experience in the discipline.

Qualifications of dual credit instructors are collected and documented by the Dual Credit office. Review and approval of dual credit instructors are completed by the Department Chair and Dean. Upon approval, all documents are retained by Human Resources and placed in each faculty member's personnel file. Copies of the documents are also kept in the Dean's office.

Compliance Recommendation 2: To comply with ICCB Administrative Rule 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response to Compliance Recommendation 2: The Office of Dual Credit will determine the eligibility of high school students listed on the rosters provided by each high school dual credit point of contact based on their application status and prerequisite qualifications, if applicable. After the registration period has ended, the Office of Dual Credit will provide the high school dual credit point of contact with Triton's official rosters of students enrolled for dual credit courses. The comprehensive process is provided next.

To ensure students have completed the College's criteria, prerequisites, and/or placement procedures for each course, the director of dual credit works closely with school counselors at the area high schools. Regular meetings are scheduled by the director of dual credit and the dean of retention and student engagement along with college faculty and high school instructors to ensure students have completed the necessary prerequisites. These meetings also ensure high school staff is aware of college curriculum changes that may impact prerequisites for dual credit classes.

Placement procedures for dual credit students have been clarified by way of policy revision. Dual credit students take placement exams for those classes in which the exams are required. The College ensures the completion of placement exams by prioritizing easy access to complete placement exams. With COVID restrictions lifted, the testing center staff has resumed their travel to area high schools to offer placement testing. We also have implemented remote, proctored testing as an option for students.

With the dean of retention and student engagement overseeing both the testing center and the director of dual credit, we can ensure the placement results are accurately and appropriately shared with staff to check appropriate course placement. The dean is currently working on a plan to relocate the dual credit office next to the testing center to purposely serve high school students and their parents who may come to campus with questions about placement and dual credit coursework. Increased communication and collaboration will help ensure dual credit students have met the appropriate criteria for each course.

6. Assessment Plans

The college has in place a systematic process to assess student learning in each degree and certificate program. The institution has in place a general education assessment, and a program assessment framework, and a peer review panel to assess student learning and program outcomes. Additionally, department chairpersons are responsible for evaluating faculty. Lastly, the college has adopted the common placement framework.

Compliance Recommendations: None.

7. Student Evaluation

Triton College has a well-defined system for evaluating and recording student performance in courses and programs. The college has Board policies governing the grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendations: None.

8. Faculty Qualifications/Policies

The college has policies and procedures in place to ensure the hiring of high quality faculty. The Professional Development Center and the Center for Teaching Excellence provide professional development opportunities for faculty and staff, and workshops, seminars, technology training, and customized departmental and individual trainings are regularly offered.

Compliance Recommendation: The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. ICCB staff requested the transcripts of a random sampling of active courses that were taught during the review period to confirm faculty qualifications. As a result of the review, five faculty did not meet the faculty requirements.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Triton College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

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.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: Academic deans and department chairs are conducting a comprehensive review of the credentials of all part-time and full-time credit-division faculty during this fall semester of 2022. Faculty who do not meet the minimum qualifications will not be permitted to teach during the spring semester of 2023 or for any subsequent semesters. The process for ensuring compliance with required faculty credentials is detailed next.

In compliance with Administrative Rule 23 Ill. Admin Code 1501.303(f), Triton must ensure all faculty have the proper credentials to teach. Upon interview and approval of candidate by Department Chair and Dean, qualifications are submitted to Human Resources. For faculty teaching in Arts and Sciences college/university transcripts must show that a master's degree has been conferred plus evidence of 18 graduate hours in the discipline taught and for CTE (1.2 PCS) courses, instructors must hold the appropriate credentials, and have 2,000 hours of work-related (non-teaching) experience in the discipline. Upon hire, all documents are retained by Human Resources and placed in each faculty member's personnel file. Copies of the documents are also kept in the Dean's office.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's course catalog, student handbook, and website. Triton College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college provided a pathway regarding how to access CAREER Agreement information on the website. In addition to providing students with a number of resources regarding the CAREER Agreement—including an FAQ and a step-by-step process in how one can participate—the college noted in its review of facilities that the records office is easily accessible to students; the records office administers the CAREER Agreement.

A review of the college's course catalog and student handbook was also completed by ICCB staff. The review found that all information presented regarding the CAREER Agreement was accurate and consistent with information provided on the website.

Compliance Recommendation: None.

Advisory Recommendation: Pursuant to article 20 of the CAREER Agreement- approved by the ICCB on January 24, 2020- of which Triton College is a part, colleges sending students to receiving colleges will not pay chargebacks. The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should remove this language from their student handbook (page 9) and any other place it may be.

College Response: The College removed the CAREER Agreement language from the student handbook on August 26, 2022. This language was not found in any other locations.

10. Program Review/Results

After reviewing Triton College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendations: None

2. STUDENT SERVICES/ACADEMIC SUPPORT

1A. Advising/Counseling

The advising and counseling program at Triton College is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Advisors facilitate a smooth transition for incoming students through course placement, registration, academic planning, and assistance with obtaining relevant information and services. Under guided pathways, advisors are assigned by Areas of Study Pathways to provide proactive advising aligned with interventions and resources to help students stay on the path to persist and complete. The department provides both in-person and virtual services to students. Hours of operation include evening services Monday through Thursday and registration assistance on select Saturdays during peak enrollment months.

Compliance Recommendation: None.

1B. Financial Aid

Triton College provided a holistic review of its financial aid department. In August and

January, before the start of the fall and spring terms, the financial aid office is open on Saturdays in addition to their normal hours. During these hours of operation, financial aid advisors are available to students on a walk-in or appointment basis. Computers are available within the financial aid office for assistance with accessing information and submitting applications.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response: The current default rate is 3.4%. Future reports will include the current default rate.

1C. Placement

The career services center provides wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for obtaining employment includes using a career coach, portfolio development, a resume starter document, in-depth resume critiques, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities, including workshops, seminars, and presentations. These services are available during regular business hours.

Compliance Recommendation: None.

1D. Support Services

Triton College provided a thorough and holistic review of its various support services to students. Various campus facilities, including the financial aid office, welcome desk, tutoring, the Center for Access and Accommodative Services (CAAS), and the Testing Center are equipped with the UbiDuo device that promotes communication and a welcoming environment between persons who are deaf, hard of hearing and those who have a speech impediment to communicate with staff. Services are available to students at hours convenient to them, either in-person or virtually. Student support facilities are easily accessible to students. Web and in-person services are available for students with disabilities. The college does not have a veterans and military personnel student services coordinator. However, the college has three staff members who serve the specific needs of student veterans and military personnel and their families and serve as their advocate.

Compliance Recommendation: None.

2. Student Programming, Co-Curricular Activities and Support Services for Students

Triton College provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. The office of Student Life is home to 29 student clubs and organizations. Recruitment in all clubs and organizations occurs during new student orientations. Student services also encompass the Triton College counseling department, transitioning to a mental health and wellness model. Students can visit full-time counselors regarding various concerns including managing stress, one-on-one counseling, programming around wellness, and support and advocacy with referrals to the appropriate campus and community resources. The Academic Success Center provides in-person tutoring by appointment and virtual drop-in and appointment-based individual and group tutoring.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 years of age who meet established criteria.

The 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. The admissions department's comprehensive approach helps guide students through recruitment efforts and advises their first-semester registration.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

4a. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Triton College on April 27, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student

residency classification to verify the accuracy of the submissions that are used to compile the certified reports (“SU/SR claim reports”). The sample consisted of 18 course sections and 165 students in fiscal year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB. The college has a procedure regarding the determination of residency and makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter’s registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that Triton College clarify its residency policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response: Residency review will take place over the next semester. Implementation of any agreed upon updates will be ready in January 2023. The College will offer clarification to students on its website for those not explicitly reflected in the current policy. These populations will include but may not be limited to those who are or have been recently incarcerated, those who have recently been in foster care or considered wards of the state, and those who identify as homeless.

Midterm Certification

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college’s procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade

sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples of students outside the original data sample.

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students.

Compliance Recommendation: None.

Course Repeats

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

4b. Financial Planning

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the college's website confirms that the board of trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

4c. Financial Compliance Annual External Audit:

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits, consolidated year-end financial reporting (CYEFR) reconciliations, overall outcomes, and timeliness of completion.

During the on-site visit, the college indicated that the management decision letter is reviewed, and actions are implemented if necessary. The college also reviews procedures and regulations for submitting accurate information in the audit process. ICCB staff reviewed with the college and provided specific feedback on the CYEFR.

Based on the review, there were no audit findings and audit packages were complete for the four-year period.

Compliance Recommendation: None.

4d. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted their December 2021 Facilities Master Plan. This plan was found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

4e. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered into with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

There are several administrator positions filled under contracts, including the president's position. The contract for the president is the only one with a severance clause. The employment contracts met all specifications set by 110 ILCS 805/3-65. In addition, all required notice provisions were met.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

ACCOUNTABILITY

4a. General Reporting Requirements (Focused finance items are covered in Section 3d Part C.)

The latest five years of Illinois Community College Board (ICCB) data submissions by Triton College were reviewed—generally this includes fiscal years (FY) 2017-2021 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated

Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to \$59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Triton College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Triton College officials have met ICCB deadlines for most submissions. Overall, Triton College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Triton College's A1 submission met the reporting deadline in two of the past five fiscal years; the FY 2020 submission was finalized one week late, the FY 2019 submission was more than two months late, and the FY 2018 submission was finalized one month past the reporting deadline. The submissions took between five and nine submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between 29 percent and 34 percent. The proportion of records with Pell Recipient was about 20 percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient ranged between zero and less than two percent across the four years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Triton College met the reporting deadline in three of the five years reviewed; the FY 2019 and FY 2018 submissions were finalized over one month late. The number of submissions needed to finalize the data ranged from two to three, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between three percent and eleven percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Triton College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to three, and final AC submissions did not contain any critical errors in two of the five years reviewed; the FY 2020, FY 2019, and FY 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the FY 2019 submission was finalized two and a half weeks late, and the FY 2017 submission was finalized two months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to eight, and there were no critical errors in the final submissions in five of the five years reviewed. Triton College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a small discrepancy with the FY 2017 submission (2 records).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Triton College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than two percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 23 percent and 30 percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in three of the past five fiscal years; FY 2021 submission was finalized 11 days late, and the FY 2018 submission was 12 days late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in each of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the FY 2018 submission was finalized two days past the reporting deadline. The number of submissions required to finalize these data ranged from three to four. The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Triton College met the submission deadline in four of the past five years reviewed; the FY 2017 submission was finalized 11 days late. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Triton College met the reporting deadline in three of the five years reviewed for all four surveys; the FY 2020 submissions were finalized nearly one month late, and the FY 2017 submissions were finalized two weeks past the reporting deadline. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in four of the past five fiscal years; the FY 2019 submission was finalized 11 days past the reporting deadline. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Triton College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**.

Triton (504) – Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	07/14/20	07/09/19	07/02/18	07/05/17	07/07/16
# Submissions to Final	2	2	1	3	3
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	4042	4379	4951	4724	4165
Unduplicated Head Count	2388	2595	3060	3134	2659
# Error Codes in Final Submission	3	5	3	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	5.27 percent	4.77 percent	1.59 percent	1.78 percent	1.51 percent
% Unknown Age in Final Submission no value or.	1.76 percent	1.42 percent	1.01 percent	1.59 percent	1.15 percent
% Unknown Age in Final Submission unknown	0.02 percent	0.14 percent	0.06 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	29.96 percent	23.18 percent	26.50 percent	28.96 percent	25.31 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	07/29/20	08/08/19	10/08/18	08/31/17	08/22/16
# Submissions to Final	5	5	6	9	5
Timeliness	on time	7 days late	68 days late	30 days late	on time
Head Count (total incl. 0 hrs. enroll.)	16555	17531	17877	18698	17962
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	1	4	2	2	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.01 percent	1.18 percent	0.06 percent	0.16 percent	0.37 percent
% 0 Cumulative GPA in Final Sub.	23.36 percent	26.45 percent	41.13 percent	41.50 percent	39.19 percent
% 0 Cumulative Hours in Final Sub.	25.31 percent	29.42 percent	29.89 percent	30.32 percent	27.87 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	28.90 percent	29.62 percent	30.93 percent	33.63 percent	31.04 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	19.27 percent	19.35 percent	20.39 percent	19.42 percent	20.14 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	1.88 percent	0.00 percent	0.00 percent	0.19 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/12/20	08/13/19	10/08/18	10/06/17	08/31/16
# Submissions to Final	2	3	3	3	3
Timeliness	on time	on time	34 days late	35 days late	on time
Record Count (duplicate completions)	1243	1333	1225	1335	1254
Total Number of Completions from A1	1239	1331	1210	1333	1253
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0

% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	2.82 percent	4.73 percent	4.00 percent	5.24 percent	10.77 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	08/20/20	08/21/19	08/28/18	09/01/17	08/19/16
# Submissions to Final	4	5	1	3	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	16555	17531	17877	18698	17962
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	2	5	1	2
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/27/20	08/14/19	08/23/18	08/31/17	09/20/16
# Submissions to Final	3	2	2	3	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	2	2	2	1
# Critical Errors in Final Submission	0	1	1	1	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.04 percent	0.02 percent	0.01 percent

% Dual Credit in Final	5.48 percent	3.49 percent	2.27 percent	1.92 percent	1.78 percent
% Remedial (PCS 14) in Final	6.13 percent	7.99 percent	8.92 percent	8.78 percent	8.35 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/22/20	09/20/19	10/19/18	09/18/17	12/21/16
# Submissions to Final	2	3	7	3	8
Timeliness	on time	on time	18 days late	on time	65 days late
Head Count in Final Submission	8819	9571	10529	10672	11386
Discrepancy between E1 & Survey	0	0	0	0	-2
# Error Codes in Final Submission	3	3	2	2	6
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.03 percent	1.32 percent	1.70 percent	0.61 percent	8.35 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	99.22 percent	99.51 percent	99.37 percent	99.68 percent	99.72 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/23/20	09/30/19	09/28/18	09/25/17	09/30/16
Timeliness	on time	on time	on time	on time	on time
Head Count	8819	9571	10529	10672	11388
Discrepancy between E1 & Survey	0	0	0	0	+2

* Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/15/20	10/14/19	10/15/18	10/18/17	10/18/16
# Submissions to Final	3	3	4	3	4
Timeliness	on time	on time	on time	2 days late	on time
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	3.83 percent	3.03 percent	2.24 percent	2.31 percent	5.35 percent
% Unknown Employment Class (8)	5.47 percent	7.34 percent	0.00 percent	0.08 percent	0.50 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/15/20	10/15/19	10/15/18	10/19/17	10/17/16
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	11/13/20	10/31/19	10/30/18	11/13/17	10/10/16
Timeliness	11 days late	on time	on time	12 days late	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016

Final Submission Varies See Note*	11/19/20	02/13/20	02/05/19	02/01/18	03/22/17
Timeliness	on time	29 days late	on time	on time	14 days late

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20	02/13/20	02/05/19	02/01/18	03/22/17
Timeliness	on time	29 days late	on time	on time	14 days late

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021		2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020		2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20		02/13/20	02/05/19	02/01/18	03/22/17
Timeliness	on time		29 days late	on time	on time	14 days late

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/19/20	02/13/20	02/05/19	02/01/18	03/22/17
Timeliness	on time	29 days late	on time	on time	14 days late

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	02/02/21	02/28/20	02/12/19	02/16/18	02/08/17
Timeliness	on time	on time	11 days late	on time	on time

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	02/03/21	02/04/20	02/08/19	02/07/18	02/07/17
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	06/09/21	06/11/20	06/11/19	06/07/18	06/26/17
# Submissions to Final	3	3	2	2	4
Timeliness	on time	on time	on time	on time	11 days late
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	8.43 percent	7.33 percent	4.19 percent	5.38 percent	6.35 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	10.45 percent	9.95 percent	6.67 percent	6.95 percent	7.44 percent

% Unknown Employment Class (8)	5.82 percent	8.23 percent	6.05 percent	0.48 percent	0.00 percent
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*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

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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

Danville Area Community College

- Claims Representative Certificate (30 credit hours)

Lewis & Clark Community College

- Fire Service Leadership Associate of Applied Science (A.A.S.) degree (60 credit hours)
- Fire Service Leadership Certificate (40 credit hours)

Triton College

- Diesel and Transportation Technology A.A.S. degree (61 credit hours)

BACKGROUND

Danville Area Community College
Claims Representative Certificate (30 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment, as well as advancement opportunities, as insurance claims representatives.

Catalog Description: The Claims Representative Certificate program prepares individuals for entry-level employment as claims adjusters. The curriculum emphasizes real world experiences with the latest policies and procedures. This program is a collaborative partnership with Canon Cochran Management Services, Inc. (CCMSI). Students will be prepared for employment as claims adjusters in any of the 34 CCMSI locations nationwide among their workforce of more than 1,500 insurance claims professionals. Students who complete the workers' compensation claim representative certificate program will be prepared to build a career in the worker's compensation, risk management, and/or insurance claims industry.

Curricular Information: The certificate program requires six (6) credit hours of general education, and 24 credit hours of required career and technical education coursework. Career and technical coursework includes instruction in introduction to insurance and risk management, customer service, medical terminology for insurance, introductory and intermediate levels of workers compensation, business communication strategies, and a required work-based learning experience with CCMSI. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience.

Justification for Credit hours required: NA.

Accrediting Information: Danville Area Community College is accredited by the Higher Learning Commission. No further specialized accreditation is required.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in training in this field of study. Despite a projected decrease in the employment of related occupations in the insurance field statewide according to the Illinois Department of Employment Security (IDES) through 2030, the college has been working with CCMSI to develop training for existing employees looking to advance into claims adjustment positions, and for entry-level hires across 34 offices nationwide. CCMSI projects hiring around 350 new claims representatives nationwide over the next year.

Table 1: Employer Partners

Employers	Location
Canon Cochran Management Services, Inc. (CCMSI)	Danville, IL Multiple sites IN, KY

Table 2: Projected Enrollments

Claims Rep Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	8	8
Part-Time Enrollments:	0	0	0
Completions:	8	8	8

Financial / Budgetary Information: Five (5) existing part-time faculty member 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 a Business-related field and at least two (2) years of work experience insurance claim. Experience in worker's compensation and teaching experience preferred.

All facilities are adequately in place to support the 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	\$30,000	\$60,000	\$70,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$30,000	\$60,000	\$70,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	1	0	0	0
Existing Faculty	0	5	0	6	1	6

Lewis & Clark Community College
Fire Service Leadership A.A.S. degree (60 credit hours)
Fire Service Leadership Certificate (40 credit hours)

Program Purpose: These programs will prepare individuals with fire science training for leadership positions within a public fire service department, agency, or related service provider.

Catalog Description – Fire Service Leadership A.A.S. degree: The goal of the Fire Service Leadership AAS is to combine fire service leadership courses with general education, including science and math courses, in an effort to provide students with the skills necessary, based on national consensus standards, to become supervisors/managers in the public service sector. The curriculum places emphasis on developing a common set of leadership skills, as well as the acquisition of critical thinking, communication, and problem-solving skills. This curriculum is based on the National Fire Protection Association (NFPA) 1021: Standard for Fire Officer Professional Qualifications outlining the need for fire officers to have skills in Human Resource Management, Community & Government Relations, Administration, Inspection & Investigation, Emergency Service Delivery, and Health & Safety.

Catalog Description - Fire Service Leadership Certificate: The purpose of the Fire Service Leadership Certificate of Proficiency is to recognize firefighters as they progress through the fire service leadership courses outlined in NFPA 1021 as being proficient in the skills necessary to become supervisors/managers in the public sector. This curriculum is based on the National Fire Protection Association (NFPA) 1021: Standard for Fire Officer Professional Qualifications outlining the need for fire officers to have skills in Human Resource Management, Community & Government Relations, Administration, Inspection & Investigation, Emergency Service Delivery, and Health & Safety.

The target population for these programs would include full-time, paid on-call, and volunteer firefighters across the state who have shown an interest in becoming leaders within their organization but who do not want to earn a Bachelor’s degree at this time in their lives. The programs will be ideal for firefighters looking to advance their careers and take on additional responsibility within their organization and/or community.

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The Fire Service Leadership program will prepare individuals for employment as supervisors/managers including Chief Officers, Fire Marshalls, EMA Directors, and Company Officers.

Curricular Information - Fire Service Leadership 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 Advanced Fire Fighter, Fire Instructor I and II, Company Fire Officer, Advanced Fire Officer, and Incident Safety Officer. The curriculum will prepare graduates for required certification in each of these specific areas through the Office of the Illinois State Fire Marshall (OSFM).

Curricular Information - Fire Service Leadership Certificate: The certificate curriculum includes a subset of the required career and technical education courses included within the proposed A.A.S. degree and will also prepare individuals for the required OSFM certifications.

Assessment of student learning objectives in both programs will be achieved through evaluation of the student’s performance against OSFM certification standard checklists for each course, and during a comprehensive final evaluation.

Accrediting Information: Lewis & Clark Community College is accredited by the Higher Learning Commission. These curricula follow the guidelines of the Office of the Illinois State Fire Marshall (OSFM) for preparing fire service professionals for leadership/management positions in the public fire service industry.

Justification for Credit hours required: Total credit hours for the Certificate reflect the contact hours per course necessary for students to master content according to OSFM for required credentialing.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in fire service-related occupations is expected to increase statewide around 4.8% statewide through 2030, and nationally by about 8% through 2030.

Table 1: Employer Partners

Employer	Location
Godfrey Fire Protection District	Godfrey, IL
Brighton-Betsey Ann Fire District	Brighton, IL
Conoco Phillips Refinery	Wood River, IL
Edwardsville Fire Department	Edwardsville, IL
Wood River Fire Department	Wood River, IL
Worden Fire Department	Worden, IL
Workforce Solutions & Safety Training	Bethalto, IL
MABAS Division 35 Fire Chiefs Organization	Multiple locations in Bond, Jersey, Macoupin, Madison, & Montgomery Counties

Table 2: Projected Enrollments

Fire Serv Leadership AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	0	0	5
Part-Time Enrollments:	5	5	10
Completions:	-	5	7

Fire Serv Leadership Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	0	0	5
Part-Time Enrollments:	5	10	15
Completions:	-	5	8

Financial / Budgetary Information: The programs will require fourteen (14) existing part-time faculty the first year. Qualified faculty will hold at least a Bachelor’s degree in Fire Science or closely related field, have at least one (1) year work experience, and one (1) year teaching experience is preferred. The programs will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Lab consumables)	\$500	\$500	\$500
TOTAL NEW COSTS	\$500	\$500	\$500

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	0	14	0	14	0	14

Triton College
Diesel and Transportation Technology A.A.S. degree (61 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as medium to heavy diesel truck technicians.

Catalog Description: The Diesel and Transportation Technology degree program is designed for learners who wish to concentrate solely on technical courses to repair today’s modern class four-through-eight vehicles. Upon completion of the program, students will be able to seek employment as a truck repair technician in a dealership or an aftermarket repair facility. Students will be prepared to demonstrate OSHA and EPA industry-recognized safety practices, vehicle symptoms by performing diagnostic evaluations, knowledge of complex truck diagnostic procedures, and how to clearly and effectively communicate with others through verbal evaluation. Graduates of this program will be prepared for ASE (Automotive Service Excellence) T1 through T8 certifications.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 46 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory automotive technology, introductory and intermediate levels of diesel electricity and electronics, truck fuel management, truck engine power plants, truck brakes, truck steering, suspension and alignment, introductory and intermediate levels of truck drive train systems, introductory and intermediate levels of truck heating and air conditioning, and truck inspection.

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The curriculum will prepare graduates for optional Automotive Service Excellence (ASE) certifications T1 through T8. Assessment of student learning objectives will be achieved through evaluation of the student's performance against ASE certification standard checklists for each course, and during the final course (Truck Inspection) where a comprehensive final evaluation that incorporates testing of all systems will be conducted.

Accrediting Information: Triton College is accredited by the Higher Learning Commission. The Automotive Service Excellence (ASE) Educational Foundation offers optional accreditation for automotive technology programs. Triton College has achieved ASE accreditation for several existing related programs and plans to seek accreditation for the proposed Diesel and Transportation Technology degree program once one year of students has graduated. ASE program accreditation will be granted retro-actively and allow students to acquire ASE-related certifications, not required but preferred credentialing in the field.

Justification for Credit hours required: Total credit hours reflect the contact hours per course necessary for students to master content according to ASE standards for certification.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to diesel maintenance/repair technology is expected to increase statewide around 9.5% and for Cook County by 2% through the year 2030. Further, the college works closely with Navistar, Inc. on existing automotive technology programs, and was recently named an Amazon-preferred educational provider which utilizes diesel technicians in their nearby transportation facility.

Table 1: Employer Partners

Employer	Location
Navistar, Inc.	Lisle, IL
TransChicago Freightliner	Elmhurst, IL
JX Peterbuilt	Elmhurst, IL
M&K Truck Center	Des Plaines, IL
Kelly Truck Center	Des Plaines, IL
Ryder	Melrose Park, IL
Penske	Elk Grove Village, IL
Central Illinois Truck (CIT)	Bensenville, IL
Isuzu Mitsubishi	Bensenville, IL

Table 2: Projected Enrollments

Diesel & Transport Tech AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	3	8	15
Part-Time Enrollments:	12	18	25
Completions:	-	3	18

Financial / Budgetary Information: The program will require four (4) existing part-time faculty the first year. Qualified faculty will hold an Associate's degree in Automotive Technology or closely related field, hold current ASE Medium/Heavy Truck certifications as required for each course, have at least one (1) year work experience working in medium/heavy truck maintenance/repair technology, and one (1) year teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$45,360	\$87,000	\$87,000
Administrator Costs	-	-	-

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Other Personnel costs (PT lab assistant)	-	\$22,000	\$22,000
Equipment Costs	\$11,200	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$56,560	\$109,000	\$109,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	1	2	0	0
Existing Faculty	0	4	0	4	1	6

UNAPPROVED

Agenda
451st Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

June 17, 2022

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 17, 2022, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Board member Dr. Teresa Garate will be chairing the meeting. Dr. Garate called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Craig Bradley, Teresa Garate, Paige Ponder, Larry Peterson, Terry Bruce and Jaleel Harris, Student Board member, were present. Laz Lopez, Nick Kachiroubas, and An-Me Chung were absent. A quorum was declared.

Item #2 – Announcements and Remarks by Dr. Teresa Garate, Board Member

Due to Chair Lopez being unable to attend, Board member, Teresa Garate, chaired the meeting. Dr. Garate began by announcing the resignations of Board members, Suzanne Morris and Lynette Stokes. Ms. Morris for over 17 years on the Board and Dr. Stokes served for 2 years. On behalf of the Board, Dr. Garate wished them all the best in their endeavors and their service is very much appreciated.

Dr. Garate went on to welcome Dr. Sylvia Jenkins, President of Moraine Valley Community College who was appointed this to the Board. Unfortunately, she was not able to join the meeting today but look forward to welcoming her to the Board in September.

Though it has been a bit, Dr. Garate officially acknowledged the appreciation of the Board and the System for the 5% budget increase the Governor supported, and the General Assembly ultimately passed in April. This also included a 5% increase in funding for Adult Education and Career & Technical Education. Funding for MAP grants increased \$122 million and expanded the program to include students seeking short-term credentials and certificates, as well as increasing the maximum grant award for students. The budget also funded the PATH program, which is on the agenda today and a number of other initiatives.

The IBHE will be meeting on June 29th. During the last meeting, the board heard a presentation about the Equity Plans. The presentation included the partnership for college completion, University Presidents, and Dr. Avis Proctor, President of Harper College. This was really a precursor the passage of the IBHE Omnibus bill, that codifies the requirement that colleges and universities develop and equity plan. Community colleges already serve the most diverse population of students in the state and have a lot of experience with Equity Plans.

It is important to announce that Monday is Juneteenth. This is an important and significant holiday to celebrate.

Item #3 - Board Member Comments

There were no comments.

Item #4 – Executive Director Report

Executive Director Brian Durham began by announcing that Board members Suzanne Morris and Lynette Stokes both submitted their resignations from the Board in the past month. Ms. Morris served 17 years as an ICCB Board member and Dr. Stokes served two years. Their service is appreciated, and the Board and staff wish them well.

On April 28th, Dr. Durham spoke during the Phi Theta Kappa event to recognize community college students. PTK is the international honor society for two-year colleges. The society has recognized and encouraged scholarship among two-year college students by providing 100 years of stimulation and enrichment while promoting the academic integrity of the associate degree program. Ninety-five students from around Illinois were honored for the Phi Theta Kappa All-Illinois Academic Team. Next year, there will be some connected press and speaking opportunities for Board members.

Dr. Durham went on to report that ICCB continues to coordinate a consortium of colleges for an application under the Strengthening Community Colleges Training Grant Program for five million dollars over four years. The application will model the student support components of the Workforce Equity Initiative to increase access and persistence in training programs for individuals from historically underrepresented and marginalized populations and communities. The application will also focus on accelerated learning strategies such as prior learning assessment and competency-based education across 7 if funded. Parkland College will be acting as the lead college on the application.

Dr. Durham concluded by stating he attended the ICCTA North Suburban Region Meeting on April 11th at College of Lake County in Grayslake. Representatives from five colleges in the region were in attendance. CLC provided an update on their planned Advanced Technology Center that will offer precision machining, welding, industrial technology, and a space focused specifically on innovation. State Senators Melinda Bush and Adriane Johnson were also in attendance. Senator Brush provided comments as well.

Item #4.1 – Illinois Community College Board Goals Update

An update and review of the progress on all the board goals occurs annually during the June Board meeting. A brief power point presentation was provided to the Board highlighting the most recent progress toward the achievement of these goals.

Item #5 - Acknowledgements

Item #5.1 - Mr. Jon Looney, President, Illinois Community College Trustees Association

Dr. Durham noted that Mr. Jon Looney was not present at this time. He is the outgoing President of the Illinois Community College Trustees Association, and Dr. Durham expressed appreciation for Mr. Looney's efforts this past year.

Item #5.2 - Mr. Jaleel Harris, Student, Illinois Community College Board Member

Dr. Durham presented Mr. Jaleel Harris, outgoing Illinois Community College Board Student Member, with a certificate of recognition for his service to the Board and system. After accepting his certificate, Mr. Harris gave his last report to the Board.

Item #6.2 - Student Advisory Council

Student Board member, Jaleel Harris, stated he is very appreciative of the opportunity to serve on the Board and thanked all the members and staff. Mr. Harris stated the council met on April 25th at Oakton.

They discussed issues such as advocacy day, mental health on campuses, affordability, and students with disabilities. The new student member will be Rene Juarez-Cuevas from Parkland College.

Item #5.3 - Dr. Jonathan Bullock, President, Illinois Council of Community College Presidents

Dr. Durham presented Dr. Jonathan Bullock, outgoing President, Illinois Council of Community College Presidents, with a certificate of recognition for his service to the Board and system. After accepting his certificate, Dr. Jonathan Bullock gave his last report to the Board.

Item #6.3 – Illinois Council of Community College Presidents

Dr. Bullock stated the council met on June 10th along with the ICCTA annual convention in person at the Chicago Marriott Downtown Magnificent Mile Hotel in Chicago. The Council discussed the following items: the launch of the full marketing brand for the community college system-“Communicating who the IL Community College system is”- will be launched by the end of the summer 2022, community college baccalaureate update,

The Council also discussed constructing a new committee structure with an ICCB staff person on each. The following are the proposed committees: Illinois Aspiring Leaders Committee, Workforce Development and Adult Education Committee, Competency Based Education Committee, Applied Community College Baccalaureate Committee, Credential Committee, and Transfer Committee. Committee membership is reviewed on an annual basis and presidents are afforded the opportunity to select a committee, or committees, on which to serve. After initial committee requests are made, the ICCCP executive committee will assign member presidents to committees. Committees are encouraged to meet at least quarterly, either in person or virtually.

Finally, Dr. Bullock announced, Terry Wilkerson, President of Rend Lake College, will be the new President of the Illinois Council of Community College Presidents.

Item #5.4 - Ms. Ginger Harner, President, Adult Education and Family Literacy Council

Dr. Durham presented Ms. Ginger Harner, outgoing President, the Adult Education and Family Literacy Council, with a certificate of recognition for her service to the Board and system. After accepting her certificate, Ms. Harner gave her last report to the Board.

Item #6.5 - Adult Education and Family Literacy Council

Ms. Ginger Harner thanked the Board and ICCB staff for their leadership and collaboration these past three years. The help was definitely needed during the pandemic. There have been administrators and directors who have worked hard to collect information to provide resources and best practices for the adult education program and continues to grow. The Council confirmed the final recommendations of each committee and rolled them out so programs did not have to wait.

Item #6 - Advisory Organizations

Item #6.1 -Illinois Community College Trustees Association

Jim Reed stated on June 10-11, 2022, the ICCTA annual convention was held in person at the Chicago Marriott Downtown Magnificent Mile Hotel in Chicago. During the meeting the group reviewed Illinois’ Fiscal Year 2023 state budget. In addition to a 5% increase in community college funding, the budget includes \$122 million in new dollars for Monetary Award Program grants and \$25 million for a new healthcare PATHWAY program; learned that the Illinois Community College Board will work with local districts to develop an equity plan template to increase access, retention, completion, and student loan repayment rates as required by Public Act 102-1046; were informed that the Illinois Community College Marketing Collaborative will unveil its statewide branding campaign on August 1; presented the association’s “Back Home Lobbying” Award to ICCTA

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North Suburban Region chair Julie Shroka (Lake County); and heard updates on the activities of ICCB, the Illinois Council of Community College Presidents, and the Association of Community College Trustees. Elected ICCTA's officers for 2022-2023 include: Maureen Broderick (Joliet) – vice president, Shawn Boldt (Highland) – treasurer, Bishop Wayne Dunning (Richland) – secretary. They begin their one-year terms July 1.

The Association recognized the 2021-2022 leadership and acknowledged the recipients of ICCTA's 2022 awards. Winners and nominees were celebrated at the association's June 10 banquet.

The Association participated in a campus tour at the Harold Washington College campus and conducted a seminar on diversity, equity, and inclusion and the Illinois Business Enterprise Program on June 10th.

The Association also announced the establishment of the Dave Maguire Trustee Education Award for successful completion of 150 or more ICCTA professional development seminars.

Item #6.4 - Illinois Community College Faculty Association

Dr. Julia DiLiberti stated the annual conference will be held in Champaign on November 17-18, 2022, in conjunction with the ICCCA. As of right now, the Association has 5 active Board members, which is usually a total of twelve. The Association is struggling to recruit and maintain memberships. Some of the main discussions the Association is having are on campus crimes and what to do if it occurs, legislative issues, and expanding ways of faculty being able to receive professional credit.

At this time, the Board took a break at 10:24 a.m. and returned at 10:36 a.m.

Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support Committee

The committee met on the morning of June 17th at 8:00a with Teresa Garate, Paige Ponder, Craig Bradley, Jaleel Harris, Marcus Brown, Whitney Thompson, and Jeff Newell. The following items were discussed: Competency Based Education Grants (CBE), Early Childhood Access Consortium for Equity, Open Educational Resources (OER), brief updates: Pipeline for the Advancement of the Healthcare Workforce -PATH, Ability to Benefit – USDOE Approval, and the New Units on the agenda for approval.

Item #7.2 - Finance, Budgeting, Accountability and External Affairs Committee

The committee met on the morning of June 17th at 8:00a with Larry Peterson, Terry Bruce, Matt Berry, Jennifer Franklin, and Nathan Wilson. The following items were discussed: Pipeline for the Advancement of the Healthcare Workforce Program (PATH), Funding Formula, Administrative Rules, Spring 2022 Legislative Update, Marketing & Communications Update, Community College Dual Credit Report, and the Authorization to Enter into Contracts and Transfer Funds Among Lines.

Item #8 - Approval of a Funding Formula for the Pipeline for the Advancement of the Healthcare Workforce (PATH) Program

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

The Illinois Community College Board hereby approves a funding formula for the Pipeline for the Advancement of the Healthcare Workforce based upon the three components listed in this agenda item, including a base allocation of \$100,000 per district, a weighted allocation for the six high

need programs in Table 1, and an allocation of approximately two-thirds the weighted amount for the remaining programs identified in Table 2.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #9 - Recognition of the Illinois Community Colleges

Item #9.1 - Lake Land College and Waubensee Community College

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

The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

Lake Land College, District 517
Waubensee Community College, District 516

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #10 - New Units

Item #10.1 - Danville Area Community College, College of DuPage, Elgin Community College, Harper College, Illinois Central College, John A. Logan College, Olive-Harvey College, Rock Valley College

Paige Ponder made a motion, which was seconded by Terry Bruce, 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

Danville Area Community College

- Barbering Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Barbering Certificate (40 credit hours)

College of DuPage

- Aviation Management A.A.S. degree (64 credit hours)

Elgin Community College

- Associate in Fine Arts (A.F.A.) degree: Music Production (64 credit hours)

Harper College

- Respiratory Care Science A.A.S. degree (69 credit hours)

Illinois Central College

- Diagnostic Medical Sonography A.A.S. degree (77 credit hours)

John A. Logan College

- Digital Media Technology A.A.S. degree (62 credit hours)

Olive-Harvey College

- Cannabis Studies A.A.S. degree (61 credit hours)
- Cannabis Processing Technician Certificate (30 credit hours)

Rock Valley College

- Medical Assistant A.A.S. degree (60 credit hours)

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #11 - Adoption of Minutes

Craig Bradley made a motion, which was seconded by Terry Bruce, to approve the following motion:

Item #11.1 - Minutes of the March 25, 2022 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the March 25, 2022, meeting as recorded.

Item #11.2 - Minutes of the March 25, 2022 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the March 25, 2022, meeting as recorded.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #12 - Consent Agenda

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

Item #12.1 - Revised Calendar Year 2023 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the Calendar Year 2023 Board Meeting Dates and Locations listed below:

Calendar Year 2023 Board Meeting Dates and Locations

January 27

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

March 24

9:00 a.m. – IL Valley Community College, Oglesby

June 2

9:00 a.m. – TBD – ICCTA Convention

July

Subject to Call

August

Board Retreat – TBD

September 15

9:00 a.m. – Richland Community College, Decatur

December 1

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

Item #12.2 - Authorization to Enter into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2023.

Item #12.3 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2023 appropriated operating line items, as needed.

Item #12.4 - Authorization to Enter into Contracts for Office Operations

The Illinois Community College Board approves the following Fiscal Year 2023 contractual agreements:

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Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	\$576,832	7/01/22 – 6/30/23	Rental of Office Space
GED/GRF	Turn-Key Solutions International, Inc.	\$214,290	7/01/22 – 6/30/23	Sole Source Provider: High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	\$25,544	7/01/22 – 6/30/23	Sole Source Provider: Data submission to feds
Cap-It/ Apprenticeship	American Government Services, LLC	\$48,000	7/01/22 – 6/30/23	Access to Scaling Apprenticeship Program Management System
339- Contracts & Grants	Mursion	\$24,000	2/01/23 – 1/31/24	Access to Mursion Software: immersive virtual reality training
EDP	KLDiscovery Ontrack LLC	\$45,500- \$109,500	7/01/22 – 6/30/23	Emergency Procurement: Hard Drive Data Recovery

Item #12.5 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby approves changing the name of the East St. Louis Higher Education Campus to the Wyvetter H. Younge Higher Education Campus effective July 1, 2022.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #13 - Information Items

There was no discussion.

Item #13.1 - Fiscal Year 2022 Financial Statements

Item #13.2 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director

Item #13.3 - Illinois' Ability to Benefit Alternative State Plan Approved

Item #13.4 - 2021 Dual Credit Report

Item #13.5 - Spring 2022 New Legislation

Item #13.6 - Proposed Amendments to the Illinois Community College Board Administrative Rules

13.6a - Pipeline for the Advancement of the Healthcare Workforce (PATH) Program

Item #14 - Other Business

There was no other business.

Item #15 - Public Comment

There was no public comment.

Item #16 - Executive Session

The Board did not enter into Executive Session.

Item #17 - Executive Session Recommendations

There were no recommendations.

Item #18 - Adjournment

Craig Bradley made a motion, which was seconded by Terry Bruce, to adjourn the Board meeting at 11:03 a.m.

The motion was approved via unanimous voice vote.

Item #14.1
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Illinois Community College Board

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805, SECTION 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in the previous or current fiscal year to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than the average. The certification is due by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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 2022 and/or received an equalization grant in fiscal year 2023; and
2. Had combined educational and operations and maintenance purposes tax rates less than 28.33 cents per \$100 of equalized assessed valuation.

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BACKGROUND

The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

District	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	18.89¢	9.33¢	\$ 3,975,350
Carl Sandburg	22.00¢	22.00¢	6.33¢	\$ 1,261,186
Heartland	22.50¢	22.50¢	5.83¢	\$ 2,743,293
Illinois Central	25.00¢	24.74¢	3.33¢	\$ 2,420,436
Illinois Eastern	25.00¢	25.00¢	3.33¢	\$ 580,154
Illinois Valley	17.00¢	17.00¢	11.33¢	\$ 4,269,677
John Wood	22.50¢	22.50¢	5.83¢	\$ 1,073,476
Kankakee	18.00¢	18.00¢	10.33¢	\$ 2,720,066
Kaskaskia	25.00¢	25.00¢	3.33¢	\$ 614,387
Lake Land	18.00¢	18.00¢	10.33¢	\$ 3,417,103
Lewis & Clark	25.00¢	24.94¢	3.33¢	\$ 1,528,634
Rend Lake	25.00¢	24.87¢	3.33¢	\$ 389,758
Rock Valley	28.00¢	27.00¢	0.33¢	\$ 210,314
Sauk Valley	27.50¢	27.50¢	0.83¢	\$ 163,921
Southwestern	16.00¢	15.92¢	12.33¢	\$ 9,373,035
Spoon River	25.00¢	25.00¢	3.33¢	\$ 331,570

*Combined Ed and O&M
Maximum Tax Rates

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 revision 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

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

Availability

Staff are eligible for a maximum of two remote workdays per week. During the summer months (Memorial Day through Labor Day), staff are eligible for a maximum of three remote workdays per week. These days must occur on a fixed schedule established via an approved Remote Work Agreement. If a scheduled remote workday falls on a State holiday, employees are not entitled to adjustment.

Flexible Remote Workdays

All employees are afforded four flexible remote workdays at the beginning of each fiscal year (July 1) which may be used on a day the employee is scheduled to work in-person. The use of flexible remote workdays is available with or without a Remote Work Agreement on file; but employees must have the ability to work remotely based upon the nature of their position duties.

Flexible remote workdays must be used by the end of the fiscal year (June 30) and may only be used in full-day increments. When appropriate, employees should use benefit time for any time not working on state business during a flexible remote workday (i.e. sick leave used during a doctor appointment in the middle of a flexible remote workday).

All flex requests are subject to approval by the employee's immediate supervisor, either verbally or in writing, prior to the employee using the remote flex day. Approval shall be documented through submission of the Flexible Remote Workday Request Form.

Request Process

Employees requesting to work from home shall submit a Remote Work Application to their supervisor. The employee and supervisor will evaluate the work habits of the employee and job responsibilities to determine suitability for remote work. Employees requesting remote work should provide an overview of technology services, equipment, and software resources that will be necessary to support the proposed remote work arrangement.

The request form must be completed and approved by the supervisor and appropriate Deputy Director. The approved application shall be forwarded to Human Resources and placed in the employee's personnel file. If approval is denied, the employee is not authorized to work remotely and the request form is placed in the personnel file.

~~A Remote Work Agreement must be reviewed and approved prior to an employee beginning remote work. The approval form and agreement shall be forwarded to Human Resources and placed in the personnel file.~~

Evaluation

A system of evaluation of the employee's performance during ~~the three-month trial period~~ remote work shall be established. This evaluation may include regular interaction by phone and e-mail between the employee and the supervisor, as well as weekly face-to-face meetings to discuss work progress and problems. ~~At the end of the trial period, the supervisor will determine if a continued agreement is appropriate and if any modifications need to be made. Any modification shall be documented accordingly on the agreement.~~

~~Evaluation of employee's performance beyond the trial period will be consistent with that received by employees working at the office in both content and frequency.~~

BACKGROUND

The addition of a flexible remote work option 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. Other proposed changes reflect simplification to the policy as it has been in place and tested for over a year.

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE AND ILLINOIS COMMUNITY COLLEGES**

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a \$4,000 scholarship each year with continued successful enrollment. The degree areas include Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who have subsequently signed individual agreements with SIUC are provided for approval. They are:

- Black Hawk College
- City Colleges of Chicago
- College of Lake County
- Illinois Central College
- Kankakee Community College
- Kaskaskia College
- Rend Lake College
- Rock Valley College
- Southeastern Illinois College
- Waubonsee Community College

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and Black Hawk College, City Colleges of Chicago, College of Lake County, Illinois Central College, Kankakee Community College, Kaskaskia College, Rend Lake College, Rock Valley College, Southeastern Illinois College, and Waubonsee Community College.

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this thirtieth day of June, 2022 by and between Black Hawk College, a member of the Illinois Community College System (“ICCS”), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a “Party” and collectively as the “Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement (“Agreement”) regarding SIUC’s Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC’s online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program (“SSAO Program”);

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. Each Party grants to the other permission to use, display, reproduce, and publish, without compensation, each other’s trademarks and other promotional and branding materials for the sole purpose of informing interested parties about this Agreement on websites, cobranded web portals, and in-print marketing publications, with such use conforming to the marketing standards each sets forth. Minimally, the Parties will provide access to this Subagreement, including any mutually approved modifications, and advising contacts on their respective public websites.

4. Within 60 days of the Effective Date of this Subagreement, Black Hawk College will implement procedures by which it can track, collect and share contact information of its currently active students in good standing who have indicated they are pursuing, or are scheduled to graduate with, an AA degree, an AS degree, or an AAS degree if the AAS is the basis for a 2+2 transfer plan. Subject to the foregoing, upon SIUC's request, which shall be made no more often than once per SIUC academic semester and not to exceed a total of three times per calendar year, BHC agrees to supply the SIUC Undergraduate Admissions Office with the contact information of the aforementioned students. As used herein, the term "contact information" means, at a minimum, name, full permanent (physical) address, date of birth, and electronic mail address. Students "pursuing a degree" means those students who have completed at least twelve (12) semester credits and attained at least a 2.00 GPA at Black Hawk College. Students "scheduled to graduate" means those students who have submitted a graduation application to the BHC Enrollment Services Office by each semester's published due date.
5. As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") BHC and SIUC agree to share student educational information for students who have opted-in to the SSAO Program through completion of an SIUC admission application. Education information is admissions, academic, grades, academic progress, and program completion/graduation information/documentation. Information will be shared on a semester basis. Advising notes, financial aid, and student account information/documentation may also be shared by individual request for specific students who have opted-in to the SSAO Program. Students opting-in to the SSAO Program will order and pay for an official BHC transcript when applying to SIUC. SIUC requests for unofficial transcripts may be fulfilled either by students through accessing their BHC student portal, or by BHC Enrollment Services through providing a pdf document to SIUC.
6. Each Party shall have the opportunity to review in advance any information included on, but not limited to, the aforementioned platforms. Each Party reserves the right to terminate, suspend, or reject the other's use or proposed use of that Party's intellectual property.
7. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
josi.rawls@siu.edu


BHC Contact:

Cathryn Lass
Articulation/Transfer Coordinator
Black Hawk College
6600 34th Ave
Moline, IL 61265
Phone: 309/796-5474
lassc@bhc.edu


8. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Black Hawk College

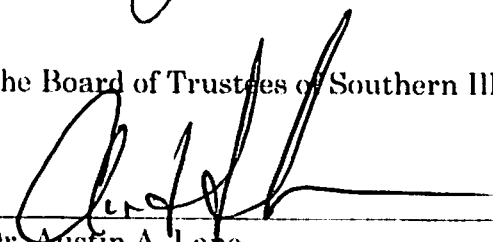


Tim Wynes, J.D.
President

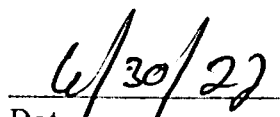


Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale



Date

SALUKI STEP AHEAD ONLINE PROGRAM

**For Accounting, Business Administration, Criminology & Criminal Justice,
Health Care Management, Psychology, and Radiologic Sciences**

SUBAGREEMENT

This Subagreement is entered into this first day of October, 2021 (“Effective Date”) by and between the Board of Trustees of Community College District No. 508, County of Cook and State of Illinois d/b/a City Colleges of Chicago (“College”), a member of the Illinois Community College System (“ICCS”), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a “Party” and collectively as the “Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement executed on September 14, 2021 (“Agreement”), attached hereto as Exhibit A, regarding SIUC’s Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC’s online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program (“SSAO Program”);

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College and SIUC agree to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College, SIUC or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice. Notwithstanding the foregoing, no otherwise eligible student then-enrolled in a course or program pursuant to this Subagreement shall be deprived the opportunity to complete the relevant course or program requirement solely due to termination of this Subagreement.
3. The Parties agree to comply with all applicable laws and governmental rules and regulations. Further, the Parties acknowledge and agree that the terms of this Subagreement may result in the disclosure of personally identifiable information

from education records protected from disclosure and re-disclosure by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Accordingly the Parties agree as follows: (1) that any exchange or disclosure between the Parties of personally identifiable information from the education records shall be in accordance with FERPA and its implementing regulations; (2) that should either Party receive from the other personally identifiable information from educational records, it shall not release or disclose that information to any other Party without the prior, written consent of the eligible student or as otherwise expressly permitted by FERPA; and (3) that each Party shall limit its use of personally identifiable information from educational records to the purpose for which the disclosure was made. As used in this section, the terms "personally identifiable information" and "education records" shall have the meanings ascribed to them in 34 C.F.R. § 99.3. Each Party shall notify the other Party within twenty-four hours of receiving notice of any actual, potential or threatened breach of its obligations under this Agreement and will take all necessary and appropriate actions to restrain any and all use or disclosure of such student data. This provision shall survive termination of this Subagreement.

4. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
josi.rawls@siu.edu

CCC Contact:

Shelley Lemons
Executive Director
Office of Student Transitions
City Colleges of Chicago
180 N Wabash Ave, Ste. 200
Chicago, IL 60601
Phone: 312/553-3287
slemons@ccc.edu

5. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

[signature page to follow]

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Board of Trustee of Community College
District No. 508, County of Cook and State
of Illinois d/b/a City Colleges of Chicago

DocuSigned by:


ACAB408017DE407...

3/23/2022 | 9:35:58 AM CDT

Juan Salgado

Date

Chancellor

DocuSigned by:

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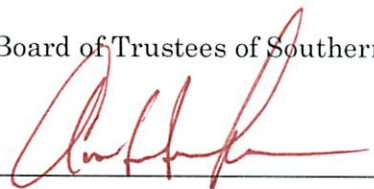
3/17/2022 | 5:11:54 PM CDT

Karla Mitchell Gowen

Date

General Counsel

The Board of Trustees of Southern Illinois University





Dr. Austin A. Lane

Date

Chancellor

Southern Illinois University Carbondale

EXHIBIT A

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences

INTERGOVERNMENTAL AGREEMENT

This Intergovernmental Agreement ("IA" or "Agreement") is entered into this 1st day of October, 2021 ("Effective Date") by and between Illinois Community College Board (ICCB), on behalf of the Illinois Community College System (ICCS), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and ICCB may hereafter be referred to individually as a "Party" and collectively as the "Parties."

Whereas, the ICCB and SIUC desire to provide ICCS students and graduates increased access to, and success in educational programs; and

Whereas SIUC is ready, willing and able to provide educational courses, programs, and degrees for eligible students and graduates of the ICCB to meet their academic needs;

Now therefore, the Parties agree as follows:

1. Subject to SIUC general admission requirements and the terms and conditions of this Agreement, ICCS students and graduates from any of the 48 ICCS community colleges within the state of Illinois will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program") provided that the college in question has agreed by separate written agreement to be bound by the terms and conditions of this Agreement (each such separate written agreement will hereafter be referred to as a "Subagreement"). Additional academic programs may be added to this Agreement by amendment in accordance with Section 14 herein.
2. The term of this IA shall commence on the Effective Date of this instrument and continue through June 30, 2024 unless earlier terminated as provided herein. This Agreement may be renewed or extended only by further written instrument signed by the authorized representative(s) of each Party. The term of any Subagreement entered hereunder shall commence on the Effective Date of that instrument and continue through the termination or expiration of this Agreement.

Either Party may terminate this Agreement, with or without cause, upon sixty (60) days prior written notice to the other Party. The termination or expiration of this Agreement shall automatically terminate any Subagreements entered hereunder. Notwithstanding the foregoing, no otherwise eligible student then-enrolled in a course or program pursuant to this Agreement shall be deprived the opportunity to complete the relevant course or program requirements solely due to termination of this Agreement.

The ICCB and SIUC agree to meet no less than 90 days prior to the expiration of the current term of this Agreement to discuss Agreement status, renewal, termination, expansion of the

Agreement's scope and other matters pertinent to the Agreement and its implementation.

3. The Parties and any ICCS college entering into a Subagreement agree that the courses and programs subject to this Agreement will be delivered via an online/virtual/internet-based method.
4. Each and every participating ICCS college will, free of charge, provide adequate space for SIUC to host two one-day transfer meetings/sessions per semester on that college's campus. In addition, in cooperation with SIUC, participating ICCS colleges will promote, market and advertise those transfer meetings/sessions, including without limitation promotion of the meetings/sessions on each ICCS college's website. These meetings/sessions will be to deliver transfer services, resources, and information with prospective transfer students, as identified by the respective community college's admission applications, advisors, and self-selected students.
5. Within 60 days of the Effective Date of the relevant Subagreement the ICCS college will implement procedures by which it can track, collect and share contact information of their respective students who have indicated they are transfer bound and the contact information of all their respective students who are scheduled to graduate. Subject to the foregoing, upon SIUC's request, which shall be made no more often than once per SIUC academic semester, ICCS colleges agree to supply SIUC Undergraduate Admissions Office with the contact information of all their respective students who indicate they are transfer-bound and the contact information of all their respective students who are scheduled to graduate that semester. As used herein, the term "contact information" means, at a minimum, name, full permanent address, and electronic mail address.
6. Within 60 days of the Effective Date of the relevant Subagreement, SIUC and the applicable ICCS college will agree upon a pre-determined transfer pathway for each of the academic programs identified in Section 1 of this Agreement. The transfer pathways will set forth a 2+2 model for coursework, whereby the respective ICCS community college students who meet SIUC's admission criteria will matriculate to SIUC after two years at the respective community college. SIUC and the ICCS colleges will meet on an annual basis and no less than 90 days prior to the start of the next SIU Fall Academic semester to review the transfer pathways referred to this Section.
7. Both Parties and any ICCS college entering into a Subagreement agree to co-market and co-brand the SSAO Program and the SIUC online Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs.
8. SIUC will award students from participating ICCS colleges who enter SIUC through its SSAO Program a monetary award valued at \$4,000 for the student's first year at SIUC. SIUC will award students from participating ICCS colleges who remain enrolled at SIUC and qualified for the SSAO Program a second monetary award valued at \$4,000 to cover the student's second year at SIUC. The monetary awards will, in SIUC's sole and absolute discretion, take the form of scholarships, tuition waivers, fee waivers or some combination thereof. ICCS students from participating ICCS colleges who transfer to SIUC pursuant to this Agreement must possess and maintain a GPA of 2.0 to enter and remain eligible for the SSAO Program. Students will be eligible for the monetary award only if they are enrolled full time during their years at SIU.
9. SIUC will dedicate transfer admission coordinators specific to each participating ICCS college to address the needs of its students and graduates.

10. The Parties and each participating ICCS college agree to cooperate with one another in the implementation of this Agreement and the accomplishment of its goals, including but not limited to maximizing the opportunities for ICCS students to earn SIUC transferable credit while at the ICCS college; the successful transfer of ICCS college students to SIUC as full juniors; and the completion of a four-year degree at SIUC. SIUC and participating ICCS colleges will cross-train admissions and academic advisors to support these efforts.
11. As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") ICCS colleges and SIUC agree to share student educational information to help SIUC recruit bachelor degree seeking students for transfer in the SSAO Program. Education information includes, but is not limited to, admissions, advising, academic, financial aid, student accounts, grades, academic progress, and program completion/graduation information/documentation. Information will be shared on a semester basis.
12. SIUC and each ICCS college shall enter into a Reverse Transfer Agreement (in accordance with state mandate) within 60 days of the Effective Date of a Subagreement between SIUC and that college. As used herein the term "reverse transfer agreement" means "an agreement under which a student who has transferred from said community college to SIUC may transfer academic credit earned at SIUC back to the community college and the college will apply such credit toward an associate degree." This initiative will ensure that qualifying students will have the credential of an associate degree to leverage for employment while they pursue further education. Notwithstanding the foregoing, the Parties anticipate that ICCS students will complete the first two years of study at the ICCS community college prior to transferring to SIUC's Saluki Step Ahead program.
13. The relationship created by this IA and any Subagreement entered hereunder is exclusively one of independent contractors.
14. This IA represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this IA may be amended only by further written instrument signed by the authorized representative(s) of each Party.
15. For purposes of administration and implementation of this Agreement, including without limitation written notices required by this Agreement, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
 Assistant Director for Transfer Relations
 Undergraduate Admissions
 Student Services Building – MC 4710

ICCB Contact:

Dr. Marcus Brown
 Deputy Director for Academic Affairs and
 Student Success
 Illinois Community College Board

Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453- 4609
josi.rawls@siu.edu


401 East Capitol Avenue
Springfield, IL 62701
Phone: 217/524-5503
Fax: 217/785-0090
marcus.brown@illinois.gov

The contact information provided in this section may be updated by either Party by providing written notice to the other to the address provided herein. Any notice sent via mail shall be considered given upon the date of receipt reflected in the return mail receipt or ten (10) days after mailing, whichever occurs first. Notice sent via email shall be considered received on the date the recipient acknowledges receipt in writing.

16. Neither Party nor any participating ICCS college will unlawfully discriminate on the basis of religion, race, sex, sexual orientation, creed, handicap, national origin, or age.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

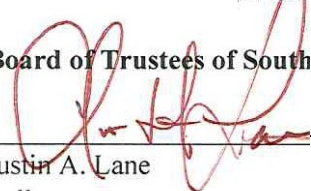
The Illinois Community College Board



Brian Durham, Ed.D
Executive Director
Illinois Community College Board

Date 9/14/21

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale

9/14/21
Date

SIU Approved as to Legal Form

Douglas J Mc : :
Carty :; (01/09/14) 1132

SALUKI STEP AHEAD ONLINE PROGRAM

**For Accounting, Business Administration, Criminology & Criminal Justice,
Health Care Management, Psychology, and Radiologic Sciences**

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between College of Lake County, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

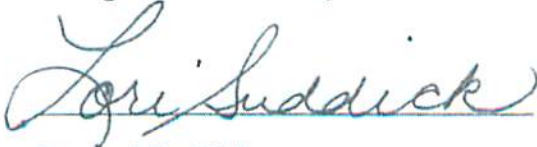
CLC Contact:

Cindy Kaplan
Transfer Information Coordinator
College of Lake County
19351 W Washington St
Grayslake, IL 60030
Phone: 847/543-2351
ckaplan1@clcillinois.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

College of Lake County



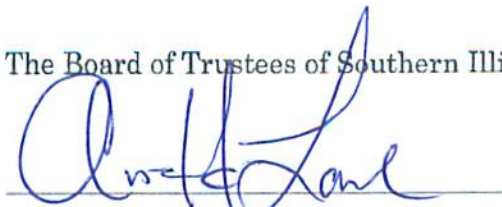
Dr. Lori Suddick

President

3.18.2022

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

5/23/22

Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Illinois Central College, a member of the Illinois Community College System (“ICCS”), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a “Party” and collectively as the “Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement (“Agreement”) regarding SIUC’s Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC’s online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program (“SSAO Program”);

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

ICC Contact:

Elizabeth Godinez
Coordinator, Transfer/Articulation
Illinois Central College
1 College Drive
East Peoria, IL 61635
Phone: 309/694-5322
elizabeth.godinez@icc.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Illinois Central College




Dr. Sheila Quirk-Bailey
President

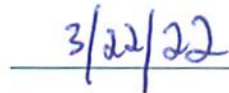


Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale



Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Kankakee Community College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building -- MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

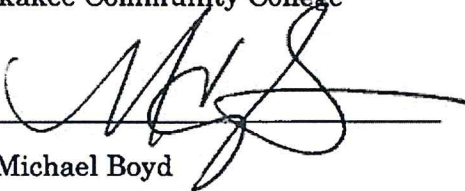
KCC Contact:

Jeremy Kingery
Director of Student Success
Kankakee Community College
100 College Drive
Kankakee, IL 60901
Phone: 815/802-8514
jkingery@kcc.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

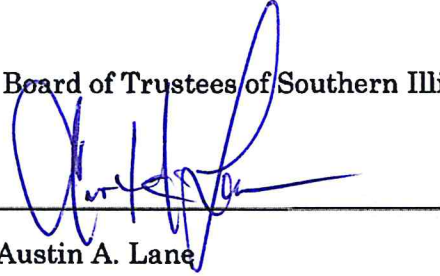
Kankakee Community College



Dr. Michael Boyd
President and CEO

4/19/2022
Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale

5/08/22
Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences

INTERGOVERNMENTAL AGREEMENT

This Intergovernmental Agreement ("IA" or "Agreement") is entered into this 1st day of October, 2021 ("Effective Date") by and between Illinois Community College Board (ICCB), on behalf of the Illinois Community College System (ICCS), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and ICCB may hereafter be referred to individually as a "Party" and collectively as the "Parties.

Whereas, the ICCB and SIUC desire to provide ICCS students and graduates increased access to, and success in educational programs; and

Whereas SIUC is ready, willing and able to provide educational courses, programs, and degrees for eligible students and graduates of the ICCB to meet their academic needs;

Now therefore, the Parties agree as follows:

1. Subject to SIUC general admission requirements and the terms and conditions of this Agreement, ICCS students and graduates from any of the 48 ICCS community colleges within the state of Illinois will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program") provided that the college in question has agreed by separate written agreement to be bound by the terms and conditions of this Agreement (each such separate written agreement will hereafter be referred to as a "Subagreement"). Additional academic programs may be added to this Agreement by amendment in accordance with Section 14 herein.
2. The term of this IA shall commence on the Effective Date of this instrument and continue through June 30, 2024 unless earlier terminated as provided herein. This Agreement may be renewed or extended only by further written instrument signed by the authorized representative(s) of each Party. The term of any Subagreement entered hereunder shall commence on the Effective Date of that instrument and continue through the termination or expiration of this Agreement.

Either Party may terminate this Agreement, with or without cause, upon sixty (60) days prior written notice to the other Party. The termination or expiration of this Agreement shall automatically terminate any Subagreements entered hereunder. Notwithstanding the foregoing, no otherwise eligible student then-enrolled in a course or program pursuant to this Agreement shall be deprived the opportunity to complete the relevant course or program requirements solely due to termination of this Agreement.

The ICCB and SIUC agree to meet no less than 90 days prior to the expiration of the current term of this Agreement to discuss Agreement status, renewal, termination, expansion of the

Agreement's scope and other matters pertinent to the Agreement and its implementation.

3. The Parties and any ICCS college entering into a Subagreement agree that the courses and programs subject to this Agreement will be delivered via an online/virtual/internet-based method.
4. Each and every participating ICCS college will, free of charge, provide adequate space for SIUC to host two one-day transfer meetings/sessions per semester on that college's campus. In addition, in cooperation with SIUC, participating ICCS colleges will promote, market and advertise those transfer meetings/sessions, including without limitation promotion of the meetings/sessions on each ICCS college's website. These meetings/sessions will be to deliver transfer services, resources, and information with prospective transfer students, as identified by the respective community college's admission applications, advisors, and self-selected students.
5. Within 60 days of the Effective Date of the relevant Subagreement the ICCS college will implement procedures by which it can track, collect and share contact information of their respective students who have indicated they are transfer bound and the contact information of all their respective students who are scheduled to graduate. Subject to the foregoing, upon SIUC's request, which shall be made no more often than once per SIUC academic semester, ICCS colleges agree to supply SIUC Undergraduate Admissions Office with the contact information of all their respective students who indicate they are transfer-bound and the contact information of all their respective students who are scheduled to graduate that semester. As used herein, the term "contact information" means, at a minimum, name, full permanent address, and electronic mail address.
6. Within 60 days of the Effective Date of the relevant Subagreement, SIUC and the applicable ICCS college will agree upon a pre-determined transfer pathway for each of the academic programs identified in Section 1 of this Agreement. The transfer pathways will set forth a 2+2 model for coursework, whereby the respective ICCS community college students who meet SIUC's admission criteria will matriculate to SIUC after two years at the respective community college. SIUC and the ICCS colleges will meet on an annual basis and no less than 90 days prior to the start of the next SIU Fall Academic semester to review the transfer pathways referred to this Section.
7. Both Parties and any ICCS college entering into a Subagreement agree to co-market and co-brand the SSAO Program and the SIUC online Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs.
8. SIUC will award students from participating ICCS colleges who enter SIUC through its SSAO Program a monetary award valued at \$4,000 for the student's first year at SIUC. SIUC will award students from participating ICCS colleges who remain enrolled at SIUC and qualified for the SSAO Program a second monetary award valued at \$4,000 to cover the student's second year at SIUC. The monetary awards will, in SIUC's sole and absolute discretion, take the form of scholarships, tuition waivers, fee waivers or some combination thereof. ICCS students from participating ICCS colleges who transfer to SIUC pursuant to this Agreement must possess and maintain a GPA of 2.0 to enter and remain eligible for the SSAO Program. Students will be eligible for the monetary award only if they are enrolled full time during their years at SIU.
9. SIUC will dedicate transfer admission coordinators specific to each participating ICCS college to address the needs of its students and graduates.

10. The Parties and each participating ICCS college agree to cooperate with one another in the implementation of this Agreement and the accomplishment of its goals, including but not limited to maximizing the opportunities for ICCS students to earn SIUC transferable credit while at the ICCS college; the successful transfer of ICCS college students to SIUC as full juniors; and the completion of a four-year degree at SIUC. SIUC and participating ICCS colleges will cross-train admissions and academic advisors to support these efforts.
11. As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") ICCS colleges and SIUC agree to share student educational information to help SIUC recruit bachelor degree seeking students for transfer in the SSAO Program. Education information includes, but is not limited to, admissions, advising, academic, financial aid, student accounts, grades, academic progress, and program completion/graduation information/documentation. Information will be shared on a semester basis.
12. SIUC and each ICCS college shall enter into a Reverse Transfer Agreement (in accordance with state mandate) within 60 days of the Effective Date of a Subagreement between SIUC and that college. As used herein the term "reverse transfer agreement" means "an agreement under which a student who has transferred from said community college to SIUC may transfer academic credit earned at SIUC back to the community college and the college will apply such credit toward an associate degree." This initiative will ensure that qualifying students will have the credential of an associate degree to leverage for employment while they pursue further education. Notwithstanding the foregoing, the Parties anticipate that ICCS students will complete the first two years of study at the ICCS community college prior to transferring to SIUC's Saluki Step Ahead program.
13. The relationship created by this IA and any Subagreement entered hereunder is exclusively one of independent contractors.
14. This IA represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this IA may be amended only by further written instrument signed by the authorized representative(s) of each Party.
15. For purposes of administration and implementation of this Agreement, including without limitation written notices required by this Agreement, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
 Assistant Director for Transfer Relations
 Undergraduate Admissions
 Student Services Building – MC 4710

ICCB Contact:

Dr. Marcus Brown
 Deputy Director for Academic Affairs and
 Student Success
 Illinois Community College Board

Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453- 4609
josi.rawls@siu.edu


401 East Capitol Avenue
Springfield, IL 62701
Phone: 217/524-5503
Fax: 217/785-0090
marcus.brown@illinois.gov

The contact information provided in this section may be updated by either Party by providing written notice to the other to the address provided herein. Any notice sent via mail shall be considered given upon the date of receipt reflected in the return mail receipt or ten (10) days after mailing, whichever occurs first. Notice sent via email shall be considered received on the date the recipient acknowledges receipt in writing.

16. Neither Party nor any participating ICCS college will unlawfully discriminate on the basis of religion, race, sex, sexual orientation, creed, handicap, national origin, or age.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

The Illinois Community College Board




Brian Durham, Ed.D

Executive Director
Illinois Community College Board

Date 9/14/21

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor
Southern Illinois University Carbondale

9/14/21
Date

SIU Approved as to Legal Form

Douglas J Mc
Carty :: (815) 424-1111

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Kaskaskia College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

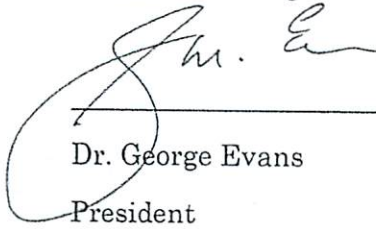
KC Contact:

Amy Troutt
Dean of Enrollment Services
Kaskaskia College
27210 College Rd
Centralia, IL 62801
Phone: 618/545-3048
atroutt@kaskaskia.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Kaskaskia College

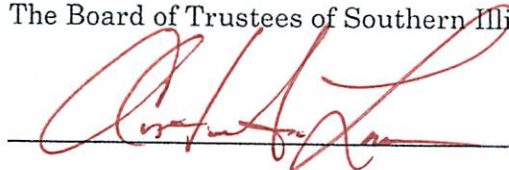


Dr. George Evans
President

2/1/2022

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor

2/8/22

Date

Southern Illinois University Carbondale

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this 3 day of March, 2022 by and between Rend Lake College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

RLC Contact:

Henry “Buster” Leeck
Assoc. VP, Academic/Student Serv
Rend Lake College
468 N Ken Gray Parkway
Ina, IL 62846
Phone: 618/437-5321 ext 1790
Fax: 618/437-5677
leeckh@rlc.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Rend Lake College

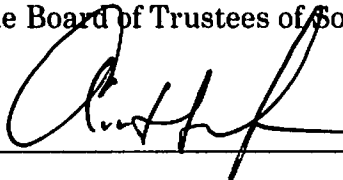


Terry Wilkerson
President

3/23/22

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor

Southern Illinois University Carbondale

3/23/22

Date

SALUKI STEP AHEAD ONLINE PROGRAM

**For Accounting, Business Administration, Criminology & Criminal Justice,
Health Care Management, Psychology, and Radiologic Sciences**

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Rock Valley College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

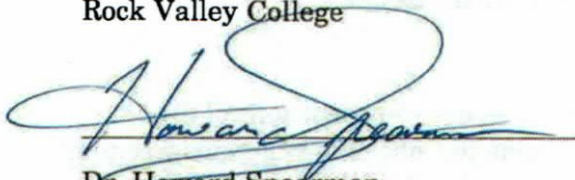
RVC Contact:

Tim Spielman
Director of Academic, Career,
and Transfer Advising
Rock Valley College
3301 N Mulford Rd
Rockford, IL 61114
Phone: 815/921-4104
t.spielman@rockvalleycollege.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Rock Valley College



Dr. Howard Spearman

President

March 14, 2022

Date

The Board of Trustees of Southern Illinois University

Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

Date

SALUKI STEP AHEAD ONLINE PROGRAM

**For Accounting, Business Administration, Criminology & Criminal Justice,
Health Care Management, Psychology, and Radiologic Sciences**

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Rock Valley College, a member of the Illinois Community College System (“ICCS”), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a “Party” and collectively as the “Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement (“Agreement”) regarding SIUC’s Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC’s online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program (“SSAO Program”);

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

RVC Contact:

Tim Spielman
Director of Academic, Career,
and Transfer Advising
Rock Valley College
3301 N Mulford Rd
Rockford, IL 61114
Phone: 815/921-4104
t.spielman@rockvalleycollege.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.


IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Rock Valley College

Dr. Howard Spearman
President

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

3/14/22

Date

Chancellor
Southern Illinois University Carbondale

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Southeastern Illinois College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

SWIC Contact:

Dr. Tyler Billman
Academic Advisor
Southeastern Illinois College
3575 College Road
Harrisburg, IL 62946
Phone: 618/252-5400 ext 2430
Fax: 618/252-3062
tyler.billman@sic.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

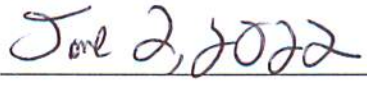
IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Southeastern Illinois College



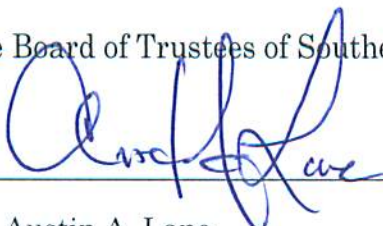
Dr. Jonah Rice

President



Date

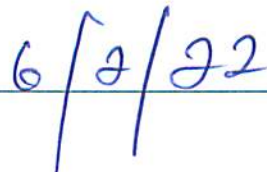
The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale



Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Waubensee Community College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties.

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

WCC Contact:

Sarah Kocunik
Graduation and Transfer Coordinator
Waubonsee Community College
4S783 IL-47
Sugar Grove, IL 60554
Phone: 630/466-2933
skocunik@waubonsee.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Waubonsee Community College



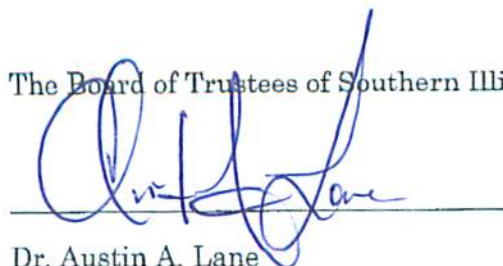
Dr. Christine Sobek

President

March 22, 2022

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

3/22/22

Date

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE AND ILLINOIS COMMUNITY COLLEGES**

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a \$4,000 scholarship each year with continued successful enrollment. The degree areas include Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community college who has subsequently signed individual agreements with SIUC are provided for approval. They are:

- Moraine Valley Community College

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreement between Southern Illinois University Carbondale and Moraine Valley Community College.

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Moraine Valley Community College ("MVCC"), a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein; including as amended below:
 - a. Agreement Item 4 amended to: Each and every participating ICCS college will free of charge, provide adequate space for SIUC to host two one-day transfer meetings/sessions per semester on that college's campus. These meetings/sessions will be to deliver transfer services, resources, and information with prospective transfer students, as self-identified or identified by MVCC. In addition, in cooperation with SIUC, MVCC will promote, market and advertise those transfer meetings/sessions to ICCS students per MVCC's chosen marketing and promotion channels. SIUC marketing materials shall be submitted for review MVCC in order to ensure compliance with marketing standards and general accuracy.
 - b. Agreement Item 5 amended to: Within 60 days of the Effective Date of the relevant Subagreement the ICCS college will implement procedures by which it can track students who expressed interest in transferring to SIUC. Subject to the foregoing, upon SIUC's request, which shall be made no more than once per SIUC academic semester, ICCS agrees to supply SIUC Undergraduate Admissions Office with only the student's name, program of study, and student email address.

- c. Agreement Item 11 amended to: As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") ICCS colleges and SIUC agree to share student educational information to assist SIUC in the recruitment and transfer of ICCS students who express interest in SIUC. Because MVCC records are not maintained in a central location, a records request releasing FERPA-protected records to SIUC shall be signed individually by each student. Each request shall be submitted to the MVCC Dean of Enrollment Services office so that records can be collected and compiled for return to SIUC.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
 3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
 Assistant Director for Transfer Relations
 Undergraduate Admissions
 Student Services Building – MC 4710
 Southern Illinois University
 1263 Lincoln Drive
 Carbondale, IL 62901
 Phone: 618/453-2992
 Fax: 618/453-4609
josi.rawls@siu.edu

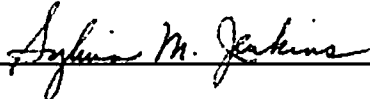
MVCC Contact:

Tina Carney-Simon
 Transfer Coordinator
 Transfer Center
 Building S, Room S201
 Moraine Valley Community College
 9000 W. College Parkway
 Palos Hills, IL 60465
 Phone: 708/974-5753
 Fax: 708/974-8753
carney-simonc@morainevalley.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Moraine Valley Community College



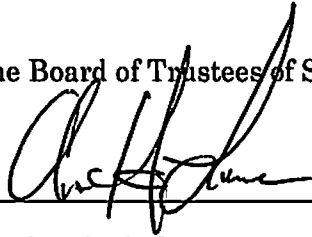
Dr. Sylvia Jenkins

President

7/12/2022

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

8/10/22

Date

Item #14.4a
September 16, 2022

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

**Pipeline for the Advancement of the Healthcare Workforce (PATH) Program
(Action Required)**

Public Act 102-0699 (effective April 19, 2022) amends the Public Community College Act to create the Pipeline for the Advancement of the Healthcare Workforce Program (PATH). The Act also provides the ICCB with authority to promulgate administrative rules to implement the program.

This proposed rulemaking was published in the *Illinois Register* (46 Ill. Reg. 14828"; September 9, 2022) for the formal public comment period. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section

1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

Section

1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
1501.307	Cooperative Agreements
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability

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- 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
- 1501.311 Credit for Prior Learning
- 1501.312 Extension of Curricular/Credit Courses
- 1501.313 Dual Credit

SUBPART D: STUDENTS

- Section
- 1501.401 Definition of Terms (Repealed)
- 1501.402 Admission of Students
- 1501.403 Student Services
- 1501.404 Academic Records
- 1501.405 Student Evaluation
- 1501.406 Reporting Requirements

SUBPART E: FINANCE

- Section
- 1501.501 Definition of Terms
- 1501.502 Financial Planning
- 1501.503 Audits
- 1501.504 Budgets
- 1501.505 Student Tuition
- 1501.506 Published Financial Statements
- 1501.507 Credit Hour Claims
- 1501.508 Special Populations Grants (Repealed)
- 1501.509 Workforce Preparation Grants (Repealed)
- 1501.510 Reporting Requirements
- 1501.511 Chart of Accounts
- [1501.512 Pipeline for the Advancement of the Healthcare Workforce Program \(PATH\) Grants](#)
- 1501.514 Business Assistance Grants (Repealed)
- 1501.515 Advanced Technology Equipment Grant (Repealed)
- 1501.516 Deferred Maintenance Grants
- 1501.517 Retirees Health Insurance Grants (Repealed)
- 1501.518 Uncollectible Debts (Repealed)
- 1501.519 Special Initiatives Grants
- 1501.520 Lincoln's Challenge Scholarship Grants
- 1501.521 Technology Enhancement Grants (Repealed)
- 1501.522 Deferred Maintenance Grants (Repealed)
- 1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

- Section
- 1501.601 Definition of Terms
- 1501.602 Approval of Capital Projects
- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects
- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)

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- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave
- 1501.803 Employment Contracts
- 1501.804 President and Chancellor Performance Review

- 1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective

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May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; emergency amendment at 46 Ill. Reg. _____, effective _____, for a maximum of 150 days.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

"Auditor" means a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records before the end-of-registration date of the college for that particular term.

"Deferred Maintenance Grants" means State grants allocated proportionally to a community college district based on the latest on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for capital improvements such as rehabilitation and repair; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

["Healthcare Pathway" means credentials, certificates, and degree programs that allow students to enter into or advance their careers in the healthcare industry.](#)

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community college for graduates of the Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs.

"Midterm Class List Certification" means the college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file with ICCB a document outlining the

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process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process any time changes are made, but not less than once every five years.

"Midterm Certification Signature" means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty.

If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ensure:

Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;

Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (that is, one or two weeks before and one or two weeks after the midpoint of the class);

A faculty member's identity is authenticated and attributed to the midterm certification signature;

The integrity of the electronically signed midterm class list of a course section has been secured and verified; and

The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

["Pipeline for the Advancement of the Healthcare Workforce Program \(PATH\) Grants" means State grants allocated to community college districts to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway. \[110 ILCS 802/2-12.2\]](#)

"Residency – Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. A district shall file descriptions of any revisions to its process with ICCB before their implementation.

"Residency – General Provisions". The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, a student shall have occupied a dwelling within the State or district for at least 30 days immediately before the date established by the district for classes to

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begin.

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; or

students attending under a chargeback or contractual agreement with another community college.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

"Senior Citizen" means a person 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Persons with

Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a Grant Agreement between the college or vendor and ICCB.

(Source: 46 Ill. Reg. _____, effective _____)

Section 1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants

- a) PATH grant funds shall be determined annually by allocating the appropriation for this program among each community college district in accordance with the funding formula approved by the ICCB. The formula shall include:
 - 1) Base Funding. A base allocation of \$100,000 per district. The base allocation may be prorated if the amount of funds appropriated for this program are insufficient.
 - 2) Student Completion. Funding. Each district shall receive an additional amount based upon the number of completions in eligible healthcare programs in the most recent academic year for which the board has collected data.
 - 3) Prioritized Programs. Student completions shall be weighted based upon industry workforce demand. Non-prioritized programs will be funded at 67 percent of the amount allocated per completion for prioritized programs. This weighting may be adjusted if the amount of funds appropriated are insufficient.
- b) The ICCB will post on its website (www.iccb.org) the list of eligible healthcare programs by Classification of Instructional Program codes and identify those programs that are prioritized for purposes of the funding formula.
- c) The target population for each community college district receiving grant funds shall include, but not be limited to, incumbent workers who are already in the workforce looking to continue their education and advance their careers in a healthcare pathway and new students entering in a healthcare pathway with an identified need for support.
- d) When sufficient funding is available, the ICCB shall publish on its website the planned PATH grant allocation to each district, implementation plan template, budget template, and grant application.
- e) Each district shall submit an application, implementation plan, and budget using forms prescribed by the ICCB in subsection (d). These documents may be submitted no later than the date specified by ICCB. The deadline will provide districts at least 30 calendar days in which to submit their documents.
- f) The ICCB shall execute an intergovernmental grant agreement with each district for the distribution of PATH grant funds. Grant funds shall be vouchered to each community college district according to the terms of the agreement.

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- g) The plan (see subsection (e)) shall represent the programmatic elements that are necessary for each institution to execute the PATH program. The plan shall track closely, where appropriate, with the budget submitted. The plan elements themselves will be tied directly to the grant agreement executed for each college in order to access funding.
- h) The expenditure of PATH grant funds is limited to those credit and non-credit programs identified as eligible programs for the purposes of the funding formula in subsection (a)(2), unless specifically approved in writing by the ICCB. All programs developed or supported through this grant must be part of a healthcare pathway.
- i) Allowable expenditures of funds, as submitted in the implementation plan, will be specified in an intergovernmental grant agreement executed with each community college district. Colleges shall consider capacity-building activities as well as broad, wrap around services and supports for students as a key part of program development.
- j) PATH grant funds shall be accounted for in a restricted purpose fund.
- k) PATH grant funds shall be expended by the date specified in the intergovernmental grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB pursuant to the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705].
- l) PATH grant funds not used in accordance with the terms specified in the intergovernmental grant agreement, regardless of the amount, shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.
- m) Each community college district receiving grant funds shall file a programmatic and financial report with the ICCB in a format prescribed by the ICCB, and in accordance with the terms of the intergovernmental grant agreement, detailing how the funds were utilized. The frequency and due dates of the reports shall be specified in the grant agreement.

(Source: 46 Ill. Reg. _____, effective _____)

BACKGROUND

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Public Act 102-0699 creates the Pipeline for the Advancement of the Healthcare Workforce Program (PATH). The purpose of the program is to provide grant to community colleges to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway, to obtain credentials, certificates, and degrees that allow them to enter into or advance their careers in the healthcare industry. The Act also provides the ICCB with authority to promulgate administrative rules to implement the program.

ICCB filed Emergency Rules, effective August 24, 2022, that allow the Board to implement the program and provide grant awards for fiscal year 2023 pending adoption of permanent rules. The Emergency Rules expire January 20, 2023.

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**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

**Required Reports and Due Dates
(Action Required)**

These proposed rule changes make modifications and additions to the type of required reports and the date those reports are due. These changes are necessary to include new statutory reporting requirements within the Board's Administrative Rules. The proposed rules also streamline the process for selecting community colleges to offer programming at military installations, correctional institutions, or other State or federal institutions.

This proposed rulemaking was published in the *Illinois Register* (46 Ill. Reg. 11626; July 15, 2022) for the formal public comment period. No public comments were received. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

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TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section

1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

Section

1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service 1501.303 Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)

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1501.307	Cooperative Agreements
1501.308	Reporting Requirements
1501.309	Course Classification and Applicability
1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311	Credit for Prior Learning
1501.312	Extension of Curricular/Credit Courses
1501.313	Dual Credit

SUBPART D: STUDENTS

Section	
1501.401	Definition of Terms (Repealed)
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section	
1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
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1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section	
1501.601	Definition of Terms
1501.602	Approval of Capital Projects

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- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects
- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave
- 1501.803 Employment Contracts
- 1501.804 President and Chancellor Performance Review

- 1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

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1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2021; amended at 45 Ill. Reg. 12514, effective September 21, 2021; amended at 46 Ill. Reg. _____, effective _____

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- January 15 • annual financial statements and notice of publication (see Section 1501.506)
- January 31 • certificate of tax levy (see Section 1501.510(f))
- February 1 • annual African American Employment Plan Survey (see Section 1501.308(b))
• ~~annual Asian Employment Plan Survey (see Section 1501.308(b))~~
• ~~annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))~~
• annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))
• ~~annual Asian Employment Plan Survey (see Section 1501.308(b))~~
• ~~annual Native American Employment Plan Survey (see Section 501.308(b))~~
• ~~annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b))~~
- February 15 • spring semester (2nd term) enrollment survey (see Section 1501.406(b))
- March 1 • annual Underrepresented Groups Report (see Section 1501.406(c))
- March 31 • policies for the award of academic credit for prior learning (see Section 1501.311(a))
- June 15 • annual faculty, and staff salary and benefits data (see Section 1501.308(a))

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- ~~July 1~~ • ~~Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))~~
- ~~construction in progress and acreage (facility information) (see Section 1501.510(b))~~
- July 15
 - report of out-of-state extensions (see Section ~~1501.312(d)(4)~~1501.307(h)(4))
 - annual noncredit course enrollment (~~N1~~) (see Section 1501.406(d))
- August 1
 - annual student enrollment and completion data (see Section 1501.406(a))
 - Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))
 - annual tuition and fees survey (see Section 510 (e))
 - Facilities data (see Section 1501.607)
- September 1
 - budget and tax survey (see Section 1501.510(d))
 - program review report (see Section 1501.303(d)(~~76~~))
 - program review listing (see Section 1501.303(d)(~~76~~))
 - ~~• facilities data (see Sections 1501.510(e) and 1501.607(a))~~
 - annual Student Identification data submission (see Section 1501.406(f))
 - annual report of student course information submission (see Section 1501.406(g))
- October 1
 - fall semester enrollment data (see Section 1501.406(a))
 - fall semester enrollment survey (see Section 1501.406(b))
- October 15
 - ~~• faculty, staff, and salary data (see Section 1501.308(a))~~
 - fiscal year budget (see Section 1501.504)
- November 1
 - summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))
- November 15 • faculty, staff, and salary data (see Section 1501.308 (a))
- December 30
 - external audit (see Section 1501.503(a))
 - annual instructional cost report (see Section 1501.510(c))
 - unexpended special initiative grant funds return report (see Section 1501.519(d))
- 30 days • credit hour claims (see ~~Section 1501.406(b) and~~ Section 1501.507(a))
after the end
of each term

(Source: Amended at 46 Ill. Reg. _____, effective _____)

SUBPART C: PROGRAMS

Section 1501.308 Reporting Requirements

A college shall submit the following specified items in a format prescribed by ICCB and according to the

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schedules indicated:

- a) Annual salary data and basic characteristics, including but not limited to sex, date of birth, ethnic classification, highest degree earned, tenure status, and employment or teaching areas, of the faculty and staff employed by the college as of ~~November~~~~October~~ 1 shall be submitted on or before ~~November 15~~~~October 15~~ of each year. Fiscal year data shall be submitted on or before June 15.
- b) An annual African American Employment Plan Survey, Asian Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, Hispanic/Latino Employment Plan Survey, ~~Asian Employment Plan Survey~~, and Native American Employment Plan Survey and ~~Bilingual Needs and Bilingual Pay Survey~~ submitted on or before February 1. (See 5 ILCS 410.)

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.311 Credit for Prior Learning

- a) Policy and Procedures
 - 1) Each college shall electronically submit to ICCB for review its policies for the award of academic credit for prior learning. This submission shall be made by March 31 of each calendar year for policies effective in the subsequent Fall semester,
 - A) These policies shall include a listing of the types of documentation acceptable to the college and the dates of inclusion for which credit for prior learning is acceptable.
 - B) At a minimum, each college shall publish the procedures for students to earn credit for prior learning in its catalog and on its official website.
 - C) Colleges shall regularly monitor, evaluate and, if necessary, revise credit for prior learning activities.
 - 2) As a part of these policies, each college shall adopt a specific policy for the awarding of academic credit for military training that is considered applicable to the requirements of the student's certificate or degree program.
 - A) The policy shall apply to any student who is enrolled at the college and who has successfully completed a military training course or program as part of his or her military service that is:
 - i) recommended for credit by a national higher education association that provides credit recommendations for military training courses and programs;
 - ii) included in the student's military transcript issued by any branch of the armed services; or

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- iii) otherwise documented as military training or experience.
- B) These policies may be incorporated into the college's broader credit for prior learning policies.
- 3) This Section is not applicable to secondary/postsecondary articulation agreements or dual enrollment.
- b) Awarding Credit for Prior Learning
 - 1) Credit for prior learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all terminal objectives for a specific course or courses.
 - 2) Colleges awarding credit for prior learning must validate credit on a course-by-course basis. The following publications and methods are acceptable for validating prior learning for awarding credit:
 - A) Standardized tests:
 - i) College-Level Examination Program (CLEP);
 - ii) Excelsior College/Formerly American College Testing Proficiency Examination Program (ACT-PEP/RCE EXCELSIOR);
 - iii) Defense Activity for Nontraditional Educational Support (DANTES);
 - iv) Advanced Placement (AP);
 - v) International Baccalaureate (IB);
 - B) College examinations:
 - i) Examination (written, oral, demonstration or a combination of all three) that is equivalent to the comprehensive final exam;
 - ii) Evaluation by an area dean or designated subject expert;
 - C) Published guides:
 - i) American Council on Education (ACE) for military training and experiences;
 - ii) ACE (non-collegiate) for industrial and corporate training programs;
 - iii) Other published guides developed by nationally recognized organizations;

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- D) National Certifications:
- E) Child Development Associate (CDA).
- ~~F)~~ Portfolios:
 - i) Credit through the development of a portfolio;
 - ii) Evaluation by subject matter experts.
- 3) Credit may not be awarded twice for the same learning.
- c) Standard for Awarding Credit for Prior Learning
 - 1) The student must enroll at the college and meet all admission requirements for the program in which course credit for prior learning is being sought. A college may seek an exception to this provision by making a request and receiving subsequent approval from ICCB.
 - 2) Students must be able to meet residency requirements for certificates and/or degrees without the use of prior learning credit in the determination.
 - ~~3)~~ Assessment of prior learning credit may happen at any point during the application and admission process. To award a degree or certificate, the college must ensure that residency requirements are met. Typically, fifteen credit hours is required towards a degree or at least twenty-five percent of the required credit for a certificate. Fifteen credit hours toward a degree must be completed at the college prior to awarding credit for prior learning to degree-seeking students.
 - ~~3)~~ Twenty five percent of the required credits for a certificate must be completed at the college, prior to awarding credit for prior learning to certificate seeking students.
 - 4) College validation procedures should be objective to the extent that external evaluators would reach the same conclusion given the material reviewed.
- d) If pursuing a transfer degree (Associate of Arts (AA), Associate of Science (AS) or Associate in General Studies (AGS)), credit for prior learning will only be granted for the purpose of satisfying graduation requirements. These credits might not transfer to other colleges.
- e) All work assessed for prior learning must meet or exceed a grade level of "C". Minimum cut-off scores on standardized tests are set at a "C" grade level.
- f) In the process of determining if credit can be awarded for prior learning, colleges shall charge students only for the cost of the prior learning assessment services and not for the amount of credit awarded.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.312 Extension of Curricula/Credit Courses

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- a) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.
- b) A community college may extend previously approved curricula into another community college district upon approval of ICCB. Criteria for approval shall be:
 - 1) a request from the community college district in which the proposed extension is to be offered;
 - 2) labor market need;
 - 3) cost-effectiveness in providing instructional programs;
 - 4) adequacy of facilities and support services;
 - 5) impact on regional and statewide programs; and
 - 6) impact on programs at neighboring community college districts.
- c) If a district in which military installations, correctional institutions, or other State or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may be selected by the apply to-ICCB to do so. ~~If more than one college applies,~~ ICCB will select a college using the following criteria:
 - 1) proximity of the college to the institution;
 - 2) availability at the college of the instructional units needed by the institution;
 - 3) cost of providing the instructional units for the institution; and
 - 4) college's past experience in offering similar units of instruction.
- d) Curricula and credit courses offered at out-of-state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of State provided that it meets the following criteria:
 - 1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by ICCB.
 - 2) The college shall identify how the extension will be used by students to complete degree or certificate programs.
 - 3) If the extension is offered for out-of-state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no State or local tax monies will be used to provide the extension.

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- 4) The college shall submit annual reports of its out-of-state extensions for the past fiscal year, on forms provided by ICCB, by July 15 of each year.
- 5) The college shall request approval of its out-of-state extensions, on forms provided by ICCB, prior to May 15 for the fiscal year beginning on the next July 1.
- 6) Deletion, modification or addition of courses and curricula offered at out-of-state extensions previously approved by ICCB are reasonable and moderate extensions and must be reported to ICCB.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.510 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

- a) Resource Allocation and Management Plan (RAMP) data by ~~August~~July 1 of each year.
- ~~b) Construction in progress, and acreage by July 1 of each fiscal year.~~
- ~~b~~e) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 31 following the end of that fiscal year.
- ~~c~~d) A survey of local budget and tax extensions and collections by September 1 of each year.
- ~~e) Facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.~~
- ~~d~~f) Certificate of Tax Levy by January 31 of each year.
- e) Annual tuition and fees survey by August 1 of each year.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.519 Special Initiatives Grants

- a) Allowable expenditures for special initiatives grants will be specified in the grant agreement between the college or vendor and ICCB.
- b) Special initiatives grant funds shall be accounted for in a restricted account.
- c) The community college district or other vendor shall file a report with ICCB in a format used by ICCB or in accordance with the grant agreement, detailing how the funds were used.
- d) Special initiatives grant funds shall be expended by the date specified in the grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the

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contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB on or before December ~~30~~³¹.

- e) Special initiatives grant funds not used in accordance with the terms specified in the grant agreement regardless of the amount shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.607 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB by ~~August~~^{July} 1 of each year:

- a) Annual facility data ~~including: and project updates that shall include NASF of owned space by classroom, lab, office, study, support and special use categories.~~
 - 1) acreage;
 - 2) NASF of owned and leased space by classroom, lab, office, study, support and special use categories;
 - 3) existing space in use for educational purposes at the end of the fiscal year (June 30);
 - 4) project updates.
- b) Estimated deferred maintenance annual cost and current backlog.
- c) All completed and in-progress projects using State funds.
- d) All completed and in-progress local projects with a cost of \$250,000 or more.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

BACKGROUND

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

These rules are being amended to add the statutorily required annual Native American Employment Plan Survey, extend the deadline for community college capital reporting from July 1 to August 1, and correct section references.

The rules are also being amended to streamline the process for selecting community colleges to offer programing at military installations, correctional institutions, or other State or federal institutions when the local community

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college opts not to offer the instruction. Lastly, rules for the award of credit for prior learning are modified to comply with requirements of P.A. 102-0174 relating to awarding credit for the Child Development Associate (CDA).

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FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT July 1,
2021 - August 31, 2022

	FY 2022 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 49,123,300	\$ 48,191,167	98.1%
ADULT EDUCATION	33,887,700	33,707,576	99.5%
GED TESTING PROGRAM	1,148,000	934,879	81.4%
CAREER & TECH EDUCATION	18,069,400	17,972,102	99.5%
OFFICE ADMINISTRATION	2,258,900	2,057,600	91.1%
TOTAL	\$ 104,487,300	\$ 102,863,324	98.4%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 158,131,300	\$ 158,131,300	100.0%
TOTAL	\$ 158,131,300	\$ 158,131,300	100.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 62,000,000	\$ 16,250,451	26.2%
GED TESTING FUND	100,000	46,765	46.8%
ICCB RESEARCH & TECHNOLOGY FUND*	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
TOTAL	\$ 167,770,000	\$ 121,867,216	72.6%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 29,644,524	\$ 21,737,803	73.3%
FEDERAL CAREER & TECH ED FUND	20,478,835	18,917,491	92.4%
ICCB FEDERAL TRUST FUND	525,000	269,143	51.3%
TOTAL	\$ 50,648,359	\$ 40,924,437	80.8%
GRAND TOTAL, ALL FUNDS	\$ 481,036,959	\$ 423,786,277	88.1%

* See detail on following pages

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**Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY
REPORT State General Funds
July 1, 2021 - August 31, 2022**

	FY 2022 Appropriation	Year-to-Date Expenditures	%
			Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,928,700	\$ 13,928,700	100.0%
P-20 Council Support	150,000	70,000	46.7%
East St. Louis Educational Center	1,457,900	1,457,900	100.0%
Illinois Veterans Grant	4,264,400	3,822,165	89.6%
ILDS	560,300	438,973	78.3%
Lincoln's Challenge Program	60,200	3,000	5.0%
Performance Grants	359,000	358,990	100.0%
Small College	548,400	548,388	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	918,651	91.9%
Bridge and Transition	4,344,400	4,194,400	96.5%
Workforce Equity Initiative	19,450,000	19,450,000	100.0%
TOTAL	\$ 49,123,300	\$ 48,191,167	98.1%
OFFICE ADMINISTRATION			
TOTAL	\$ 2,258,900	\$ 2,057,600	91.1%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 22,651,000	\$ 22,470,885	99.2%
Adult Education Performance Grants	11,236,700	11,236,691	100.0%
TOTAL	\$ 33,887,700	\$ 33,707,576	99.47%
GED TESTING PROGRAM			
TOTAL	\$ 1,148,000	\$ 934,879	81.4%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	500,000	100.0%
CTE Administration	375,000	389,390	103.8%
CTE Formula	15,600,000	15,600,000	100.0%
CTE Early School Leavers Grants	615,000	532,580	86.6%
CTE Early School Leavers Administration	84,950	55,682	65.5%
CTE Corrections	894,450	894,450	100.0%
TOTAL	\$ 18,069,400	\$ 17,972,102	99.5%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 83,367,200	\$ 83,367,200	100.0%
Equalization	74,764,100	74,764,100	100.0%
TOTAL	\$ 158,131,300	\$ 158,131,300	100.0%
GRAND TOTAL	\$ 262,618,600	\$ 260,994,624	99.4%

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**Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2021 - August 31, 2022**

SPECIAL STATE FUNDS*

	FY 2022 Appropriation	Year-to-Date Expenditures	%
			Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		867,330	
ILCCO		409,084	
DHS CURES Grant		1,965	
CHSA Grant		690	
Lumina Grant		455,000	
Tutoring Initiative		-	
ADMINISTRATION			
Apprenticeship		90,915	
Tutoring Initiative		16,249	
ILCCO		536	
Advance CTE		-	
	10,000,000	\$ 1,841,769	3.0%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	27,000,000	10,573,707	
Early Childhood	25,000,000	3,834,975	
	\$ 52,000,000	\$ 14,408,682	
TOTAL	\$ 62,000,000	\$ 16,250,451	26.2%
GED TESTING FUND*	\$ 100,000	\$ 46,765	46.8%
ICCB RESEARCH & TECHNOLOGY FUND*	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 105,570,000	100.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 167,770,000	\$ 121,867,216	72.6%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2021 - August 31, 2022

FEDERAL FUNDS*

	FY 2022 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,497,393	\$ 4,995,950	\$ 16,350,106	76.1%
Federal Basic Leadership	2,244,602		2,013,957	89.7%
EL Civics Grants	2,795,403	1,033,937	2,228,275	58.2%
	<u>\$ 21,537,398</u>	<u>\$ 6,029,887</u>	<u>\$ 20,592,338</u>	<u>74.7%</u>
ADMINISTRATION				
Federal Basic	\$ 999,840		\$ 732,888	73.3%
EL Civics	147,126	575,273	107,193	14.8%
Leadership	255,000	100,000	305,384	86.0%
	<u>\$ 1,401,966</u>	<u>\$ 675,273</u>	<u>\$ 1,145,465</u>	<u>55.1%</u>
TOTAL	<u>\$ 22,939,364</u>	<u>\$ 6,705,160</u>	<u>\$ 21,737,803</u>	<u>73.3%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,113,466	\$ 2,285,814	\$ 16,412,731	94.3%
Perkins Leadership	1,510,626	240,197	1,750,823	100.0%
Perkins Corrections	377,656	413,202	216,063	27.3%
Reserve	-		-	0.0%
	<u>\$ 17,001,748</u>	<u>\$2,939,213.00</u>	<u>\$ 18,379,617</u>	<u>92.2%</u>
ADMINISTRATION				
CTE Federal	\$ 944,141	\$ (406,267)	\$ 537,874	100.0%
TOTAL	<u>\$ 17,945,889</u>	<u>\$ 2,532,946</u>	<u>\$ 18,917,491</u>	<u>92.4%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 269,143	51.3%
TOTAL	<u>\$ 525,000</u>	<u>\$ -</u>	<u>\$ 269,143</u>	<u>51.3%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 41,410,253</u>	<u>\$ 9,238,106</u>	<u>\$ 40,924,437</u>	<u>80.8%</u>

* Expenditures from these funds cannot exceed receipts.

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**Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT July 1,
2021 - August 31, 2022**

	FY 2023 Appropriation	Year -to-Date Expenditures	%
			Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 50,011,451	\$ 4,130,048	8.3%
ADULT EDUCATION	34,187,700	14,309	0.0%
GED TESTING PROGRAM	1,148,000	246,799	21.5%
CAREER & TECH EDUCATION	18,069,400	9,196,934	50.9%
OFFICE ADMINISTRATION	2,811,470	462,893	16.5%
TOTAL	\$ 106,228,021	\$ 14,050,983	13.2%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 158,131,300	\$ 22,881,583	14.5%
TOTAL	\$ 158,131,300	\$ 22,881,583	14.5%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 62,000,000	\$ 134,501	0.2%
GED TESTING FUND	100,000	1,041	1.0%
ICCB RESEARCH & TECHNOLOGY FUND*	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	26,392,500	25.0%
TOTAL	\$ 167,770,000	\$ 26,528,042	15.8%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 22,507,191	\$ 105,328	0.5%
FEDERAL CAREER & TECH ED FUND	20,058,196	-	0.0%
ICCB FEDERAL TRUST FUND	525,000	19,841	3.8%
TOTAL	\$ 43,090,387	\$ 125,169	0.3%
GRAND TOTAL, ALL FUNDS	\$ 475,219,708	\$ 63,585,777	13.4%

* See detail on following pages

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**Illinois Community College Board
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State General Funds
July 1, 2021 - August 31, 2022**

	FY 2023 Appropriation	Year-to-Date Expenditures	%
			Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,928,700	\$ 3,482,175	25.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,346,051	-	0.0%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	560,300	99,473	17.8%
Lincoln's Challenge Program	60,200	-	0.0%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,400	100.0%
Alternative Schools Student Re-enrollment	4,000,000	-	0.0%
Transitional Math and English Development (TIME and DEI)	1,000,000	-	0.0%
Bridge and Transition	4,344,400	-	0.0%
Workforce Equity Initiative	19,450,000	-	0.0%
TOTAL	\$ 50,011,451	\$ 4,130,048	8.3%
OFFICE ADMINISTRATION			
TOTAL	\$ 2,811,470	\$ 462,893	16.5%
ADULT EDUCATION			
Adult Education State Basic Grants	\$ 22,651,000	\$ -	0.0%
Adult Education State Basic Admin	\$ 300,000	\$ 14,309	
Adult Education Performance Grants	11,236,700	-	0.0%
TOTAL	\$ 34,187,700	\$ 14,309	0.04%
GED TESTING PROGRAM			
TOTAL	\$ 1,148,000	\$ 246,799	21.5%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	38,250	7.7%
CTE Administration	375,000	89,709	23.9%
CTE Formula	15,600,000	8,226,750	52.7%
CTE Early School Leavers Grants	615,000	395,000	64.2%
CTE Early School Leavers Administration	84,950	-	0.0%
CTE Corrections	894,450	447,225	50.0%
TOTAL	\$ 18,069,400	\$ 9,196,934	50.9%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 83,367,200	\$ 10,420,900	12.5%
Equalization	74,764,100	12,460,683	16.7%
TOTAL	\$ 158,131,300	\$ 22,881,583	14.5%
GRAND TOTAL	\$ 264,359,321	\$ 36,932,566	14.0%

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**Illinois Community College Board
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Special State Funds
July 1, 2021 - August 31, 2022**

SPECIAL STATE FUNDS*

	FY 2023 Appropriation	Year-to-Date Expenditures	%
	<hr/>		
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		-	
ILCCO		-	
Tutoring Initiative			
ADMINISTRATION			
Apprenticeship		-	
Tutoring Initiative		19,413	
ILCCO			
	<hr/>	\$ 10,000,000	0.2%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER)		27,000,000	89,518
Early Childhood		25,000,000	25,570
	<hr/>	\$ 52,000,000	\$ 115,088
			0.2%
TOTAL	<hr/>	\$ 62,000,000	\$ 134,501
			0.2%
GED TESTING FUND*	\$ 100,000	\$ 1,041	1.0%
ICCB RESEARCH & TECHNOLOGY FUND*	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 26,392,500	25.0%
GRAND TOTAL, SPECIAL FUNDS	<hr/>	\$ 167,770,000	\$ 26,528,042
			15.8%

** Expenditures from these funds cannot exceed receipts.*

Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2021 - August 31, 2022

FEDERAL FUNDS*

	FY 2023 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,205,727		\$ -	0.0%
Federal Basic Leadership	2,169,883		30,000	1.4%
EL Civics Grants	2,720,690		-	0.0%
	<u>\$ 21,096,300</u>	<u>\$ -</u>	<u>\$ 30,000</u>	<u>0.1%</u>
ADMINISTRATION				
Federal Basic	\$ 982,165		\$ 71,594	7.3%
EL Civics	143,194		3,734	2.6%
Leadership	285,531		-	0.0%
	<u>\$ 1,410,891</u>	<u>\$ -</u>	<u>\$ 75,328</u>	<u>5.3%</u>
TOTAL	<u>\$ 22,507,191</u>	<u>\$ -</u>	<u>\$ 105,328</u>	<u>0.5%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 17,083,379		\$ -	0.0%
Perkins Leadership	1,612,094		-	0.0%
Perkins Corrections	389,350		-	0.0%
Reserve	-		-	0.0%
	<u>\$ 19,084,823</u>	<u>\$0.00</u>	<u>\$ -</u>	<u>0.0%</u>
ADMINISTRATION				
CTE Federal	\$ 973,373		\$ -	0.0%
TOTAL	<u>\$ 20,058,196</u>	<u>\$ -</u>	<u>\$ -</u>	<u>0.0%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 19,841	3.8%
TOTAL	<u>\$ 525,000</u>	<u>\$ -</u>	<u>\$ 19,841</u>	<u>3.8%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 43,090,387</u>	<u>\$ -</u>	<u>\$ 125,169</u>	<u>0.3%</u>

* Expenditures from these funds cannot exceed receipts.

Item #15.2
September 16, 2022

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

Oakton Community College

- Patient Care Technician Certificate (16 credit hours)

Southwestern Illinois College

- Corrections Academy Certificate (12.5 credit hours)

Item #18
September 16, 2022

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 and Minutes of Closed Sessions** 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.

Item #20
September 16, 2022

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

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; June 4, 2021; August 19, 2021; December 3, 2021; March 25, 2022 are to remain confidential. All other Executive Session Minutes are available for public inspection.