

Agenda
321st Meeting of the
Illinois Community College Board

Rend Lake College
Student Center
Ina, Illinois

March 17, 2000
9:00 a.m.

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UNAPPROVED

Minutes of the 320th Meeting of the
Illinois Community College Board
January 21, 2000
Harry L. Crisp II Community College Center
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Dave Davis, Inez Galvan, Laurna Godwin, Gwendolyn Laroche, Martha Olsson, James Zerkle, Edward Duffy, and Alison Womack. Joseph Neely, Delores Ray, and Lee Walker were absent.

* * * * *

Chairman Duffy reported that Joe Neely is recovering very well from recent surgery, and he expects to join us at the next ICCB meeting at Rend Lake College on March 17.

Chairman Duffy welcomed Jim Zerkle to the ICCB membership.

* * * * *

Item #2 - Minutes of the November 10, 1999, and December 8, 1999 Meetings

Jim Berkel made a motion, which was seconded by Inez Galvan, to approve minutes of the two meetings as recorded. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #3 - Review of Executive Session Minutes

Inez Galvan made the following motion, which was seconded by Gwendolyn Laroche:

The Illinois Community College Board hereby determines that the minutes of its executive session held on November 10, 1999, are no longer confidential and may be released to the public. Minutes of its executive session held on March 19, 1999, will remain confidential.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Item #4 - Recognition of Molly F. Norwood for Service to the Illinois Community College Board

Chairman Edward Duffy read a Resolution in honor of Molly F. Norwood's retirement from membership on the Illinois Community College Board. Gwendolyn Laroche made a motion to adopt the following Resolution, which was seconded by Jim Berkle.

WE, the members of the Illinois Community College Board, express our abiding gratitude to Molly F. Norwood for her exemplary service to the students, parents, taxpayers, and the entire community college system during her tenure on the Illinois Community College Board.

Molly's conscientious voice, hard work, and dedication to her position as a member of the ICCB have earned the respect of her fellow Board members and admiration of those working in the Illinois Community College System. Molly has been a consistent advocate for students and for securing the funding necessary for community colleges to properly serve their communities.

The experience Molly has brought to the Illinois Community College Board, especially through her thirteen years as a trustee of William Rainey Harper College in Palatine, Illinois, has been a willing resource for the entire Board and its staff. Through her service to the Board as a member of the ICCB Cost Effectiveness and Accountability Committee, she has been a guide for, and proponent of, making community colleges increasingly efficient and answerable, significant qualities that help Illinois community colleges garner the respect and trust of the people they serve.

Molly has set an example for all Board members for the thorough preparation, discipline, and focus she has brought to the Illinois Community College Board. Her support and encouragement of the Board's staff have reinforced the professional respect she has garnered over the course of her term on the ICCB.

The Illinois Community College Board and the entire higher education community have benefitted from Molly's experience, knowledge of the educational system, and advocacy for excellence and diversity in educational delivery that every Illinois student deserves.

WE, the members of the Illinois Community College Board, salute Molly F. Norwood for her strength of character, her public spiritedness, and her commitment to the Illinois Community College System and the people of the State of Illinois.

The motion was approved by unanimous voice vote. Student advisory vote: Yes. Molly was also presented with a plaque in recognition of her service.

Item #5 - Committee Reports

Item #5.1 - Committee on System Foundation

A report was deferred until the March 17 meeting.

Item #5.2 - Committee on Cost-Effectiveness and Accountability

Virginia McMillan reported that staff are finalizing the analysis of data for the fiscal year 2000 Performance-Based Incentive System grants. Panels have completed their reviews of the local component of the grants, and the data for the statewide measures are being finalized.

The Annual Enrollment and Completion Trend Report has been completed and is included in the Board Agenda materials. This is the first year that the report includes analysis of unit record data for noncredit students. While these data are not as complete as they will be within the next couple of years, they are starting to provide the system with much needed accountability data for a major component of its noncredit activities.

Illinois has been selected to participate in two major national activities. At the invitation of the American Association of Community Colleges, it will be one of six states taking part in a roundtable on the use of UI Wage Data for accountability purposes. Likewise, the Board will be receiving a small grant from the U.S. Department of Education to participate in a workshop on policy and data issues at points of student transition. Eight states have been invited to participate in this project sponsored by the National Postsecondary Education Cooperative, a program of the Department of Education.

Item #5.3 - Committee on Substance Abuse Prevention

Inez Galvan reported that since the last meeting of the Illinois Community College Board on November 10, 1999, permission has been requested of the Illinois Department of Transportation to redesign the two ICCB Substance Abuse Prevention and Traffic Safety award programs into one grant program. This new program channels more resources to community colleges earlier in the fiscal year. This grant program allows colleges to apply for funds at the beginning of the spring semester - 2000. A copy of the grant application form was provided to the Board.

A subcommittee of the Student Advisory Committee members, ICCB staff, and Illinois Department of Transportation staff are responsible for reviewing college applications under the new grant program. Grant awards will be announced at today's meeting.

The Student Advisory Committee created a webpage that includes information about efforts to raise the awareness of substance abuse prevention and traffic safety in the Illinois Community College System. The Board received information on the webpage.

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Item #5.4 - Committee on Leadership and Core Values

Martha Olsson reported Leadership and Core Values grants have been awarded to 32 community colleges for a total distribution of \$250,000. For fiscal year 2000, 30 grant applications totaling more than \$270,000 were submitted by the colleges. A list of the grant allocations for each of the colleges funded was provided to the Board.

The third Leadership and Core Values Institute is scheduled for February 7-8, 2000, at the Crowne Plaza, Springfield. Each college is asked to register a team of five persons. A plenary panel presentation will be made by Dr. Charles Novak, President, Richland Community College; Dr. Margaret Lee, President, Oakton Community College; Bruce Connors, faculty, Kaskaskia College; and Denise Anastasio, faculty, College of Lake County. Twelve concurrent sessions will be conducted by college personnel who have assumed a leadership role in this area on their respective campuses. The registration fee for each team is \$500 and covers the cost of materials, a reception, breakfast and lunch.

The Board received registration and conference information, and members were encouraged to attend.

Item #5.5 - Committee on Human Resources

Dave Davis reported that on November 10, 1999, the ICCB authorized the President/CEO to implement proposed staffing changes as presented in a revised ICCB organizational chart. As a result, Kristine Cordts has been appointed to the position of Assistant Director for Welfare-to-Work effective January 4 and, on January 24, Rob Kerr will assume the position of Associate Director for Career Instruction Initiatives.

Item #5.6 - Committee on Finance

Dave Davis reported that a review of the CEO's reimbursements was made and approved this morning, as well as the status of the fiscal year 2000 office budget.

Item #5.6.1 - Fiscal Year 2000 Financial Statements
(November and December 1999)

Financial statements were reviewed by the Committee and were provided as information to the Board.

Chairman Duffy reported a review will be made of ICCB committees to determine if the purpose of each committee has been fulfilled. Board input is requested for on this initiative. Chairman Duffy will report on future committee structure on March 17.

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Item #6 - President/CEO's Report

Joe Cipfl congratulated Molly Norwood on her retirement from the Illinois Community College Board and thanked her for her many contributions to the Illinois Community College System.

Dr. Cipfl also welcomed James Zerkle to membership on the Illinois Community College Board. Jill O'Shea Lane will terminate her contract with the ICCB the end of January 2000 to relocate with her family to Houston, Texas.

Nasim Ali was introduced. Nasim is doing an internship with the ICCB which will last from January 18 through April 28. Her internship is cosponsored by the IBHE where she will also be given the opportunity to assume a variety of roles and responsibilities.

The Employers Services Network was effective January 20, 2000. Preston Morgan, Senior Director for Workforce Development, addressed the Board on the development of the 800 number and the manner in which it will serve the Illinois Community College System. Steve Morse, Director for Marketing/Public Information, was also acknowledged for his work on this project. The 800 number initiative will again be presented to the Board to update the newest Board members. Sarah Hawker, Vice President for Workforce Development and Adult Education, was commended for her leadership - she addressed the Board.

Joe Cipfl reported on the Human Resource Investment Council meeting held at the College of DuPage on Tuesday, January 18.

The ICCB office experienced no complications with transition into Y2K, and the Technology staff were commended for their preparation efforts.

Belleville Area College was renamed Southwestern Illinois College effective January 1, 2000.

Item #7 - Advisory Organizations

Item #7.1 - Student Advisory Committee

Alison Womack reported that the January 14 SAC meeting agenda included:

- Student concern about campus violence - Prairie State College will hold a conference on January 29 to address campus violence.
- SAC appreciated the opportunity to assist with the Substance Abuse Grant selection process.
- Joe Cipfl addressed the students on adult education. SAC is currently working on a resolution to support the transfer of adult education.

- Former SAC member Cecelia Dunbar addressed the students.
- Student Lobby Day will be held April 4-5, 2000.

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- Students are working on a SAC Constitution which can also be used as a model for individual colleges.

Item #7.2 - Illinois Community College Trustees Association

Gary Davis expressed appreciation to Molly Norwood for her contributions to the Illinois Community College System.

Dr. Davis also expressed appreciation to members of the ICCB for their service to the system.

The ICCTA will celebrate its 30th anniversary in the year 2000. Plans are to quietly celebrate. Trustees who have served as trustees for 30 years will be recognized at the ICCTA Annual Convention in June.

Six ICCTA meetings are held each year. This year plans are to coordinate the June meetings of the Presidents Council, Trustees Association, and Community College Board to allow more interaction among attendees.

At the ICCTA Annual Convention in June, the Trustees Association has arranged for representatives from the Education Commission of the States to speak. They will explore whether performance funding will affect the manner in which the local board meets.

ICCTA Board Highlights and Legislative Agenda for the Year 2000 was distributed to the ICCB.

On February 29 a trustee fly-in to Washington D.C. will be held to meet with members of Congress on various Illinois initiatives.

Also distributed was an article by Barbara Townsend, professor of higher education at the University of Missouri, addressing reverse transfer whereby community colleges are enrolling students who currently hold baccalaureate degrees.

Item #7.3 - Presidents Council

Larry Huffman congratulated Molly Norwood on her retirement from the ICCB. Dr. Huffman also welcomed Jim Zerkel to the ICCB membership.

Dr. Huffman reported that presidents are cognizant that enrollment trends in higher education often are not to seek a degree, but that knowledge, skills, and certification of competency are key elements for a successful workforce. This message is to be conveyed to the Board of Higher Education.

The Presidents Council is 100 percent behind the Illinois Community College Board having

responsibility for adult education.

Item #7.4 - Illinois Community College Faculty Association

Leo Welch reported that the Faculty Association approved the following resolution on October 29, 1999. Support is requested of the Illinois Community College Board.

WHEREAS it is the responsibility of the academic community to preserve the integrity of science, and

WHEREAS science is a systematic method of investigation based on continuous experimentation, observation, and measurement leading to evolving explanations of natural phenomena, explanations which are continuously open to further testing, and

WHEREAS evolution fully satisfies these criteria, irrespective of remaining debates concerning its detailed mechanisms, and

WHEREAS we the faculty respect the right of people to hold diverse beliefs about creation that do not come within the definitions of science, and

WHEREAS specific references to evolutionary biology have been omitted from the public schools science standards, and

THEREFORE BE IT RESOLVED the Illinois Community College Faculty Association urges citizens, educational authorities, and legislators to encourage the Illinois State Board of Education to include specific reference to evolutionary biology in the public school science standards.

Mr. Welch also expressed concern with MAP funding requests from private institutions in comparison to state funding for community colleges. Comparisons were presented to the Board, and Mr. Welch asked that the information be shared with the State Board. Chairman Duffy responded that the MAP information will be shared accordingly.

Item #8 - Administration of Adult Education

Chairman Duffy provided background information which included that there was a legislative directive made last spring for the chairs of the ICCB, IBHE, and ISBE to investigate the transfer of governance for adult education. The directive also stated that a report of the findings was due in October 1999. The final report by Chairmen Edward Duffy/ICCB, Philip Rock/IBHE, and Ronald Gidwitz/ISBE concluded that governance of adult education should be transferred from the Illinois State Board of Education to the Illinois Community College Board.

On January 20, 2000, the Illinois State Board of Education passed a resolution, 5-2, supporting the transfer of governance for adult education to the Illinois Community College Board. It is also understood that the Board of Higher Education staff will recommend that its Board approve the transfer of adult education to the ICCB at the February 1 IBHE meeting.

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When Chairman Duffy asked for comments, John Muirhead, president of the Illinois Adult and Continuing Educators Association, Inc., urged clear articulation and that a plan be developed on the transfer of governance.

Dave Davis made the following recommendation, which was seconded by Gwendolyn Laroche:

The Illinois Community College Board hereby recommends to the Governor and the General Assembly that the administration of adult education and literacy be transferred from the Illinois State Board of Education to the Illinois Community College Board. Care should be taken to ensure a smooth and orderly transition.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Joe Cipfl concluded with remarks on efforts to date. Dr. Cipfl commended John Muirhead for the leadership he has shown in bringing adult educators together in this initiative.

Item #9 - Status Report on Strategic Planning

As co-chair of the Systemwide Steering Committee for the Strategic Planning Initiative for the Illinois Community College System, Virginia McMillan provided a status report on the committee's planning progress to date from its establishment in August 1999. The Steering Committee met last Thursday to discuss themes and potential strategic directions. A draft report of the plan will be presented at the March meeting.

Co-chair Robert Luther addressed the Board. Dr. Luther commended Ms. McMillan for her work on this initiative.

Joe Cipfl reported that the entire system is providing input into the planning process, and the final plan will be presented to the Illinois Community College Board for adoption in June 2000.

Laurna Godwin suggested that a review of the ICCB committees, as reportedly planned at the conclusion of Item #5, be postponed until the goals of the Strategic Planning document have been finalized.

Item #10 - Illinois Community College Board Fiscal Year 2000 Special Initiative Grant Awards

The Board received a report on how special initiative grants and contracts were awarded as of January 1, 2000. The \$500,000 appropriation allows three types of grant categories as follows: \$300,000 goes to colleges to increase the number of Information Technology professionals; \$150,000 has been designated in an open category for innovative initiatives proposed by colleges; and the third allocation was designated to offset expenses for colleges that provide the Center for Policy Development fellows.

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Marie Czach of South Suburban College has been selected as the ICCB's third Fellow for the Center for Policy Development. Ms. Czach will focus on remedial/development education for the spring semester.

Item #11 - Cooperative Agreements for Instruction

Dave Davis made the following motion, which was seconded by Gwendolyn Laroche:

The Illinois Community College Board hereby approves cooperative agreements for instruction between Oakton Community College and Triton College; between Oakton Community College and Elgin Community College; between Oakton Community College and Kishwaukee College; and between Southwestern Illinois College and Spoon River College.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #12 - New Units of Instruction

Martha Olsson made the following motion, which was seconded by Gwendolyn Laroche:

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- < Custodial Maintenance Certificate (17 semester credit hours)
(To be offered at correctional facilities only)

Elgin Community College

- < Associate in Engineering Science (60 semester credit hours)

Illinois Valley Community College

- < Metal Fabrication Certificate (29 semester credit hours)
- < Process Operations Technology Certificate (16.5 semester credit hours)

Lewis and Clark Community College

- < Case Management for Aging Clients Certificate (10 semester credit hours)

Oakton Community College

< Human Services AAS degree (60 semester credit hours)

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Triton College

- < Associate in Engineering Science (67 semester credit hours)
- < Eye Care Assistant Certificate (19 semester credit hours)

TEMPORARY PROGRAM APPROVAL

City Colleges of Chicago - Kennedy-King College

- < The Art of French Pastry Certificate (24 semester credit hours)

Richland Community College

- < Computer Service Technician Certificate (13 semester credit hours)

Southwestern Illinois College

- < Therapeutic Massage Certificate (36 semester credit hours)

Triton College

- < Personal Trainer Certificate (30 semester credit hours)

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #13 - Extension of Courses and Curricula Out of State

Dave Davis made the following motion, which was seconded by Jim Berkle:

The Illinois Community College Board hereby approves the out-of-state extension of courses for the College of DuPage in beginning, mid-level, and advanced-level German and the history and culture of Germany to be offered at In Lingua in Munich, Germany; courses in beginning, mid-level, and advanced-level Spanish and the history and culture of Costa Rica to be offered at the Forester Institutes in San Jose, Costa Rica; courses in beginning, mid-level, and advanced-level Japanese and the history and culture of Japan to be offered at the Kyoto International Academy in Kyoto, Japan; and courses in field archaeology, introduction to field methods and research design, and the culture and civilization of the Czech Republic to be offered through the auspices of the Czech Archaeological Bureau.

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #14 - Student Enrollment and Completions in the Illinois Community College System - Fiscal Year 1999

This report was deferred until March 17, 2000.

Item #15 - Proposed Amendments to ICCB Rules (Final Approval)

Item #15.1 - Proposed Amendments to Illinois Community College Board Rules Concerning Reporting Requirements, Course Classification, and Capital Project Priority Criteria

Laurna Godwin made the following motion, which was seconded by Inez Galvan:

The Illinois Community College Board hereby adopts and approves for filing and promulgation the following amendments to the *Administrative Rules of the Illinois Community College Board*.

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements and on forms provided by the ICCB, where applicable.

Listed below is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board office.

- January 1 - construction project status reports [see Section 1501.607(a)]
- January 31 - certificate of tax levy [see Section 1501.510(i)]
- ~~fall~~ fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(h)]
- February 15 - spring semester enrollment survey [see Section 1501.406(a)]
- May 30 - occupational follow-up study data for specified curricula [see Section 1501.406(c)]
- July 1 - annual noncredit course enrollment survey [see Section 1501.406(e)]
- Resource Allocation and Management Plan (RAMP/CC) [see Section 1501.510(b)]
- July 31 - ~~Spring~~ fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(a)]
- August 1 - ~~workforce preparation grant report [see Section 1501.509(f)]~~
- ~~advanced technology equipment grant report [see Section 1501.515(d)]~~

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- ~~Resource Allocation and Management Plan (RAMP/CC) [see Section 1501.510(b)]~~
 - program review report [see Section 1501.303(d)]
 - program review listing [see Section 1501.303(d)]
 - ~~credit hour certification, final report (see Section 2-16 of the Public Community College Act)~~
 - annual student enrollment and completion data [see Section 1501.406(a)]
 - square footage and acreage (facility information) [see Section 1501.510(c)]
 - special initiatives grants report [see Section 1501.519(d)]

- September 1
 - application for recognition for specified colleges [see Section 1501.202(d)]
 - underrepresented groups report/~~special populations grant~~ report [see Sections 1501.406(d) and ~~1501.508(d)~~]
 - unit cost data [see Section 1501.510(d)]
 - budget survey [see Section 1501.510(e)]

- September 15
 - ~~unit cost data [see Section 1501.510(c)]~~
 - ~~confirmation of ICCB grants and district credit hours by the external auditor [see Section 1501.503(b)]~~

- September 30
 - ~~summer fiscal year year-to-date unaudited uniform financial reporting system data [Section 1501.510(d)]~~

- October 1
 - ~~budget survey [see Section 1501.510(e)]~~
 - fall enrollment data [see Section 1501.406(a)]
 - fall enrollment survey [see Section 1501.406(b)]

- October 15
 - faculty, staff and salary data [see Section 1501.308(a)]
 - external audit [see Section 1501.503(a)]
 - special initiative grants audit [see Section 1501.503(a)]
 - ~~special populations grant audit [see Section 1501.503(a)]~~
 - ~~workforce preparation grant audit [see Section 1501.503(a)]~~
 - ~~advanced technology equipment grant audit [see Section 1501.503(a)]~~
 - fiscal year budget [see Section 1501.504]
 - certificate of chargeback [see Section 1501.503(a)]
 - ~~unexpended special populations grant funds [see Section 1501.508(f)]~~
 - ~~unexpended workforce preparation grant funds [see Section 1501.509(h)]~~

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- annual fiscal year audited uniform financial reporting system data [see Section 1501.510(f)]
- audit/unit cost reconciliation statement [see Section 1501.510(g)]
- unexpended special initiative grant funds [see Section 1501.519(e)]

~~November 1 - audit/unit cost reconciliation statement [see Section 1501.510(g)]~~

December 1 - annual financial statements and notice of publication [see Section 1501.506]

30 days after the end of each term - course resource data and credit hour claims [see Sections 1501.406(b) and Section 1501.507(a)]

60 days after the end of the fall term - inventory of facilities [see Section 1501.607(c)]

SUBPART C: PROGRAMS

Section 1501.309 Course Classification and Applicability

- a) **Course Classification.** Information on courses for which credit is to be awarded shall be submitted to ICCB on forms provided by ICCB in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) **Course Credit Hour Determination.**
 - 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.
 - 2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.
 - 3) Courses in which students participate in laboratory/ clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.

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- 4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.
- c) Course Syllabus. A syllabus shall be developed and maintained for each credit course and shall be available to the public and students upon request. A syllabus contains the description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.
 - d) Course Applicability. All credit courses must be part of an approved unit of instruction (pursuant to Section 1501.302), and the approved unit of instruction for each course shall be indicated on the college's ICCB MIS Course Master File.
 - (1) Lower-Division Baccalaureate Courses. Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:
 - A) at least three (3) Illinois public universities, or
 - B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
 - C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.
 - 2) Remedial Course Credit. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
 - 3) Adult Basic Education Course Credit. No adult basic education course credit is applicable to degrees or to certificates, except the Adult Basic Education Certificate.
 - 4) Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit is applicable to degrees or certificates, except

the Adult Secondary Education Certificate.

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- 5) General Studies Course Credit. General studies course credit is applicable only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.
- e) Special Upper-Division Courses.
 - 1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. Such courses will be eligible for ICCB grants, if they meet all other criteria.
 - 2) If at least three public universities in Illinois agree, or if a public university which is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.
 - f) Independent Study. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate degree. The topic of an independent study course shall be listed on the student's permanent academic record.
 - g) Internships. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student prior to, or are taken by the student concurrently with, such experience.
 - h) Courses Approved as Repeatable.
 - 1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition (e.g., music, speech, theatre, and journalism performance or production courses) shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four semesters (or six quarters);

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- B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;
 - C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses; and
 - D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums established in subsection (e) governing independent study, subsection (b) governing credit hour determination, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.
- 2) A vocational skill course that persons employed in an occupation or vocation must retake periodically by law in order to maintain employment shall, at the request of the college, be approved for repeatability under the following conditions:
- A) The content of the course is determined by law and does not change from one year to the next, and
 - B) A copy of the law (or regulation administering it) and a course syllabus accompanies the course classification form requesting repeatability.
- 3) An adult basic, or adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:
- A) No discrete module is repeated more than three times,
 - B) The title of each module completed and the grade received is permanently recorded on the student's academic record, and
 - C) The content and number of credit hours for each discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by the ICCB.

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- 4) An adult basic, adult secondary, or a remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, i.e., repeatable three times.
 - B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus.
 - C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

SUBPART E: FINANCE

Section 1501.505 ~~Nonresident Student Tuition Calculations~~

Each community college district will establish its own student tuition rates for in-district residents, in-state out-of-district residents, out-of-state residents, and out-of-country residents in accordance with the state policies prescribed in the Illinois Community College Act (110 ILCS 805/6-4) and in this Section.

- a) In-District Tuition. The local community college board of trustees may set the tuition rates for in-district residents within the following policies:
 1. The local community college board of trustees may set tuition rates for its in-district residents including variable rates for each of its programs, terms, time of enrollment, courses, delivery method, or other identifiable grouping of courses as long as the weighted average of the tuition for all credit courses including adult education is no more than 1/3 the college district's per capita cost. The method of calculating the per capita cost will be as prescribed in Section 6-2 of the Illinois Community College Act. ~~The depreciation rate used in the out-of-district tuition calculation for capital expenditures for equipment and temporary buildings shall be 12.5 percent each year for eight years, and for permanent facilities 2 percent each year for 50 years.~~
 2. A public community shall permit senior citizens (as defined in 110 ILCS 990/1 (c) as persons 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the "Senior Citizens and Disabled Persons Property Tax Relief and Pharmaceutical Assistant Act") to enroll without the payment of tuition in regularly scheduled credit courses, other than credit courses designed specifically for senior citizens.

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provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course.

- b) Out-of-District Tuition. The local community college board of trustees may set the tuition rates for out-of-district residents living within Illinois within the following policies: The foreign student tuition rate shall be the same as out-of-state student tuition rate, as specified in Chapter 122, Section 106-4.1 of the 1991 Illinois Revised Statutes [110 ILCS 805/6-4.1].
- 1) The college will use the calculation for out-of-district tuition for chargeback purposes as prescribed in Section 6-2 of the Illinois Community College Act. The depreciation rate used in the out-of-district tuition calculation for capital expenditures for equipment and temporary buildings shall be 12.5 percent each year for eight years and for permanent facilities 2 percent each year for 50 years.
 - 2) The college may use the variable tuition provision in Section 6-4 of the Illinois Community College Act to set market-driven out-of-district tuition rates for courses offered via Internet, correspondence, and other distance learning modes.
 - 3) The college may set the out-of-district tuition rates for adult basic education, adult secondary adult education, and English as a second language courses for students who do not meet eligibility requirements in 105 ILCS 5/10-22.20 of the Illinois School Code.
 - 4) The college may charge in-district tuition to a student who is an out-of-district resident but who is employed for at least 35 hours per week by an entity located in the district or is enrolled in a course that is being provided under terms of a contract for services between the employing entity and the college.
 - 5) The college board of trustees may at its option charge in-district tuition to out-of-district residents who are attending an educational institution located within the college district.
 - 6) The college may enter into cooperative agreements for instruction with its neighboring districts for any or all of their programs to provide increased access to education for their students and may charge in-district tuition rates for students from any district within the cooperative agreement.
 - 7) The college may set the out-of-district tuition rate for all other credit instruction offered by the college at a minimum of 1.5 times the highest in-district tuition rate of any of its neighboring contiguous Illinois community college districts.

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- c) Out-of-State Tuition. The local community college board of trustees may set the tuition rates for out-of-state residents within the following policies:
- 1) The college may use the variable tuition provision specified in Section 6-4 of the Illinois Community College Act to set market-driven out-of-state tuition rates for courses offered via Internet, correspondence, and other distance learning modes.
 - 2) The college may set the out-of-state tuition rates for adult basic education, adult secondary education, and English as a second language courses for students who do not meet eligibility requirements in 105 ILCS 5/10-22.20 of the Illinois School Code.
 - 3) The college may charge in-district tuition to a student who is an out-of-state resident but who is employed for at least 35 hours per week by an entity located in the district or is enrolled in a course that is being provided under terms of a contract for services between the employing entity and the college.
 - 4) The community college board of trustees may at its option charge in-district tuition to students who are out-of-state residents but who are attending educational institutions within the college district.
 - 5) The college may set out-of-state tuition rates within interstate agreements for instruction with out-of-state institutions in accordance with the agreement, subject to approval by the ICCB.
 - 6) The college may set out-of-state tuition rates for all other credit instruction offered by the college at a minimum of 1.67 times its in-district tuition rate.
- d) Out-of-Country Tuition. The local community college board of trustees may set the tuition rates for out-of-country residents using the same policies as for out-of-state residents described in subsection (c) of this Section.

SUBPART E: FINANCE

Section 1501.510 Reporting Requirements

Each college shall submit the items listed below in a format prescribed by the ICCB and according to the schedules indicated:

- a) Fiscal year-to date unaudited uniform financial reporting system data by July 31 for the period July 1 - June 30 of the previous fiscal year.

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- b) Resource allocation and management planning (RAMP) data by ~~July~~ August 1 of each year.
- c) Square footage and acreage (facility information) are due August 1.
- ~~d) Fiscal year-to-date unaudited uniform financial reporting system data by September 30 for the period July 1 - August 31.~~
- ~~de) Unit cost data for the previous fiscal year by September 1 15 following the end of that fiscal year.~~
- e) A survey of local budget and tax extensions and collections by September ~~October~~ 1 of each year.
- f) Annual fiscal year audited uniform financial reporting system data by October 15 following the end of the previous fiscal year.
- g) An Audit/Unit Cost Reconciliation Statement by October 15 ~~November 1~~ of each year.
- h) Fiscal year-to-date unaudited uniform financial reporting system data by January 31 for the period July 1 - December 31.
- i) Certificate of Tax Levy by January 31 of each year.

SUBPART F: CAPITAL PROJECTS

Section 1501.603 State-Funded Capital Projects

- a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined herein. The funds shall be requested prior to construction and may include or consist of architectural and engineering fees associated with the project. Such projects shall consist of:
 - 1) Buildings, Additions, and/or Structures (including fixed equipment). Types of buildings that may be included are:
 - A) Administration and student personnel services facilities.
 - B) Central utility facilities.
 - C) Classrooms.
 - D) Fine and applied arts classrooms and laboratories.
 - E) Libraries.

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- F) Occupational, technical, and semi-technical laboratories, shops, and classrooms.
 - G) Other structures used for the operation and maintenance of the campus.
 - H) Physical education instructional facilities.
 - I) Science laboratories and related science facilities.
 - J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.
- 2) Land.
 - 3) Movable Equipment.
 - 4) Utilities (those beyond a five foot perimeter of buildings).
 - 5) Remodeling or Rehabilitation of Existing Facilities. Such projects include provision for:
 - A) Access for handicapped students.
 - B) Emergency repairs (including construction defects/deficiencies).
 - C) Energy conservation.
 - D) Programmatic changes.
 - 6) Site Improvements.
 - A) Clearance.
 - B) Drainage.
 - C) Earth movement.
 - D) Finish grading, seeding, landscaping.
 - E) Other work required to make land usable as a building site.
 - F) Parking.
 - G) Streets and walkways.
 - 7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.
- b) Application Criteria for New Construction Projects at the Primary Site. In order for capital projects for new construction to be considered for state funding, the following requirements shall be met:

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- 1) The information required under Section 1501.510(a) shall have been submitted.
- 2) Certification of local board approval of the project(s) requested shall be provided.
- 3) Certification shall be provided that funds or credits are available to provide the local share of the project(s) in accordance with Articles IIIA and V of the Act.
- 4) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:
 - A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges.
 - B) The impact on the surrounding environment, including the effect of increased traffic flow.
 - C) Accessibility to the site by existing and planned highways and/or streets.
 - D) Cost of development of the site in relation to topography, soil condition, and utilities.
 - E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost.
 - F) The number, location, and characteristics (types of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered.
 - G) The location of the site in relation to existing institutions of higher education.
- 5) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).

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- 6) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(4)(C) of this Section or a specific program need basis as specified in subsection (e)(4)(D) of this Section.
 - 7) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.
- (c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and rehabilitate a facility shall require submittal of the following:
- 1) An application on forms prescribed by the ICCB.
 - 2) Certification of local board approval of the project(s) requested.
 - 3) Certification that funds or credits are available to provide the local share of the project(s) in accordance with Articles IIA and V of the Act.
 - 4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices...).
 - 5) A justification statement regarding the need to remodel.
- d) Application Criteria for Secondary Site Projects. Projects for the acquisition/ construction of a new site and/or structure for purposes other than a primary site facility and projects for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:
- 1) A resolution by the local board of trustees stating that:
 - A) Local funds or credits are available to provide the local share of the project(s) in accordance with Articles IIA and V of the Act.
 - B) The programs offered have been approved by the ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.
 - 2) Copies of at least two appraisals of the property.
 - 3) Verification that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not preclude the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into

the total cost of procuring the facility.)

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- 4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.
- 5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.

~~e) Project Priority Criteria. Capital project priorities will be established within the categories named in Section 1501.603(a) according to the following criteria:~~

~~1) Land. Requests for state funding for land will be assigned a priority based on the extent to which the state has participated financially in acquiring the following acreage:~~

~~A) Up to 1,500 full-time equivalent on-campus day students in the fall term allows eligibility for 100 acres.~~

~~B) Between 1,500 and 3,000 full-time equivalent on-campus day students in the fall term allows eligibility for 150 acres.~~

~~C) More than 3,000 full-time equivalent on-campus day students in the fall term allows eligibility for 250 acres.~~

~~The lower the amount of state financial participation already provided, the higher the priority of the project.~~

~~2) Site Improvements. Requests for state funding for parking areas will be assigned a priority based on the extent to which the state has previously participated financially in spaces for 80 percent of full-time equivalent faculty and staff and spaces for the following percentages of students:~~

~~A) When public transportation serves the college at least every two (2) hours during the day, twenty (20) percent of the fall term day or evening headcount enrollment.~~

~~B) When public transportation serves the college less frequently, fifty (50) percent of the fall term day or evening headcount enrollment.~~

~~C) When no public transportation is available, sixty-five (65) percent of the fall term day or evening headcount enrollment.~~

~~The lower the amount of state financial participation already provided, the higher the priority of the project.~~

~~3) Other site improvements will be assigned a priority in conjunction with the facilities to which they relate.~~

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- ~~4) Buildings, additions, and/or structures (including qualifying fixed equipment and planning funds). Each of the following criteria will be considered in establishing priorities of buildings, additions, and/or structures:~~
 - ~~A) Type of space to be constructed (in priority order):~~
 - ~~i) Instructional space including basic classrooms, laboratories and shops, and preparation and storage areas.~~
 - ~~ii) Learning resource centers including libraries, audio-visual centers, and learning laboratories.~~
 - ~~iii) Administrative and counseling offices.~~
 - ~~iv) Student center, including food service area, lounge area, study area, storage lockers, child care facilities, and facilities for student activities such as newspaper editing, student government, and other student organizations.~~
 - ~~v) Physical education facilities, designed primarily for instructional use.~~
 - ~~vi) Fine arts center, including rehearsal, practice, and studio facilities.~~
 - ~~vii) Support facilities including maintenance shops, garages, warehouses and storage facilities.~~
 - ~~viii) Theater and/or auditorium facilities.~~
 - ~~ix) Physical education facilities, designed primarily for spectator or recreational use.~~
 - ~~B) Utilization of Existing Space. Priorities will be assigned so that the higher the weekly on-campus classroom and class laboratory hours of utilization for credit and noncredit courses offered by the college, the higher the priority assigned to a requested project.~~
 - ~~C) Requests for space will be assigned priorities so that the less existing permanent space per student a facility has, the higher the priority of the project. For facilities other than occupational program instructional shops, the following amounts of space are considered to be sufficient: for the first 1,500 on-campus full-time equivalent day students, 110 gross square feet (GSF) per on-campus full-time equivalent day student; for the next 1,500 on-campus full-time equivalent day students, 100 GSF per on-campus full-time equivalent day student; for each additional on-campus full-time equivalent day student, 90 GSF per on-campus full-time equivalent day student. For occupational program instructional shops, 140 GSF per on-campus full-time equivalent day student enrollment in courses using such shops will be considered sufficient space.~~

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- ~~D) Program Considerations. Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities the higher the priority. Criteria for need will be:
 - ~~i) Labor market demand for graduates of the program (as indicated by current manpower data):~~
 - ~~ii) Unavailability of special facilities needed for the program:~~
 - ~~iii) Other special needs as described in the program justification statement submitted by the college with the project request.~~~~
- ~~5) Remodeling or Rehabilitation of Existing Facilities. The following criteria will establish the order of remodeling/rehabilitation projects (in priority order):
 - ~~A) Those projects which will reduce physical health and safety hazards to the general student body and staff (e.g., structural defects/deficiencies):~~
 - ~~B) Those projects which will reduce physical health and safety hazards to a limited number of students and/or staff (e.g., handicapped modifications):~~
 - ~~C) Those projects which will result in financial and/or natural resource savings (e.g., energy conservation):~~
 - ~~D) Those projects which will result in the development of more efficient utilization of existing space:~~~~
- ~~6) Movable Equipment. Equipment priorities will be the same as those of the projects to which the equipment relates:~~
- ~~7) Utilities. Utilities will be assigned priorities which are the same as those of the projects to which they relate:~~
- ~~8) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction:~~
- e) Project Priority Criteria. All projects must meet requirements as stated in ILCS 805/5-3 and 5-4. Capital project priorities will be established within the categories named in subsection (a) of this Section according to the following criteria:
 - 1) New Facilities: The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities. Includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. All requests for new facilities must meet the criteria specified in either subsection(b) of this Section for new construction at a primary site or subsection(d) of

this Section for secondary site projects.

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Each of the following criteria will be considered in establishing priorities for new facilities:

A) Type of space to be constructed (in priority order):

i) Instructional, study, office, and student areas (all weighted equally):

- Instructional space including basic classrooms, lecture halls, seminar rooms, and other rooms used primarily for scheduled instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space utilized as classroom service, i.e., projection rooms, telecommunication control booths, closets, etc., are included. (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).
- Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms. (FICM Codes 410-455).
- Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).
- Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms utilized for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).

ii) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).

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- iii) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls used primarily for general presentations or performances. Includes areas that serve as an extension of the activities in that facility (FICM Codes 610-625).
 - iv) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasias, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM code series 100.)
 - v) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515, and 530-590).
- B) Core Campus Considerations. Priorities will be assigned to colleges who do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.
- C) Space Criteria/Considerations.
- i) Utilization of Existing Space. Priorities will be assigned so that the higher utilization rate generated by weekly instructional hours for credit and noncredit courses offered at permanent locations owned by the college (college holds title, lease purchase, or purchasing contract for deed), the higher the priority that will be assigned. Instructional hours are defined as those enrollments generated by students taking credit and noncredit courses.
 - ii) Space per Student. Requests for space will be assigned priorities so that the less existing permanent space per student available at facilities owned by the college (college holds title, lease purchase, or contract for deed), the higher the priority assigned to the project.
- D) Program Considerations. Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order) but not be limited to:
- i) Documented need as evidenced by the college's accountability and

productivity reviews.

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- ii) Labor market demand for completers of the program (as indicated by current manpower data).
 - iii) Unavailability of special facilities needed for the program.
 - iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.
- 2) Remodeling or Rehabilitation of Existing Facilities. Remodeling or rehabilitation projects will be evaluated on structural considerations and/or programmatic considerations and core campus considerations, if applicable to project. Requests for remodeling or rehabilitation projects must meet the criteria specified in subsection (c) of this Section. The following criteria will establish the order of remodeling/rehabilitation projects:
- A) Structural Considerations (in priority order).
 - i) Those projects which will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, handicapped modifications).
 - ii) Overall condition of space and/or other structural integrity considerations.
 - iii) Those projects that will result in financial and/or natural resource savings (e.g., energy conservation).
 - iv) Those projects that will result in the development of more efficient utilization of existing space.
 - B) Program Considerations. Consideration will be given to the need for remodeling or rehabilitation of facilities based on the programs to be housed in the facilities. Priorities will be assigned so that the greater the need for remodeling or rehabilitation, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:
 - i) Documented need as evidenced by the college's accountability and productivity reviews.
 - ii) Labor market demand for completers of the program (as indicated by current manpower data).
 - iii) Unavailability of special facilities needed for the program.
 - iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.

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- C) Core Campus Considerations. Priorities will be assigned to colleges who demonstrate the need for remodeling or rehabilitation of existing core campus components due to either structural integrity issues or increased demand for services. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.
- 3) Land. Requests for state funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) of this Section for land purchases at the primary site or subsection (d) of this Section for secondary site projects.
- 4) Utilities. Utilities projects (beyond a five foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.
- 5) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.
- 6) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction.
- f) Construction Standards. The following standards shall be applied in the design and construction of facilities:
- 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
- 2) Facilities Codes. All construction, remodeling, and rehabilitation of facilities shall be in compliance with the following standards:
- A) Uniform Building Code (International Conference of Building Officials, Whittier, California, 1988) or BOCA Basic/National Building Code, 1987 Edition (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).
- B) BOCA Basic/National Mechanical Code, 1987 Edition (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).

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- C) National Electrical Code (National Fire Protection Association, Quincy, Massachusetts, 1988).
- D) Illinois Plumbing Code (77 Ill. Adm. Code 890).
- E) Illinois Accessibility Code (71 Ill. Adm. Code 400).
- F) Fire Prevention and Safety (41 Ill. Adm. Code 100).
- G) National Fire Protection Association 101 Life Safety Code (National Fire Protection Association, Quincy, Massachusetts, 1988).
- H) ASHRAE 90-80 Energy Conservation in New Building Design (American Society of Heating, Refrigeration, Air Conditioning Engineers, Atlanta, Georgia, 1980).
- I) Any local building codes that may be more restrictive than the code listed above.

Item #16 - Executive Session

Dave Davis made a motion, which was seconded by Inez Galvan, to go into Executive Session at 11:15 a.m. for the purpose of discussing personnel issues.

At 12:05 p.m. the Board reconvened into open session. Dave Davis made a motion, which was seconded by Inez Galvan, to deny Cynthia Dawkins' grievance as discussed in executive session. The motion was approved by unanimous voice vote. Student advisory vote: Yes. There were no dissenting votes.

Item #18 - Adjournment

Jim Berkle made a motion, which was seconded by Laura Godwin, to adjourn the meeting at 12:07 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy, Chair

Joseph J. Cipfl, President/CEO

Illinois Community College Board

OVERVIEW OF GOVERNOR'S FISCAL YEAR 2001 BUDGET

On February 2, 2000, Governor George Ryan presented his fiscal year 2001 budget to the General Assembly and the citizens of Illinois. Governor Ryan recommended an operating budget of \$2,504.9 million for higher education, an increase of \$155 million or 6.6 percent. The ICCB portion of the Governor's budget includes an increase of \$18.6 million or a 6.2 percent increase. The percentage increase in the Governor's budget for the universities is 5.7 percent. The Governor's budget is essentially the same as the budget endorsed by the Illinois Community College Board and Illinois Board of Higher Education in December 1999. Table 1 details the allocation of the Governor's budget. All line items in the ICCB budget are identical to the amounts previously supported by the ICCB and IBHE. Table 2 summarizes the allocation of the Governor's budget by community college district. While the individual budget line items did not change in total, there are minor differences in allocations by district due to the use of updated data from the community college system.

The Governor's capital budget provided \$171.9 million for all of higher education. The community college system was recommended by the Governor for 13 specific projects (Spoon River College, Kaskaskia College, South Suburban College, Danville Area Community College, City Colleges of Chicago-Malcolm X, Oakton Community College, College of Lake County, Carl Sandburg College, McHenry County College, Kishwaukee College, Lincoln Land Community College, Illinois Eastern Community Colleges-Frontier Community College, and Kankakee Community College) totaling \$44.3 million. In addition for the community college system, the Governor's budget provides for \$8.7 million in Capital Renewal funds and \$1.6 million for two districts' public broadcasting stations. Table 3 summarizes the Governor's capital budget for community colleges.

INFORMATION ONLY

Illinois Community College Board

STATUS REPORT ON ADULT EDUCATION GOVERNANCE

In Spring 1999, House Resolution 304 charged the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois State Board of Education (ISBE) to jointly examine the future of adult education in Illinois. As a result of that coordinated effort, each of the three Boards voted to support the transfer of adult education from the ISBE to the ICCB. On February 2, 2000, Governor George H. Ryan asked the Illinois General Assembly to support him in transferring this program as presented in HB 4266.

Representatives Tom Ryder and Judy Erwin sponsored the bill along with David Wirsing, Bill Black, Larry Woolard, Patti Bellock, Larry McKeon, Rosemary Mulligan, and Ron Stephens. The House of Representatives strongly supported this bill, voting 83-31 in favor with 1 voting present. The bill then moved to the Senate.

Senators Dan Cronin and Todd Seiben are the Senate sponsors of HB 4266 along with Kathleen Parker and Dick Klemm. On March 8, 2000, the Senate Education Committee unanimously passed HB 4266. A vote is expected by the full Senate by the close of the legislative session in mid-April.

Significant progress has been made in bringing together the various stakeholders and agencies involved in adult education and literacy. Two stakeholder groups have been very important in discussing the appropriate venue for the administration of adult education: the Illinois Adult and Continuing Educators Association (IACEA) and community-based organizations. The ICCB worked closely with both groups to identify and address their concerns regarding the transfer of state-level administration of the adult education and literacy programs they offer. Working with IACEA, the ICCB staff reached an understanding with them through a statement clarifying the legislative intent of the bill. The Jewish Federation and the Illinois Immigrant and Refugee Council facilitated meetings of community-based organizations and ICCB staff that lead to the resolution of their concerns in an amendment to HB 4266.

Communication and discussion is ongoing among ICCB President/CEO Joe Cipfl and Board Chairman Ed Duffy, State Superintendent Max McGee and ISBE Board Chairman Ron Gidwitz, and IBHE Executive Director Keith Sanders and Board Chairman Phil Rock. Staffs of the ICCB and ISBE are meeting to discuss potential transition issues so that, if the Senate passes the bill, the agencies will be prepared to begin to work together immediately.

Illinois Community College Board

**STATUS REPORT ON ILLINOIS COMMUNITY COLLEGE SYSTEM
STRATEGIC PLANNING INITIATIVE**

Last May, the Illinois Community College Board officially authorized the development of a strategic plan for the community college system. Under the leadership of Robert Luther, President of Lake Land College; Virginia McMillan, Executive Vice President of the ICCB; and Brenda Albright, Project Facilitator, a systemwide steering committee has been working to draft a plan that will receive widespread input prior to being recommended for this Board's adoption.

The Committee met on January 13 to review the first draft of the plan. At that meeting, it was determined that the proposed areas of focus or pledges for the plan would be **world class workforce; high quality programs and services; access; technology skills; and values and ethics**. The Committee worked on rationale statements for each pledge, as well as action steps to be taken by the system in implementing the plan. Each pledge will be accompanied by performance measures to ensure that the plan is carried out. The draft has been revised and was considered by the Committee at its March 9th meeting. The Board will receive a complete update on the results of that meeting on March 17.

INFORMATION ONLY

Illinois Community College Board

**REPORT ON COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR
SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS
FISCAL YEAR 1999**

Public Act 85-283 requires public colleges and universities to develop goals and strategies to increase the participation and success of minorities, females interested in nontraditional occupations, and persons with disabilities. Each college and university must report annually on the progress in improving the status of underrepresented groups to the Illinois Community College Board and Illinois Board of Higher Education. A focus topic identified by Board staff this year is a concern for the rights of persons with disabilities, including their right to access programs and services in higher education institutions. Signed into law on July 26, 1990, the Americans for Disabilities Act contains requirements for new construction, for alterations or renovations to buildings and facilities, and for improving access to existing facilities of private companies providing goods or services to the public. It also requires that state and local governments provide access to programs offered to the public.

In addition to legislation, accreditation requirements for the North Central Association (NCA) give colleges an opportunity to respond to the needs of underrepresented populations. NCA requirements specify that the affiliated institutions must practice equity of treatment of individuals and support the building of a diverse educational community. The Association expects colleges to create and maintain a teaching and learning environment that supports sensitivity to diverse individuals and groups.

The externally attached report analyzes the progress of underrepresented groups in Illinois community colleges by comparing these data to the 1990 Illinois general population. It also describes programs and activities created by community colleges to increase representation from these populations.

INFORMATION ONLY

Illinois Community College Board

**STATUS REPORT ON THE
P-16 PARTNERSHIP FOR EDUCATIONAL EXCELLENCE**

On March 19, 1999, the Illinois Community College Board endorsed the P-16 Partnership for Educational Excellence. In doing so, the ICCB joined the State of Board of Education and the Board of Higher Education in publicly recognizing the three boards' shared responsibility in improving the educational attainment of all Illinois citizens. Since that time, the Joint Education Committee (JEC), which includes membership from the three education boards and the Illinois Workforce Investment Board, was reconvened to serve as the state's official P-16 Partnership coordinating body. To date, the JEC has met four times, most recently on March 6, 2000.

Discussions of the JEC have focused primarily on the first two priority areas identified in the P-16 Partnership – student preparation and teacher quality – and the identification of current and new initiatives that require the support and/or involvement of all three agencies. Areas of discussion regarding student preparation include the development and implementation of the Prairie State Achievement Exam to be administered to high school juniors, ways to ensure that every high school is able to offer a curriculum that truly prepares students for college and the workplace, and the alignment of curriculum between the secondary and postsecondary levels. Areas of discussion regarding teacher quality have centered on initiatives related to the reform of teacher preparation and professional development, including the redesign of a basic skills test for teacher candidates, induction programs for new teachers, implementation of a new multi-tiered certification system for teachers, and the creation of teacher development academies and other means of providing required professional development opportunities to teachers. In addition, JEC members have discussed budget and legislative initiatives for fiscal year 2001 and agreed on mutual support for those that relate to P-16.

One item of particular note is the Prairie State Achievement Exam (PSAE). The PSAE is a legislatively mandated test that is to be given to all high school juniors. It is intended to assess students' attainment of newly implemented student learning standards. ISBE has indicated that a priority in the development of the PSAE is that the results of the test be meaningful to higher education and employers, and the P-16 partners have had several discussions about how to accomplish that. At the March 6, 2000 JEC meeting, Superintendent Glenn McGee presented a proposed collaborative model that would link the PSAE and the ACT, a nationally recognized exam that is predictive of students' preparation for college-level studies. ISBE staff have been working with ACT to align components of the ACT test with the Illinois learning standards and develop additional components as needed to ensure complete assessment of the Illinois standards. In addition, it is proposed that selected components of ACT Work Keys, a workplace skills assessment, be incorporated into the PSAE as well. As proposed, the PSAE would provide each high school student with test scores that measure achievement of the Illinois learning standards and that include nationally recognized and portable scores on the ACT college-entrance exam and Work Keys. Final details of the collaboration remain to be worked out between ISBE and ACT. However,

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Superintendent Magee requested the support of the P-16 partners in this endeavor. ICCB staff believe this model for the PSAE holds great promise as a useful admission tool for colleges and universities. Additional information will be brought to the Board as the collaborative model of the PSAE is finalized.

There are a number of other issues that will be high on the P-16 agenda in the coming months and that have strong implications for community colleges, including the basic skills test for teacher education students, the new teacher recertification process, teacher recruitment, and student preparation. In addition, the P-16 partners are preparing to resubmit applications for two federal grants, GEAR UP and Teacher Quality Enhancement, both of which were not funded for fiscal year 2000. Information on these matters will be presented to the Board in future status reports on the P-16 Partnership.

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FISCAL YEAR 2000 SPRING ENROLLMENT REPORT

Each spring, community colleges report their opening spring term enrollment figures to the Illinois Community College Board on a brief spring enrollment survey. These figures reflect only those students enrolled in credit courses that were operational on the census date (last day for course registration for regular classes). Enrollment for classes beginning after the census date are reflected in the annual enrollment counts. The following report summarizes the survey results.

INFORMATION ONLY

BACKGROUND. This report contains information on student enrollments as of the end of registration (usually the 10th day of the term) for the spring semester and for the winter quarter at the College of DuPage, the one district on the quarter system. Results of the fiscal year 2000 survey show that headcount and full-time equivalent (FTE) enrollments increased statewide compared with the same term one year ago. The spring semester headcount was 328,705 compared to 321,379 (an increase of 7,326 or 2.3 percent). FTE was 170,170 compared with 169,098 a year ago (an increase of 1,072 or 0.6 percent).

After experiencing a decrease last year, spring headcount enrollments registered a slightly larger increase this year. FTE enrollments also registered a small increase this year following a decrease last year.

Table 1 contains comparative spring tenth-day enrollments for the last five years. Fiscal year 2000 spring headcount totals and FTE enrollments are above the five-year averages of approximately 326,864 and 169,186, respectively. Spring 2000 headcount is at its highest level in the past five years and reflects the first increase in the same time frame. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 1996 - 2000.

Table 1

**SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 1996 TO 2000**

	1996	1997	1998	1999	2000
Headcount	328,341	328,060	327,835	321,379	328,705
Percent Change	-0.9%	-0.1%	-0.1%	-2.0%	2.3%
FTE	166,473	168,159	172,028	169,098	170,170
Percent Change	-0.7%	1.0%	2.3%	-1.7%	0.6%

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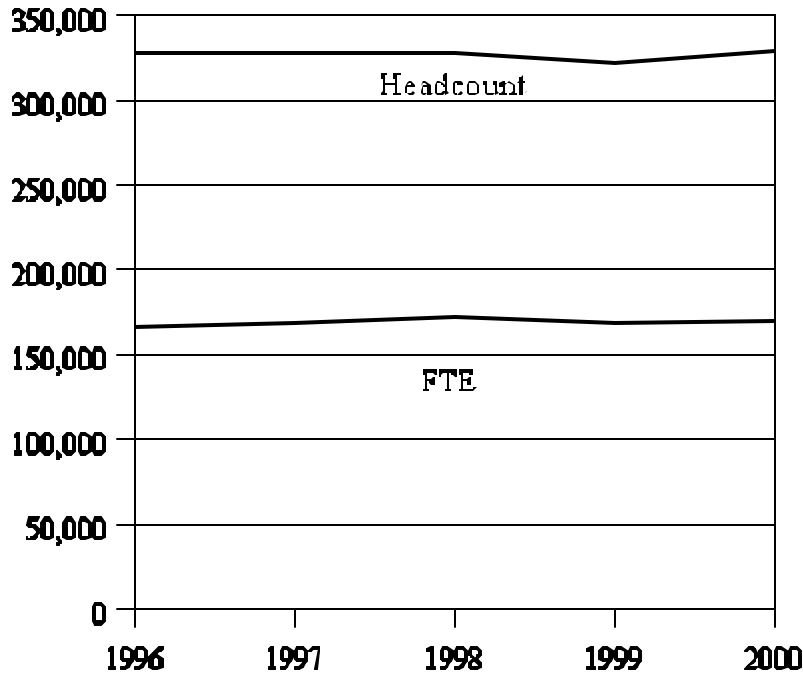


Fig.1. Spring Term Headcount and FTE Enrollment,1996-2000

Table 2 provides a comparison of fiscal year 1996 through fiscal year 2000 spring headcount enrollments for each community college. Of the 48 community colleges, 25 colleges experienced increases in headcount, while 11 exhibited decreases during the past year. Twelve colleges experienced little or no change (less than 1.0 percent) over the last year. Table 3 contains a comparison of FTE enrollments for the five-year period. FTE increases were reported by 24 colleges, decreases by 13, and 11 colleges indicated little or no change.

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**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM - FISCAL YEAR 1999**

Time at the January 2000 meeting did not allow for the presentation of this report; therefore, it was deferred until the March meeting. The annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 1999 data for students as provided by the colleges at the close of the fiscal year. For comparison with past enrollments and completions, summary data for the four previous fiscal years (1995-1998) are also presented. Detailed tables comparing fiscal year 1998 and fiscal year 1999 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. In this year's report, for the first time selected percentage information on the characteristics of students participating in noncredit courses are also furnished. The following background material includes highlights from the report.

INFORMATION ONLY

BACKGROUND. Annual student enrollment and completion (A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for students who graduate, but are not officially enrolled during the fiscal year. As in last year's report, completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded, but will be provided in the 2000 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 1999 marks the first year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course-specific information on the wide range of noncredit instruction the colleges provide. As with any new data collection initiative of this magnitude, one can expect a transition period where gradual improvements are made to the process of gathering and reporting the array of requested information. Previously, since fiscal year 1994, only aggregate noncredit enrollment data have been gathered through the use of a yearly survey. During the transition period for noncredit students both detailed data (N1) and aggregate data (paper survey) are being gathered.

Overview of Student Enrollments

- < The Illinois community college system recorded a total of nearly one million (971,667) students in credit and noncredit courses in fiscal year 1999, an increase of 1.4 percent since fiscal year 1998.
- < Credit-generating students accounted for slightly more than two-thirds (67.0 percent) of the overall fiscal year 1999 headcount.
- < During fiscal year 1999, the 48 public community colleges in Illinois enrolled 650,605 students in instructional credit courses, 1.3 percent less than the previous year. The full-time equivalent (FTE) enrollment was 216,593, a decrease of 0.3 percent since fiscal year 1998.

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- < Statewide, 33,833 noncredit course sections were conducted during fiscal year 1999.
- < From fiscal year 1998 to fiscal year 1999, the number of individuals receiving instruction through noncredit course offerings increased 7.5 percent (to 321,062 students).
- < Statewide, more than 36,400 students of the 971,667 enrolled in both credit and noncredit courses during fiscal year 1999 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

Credit Enrollments

- < Females comprised 55.8 percent of the fiscal year 1999 student population enrolled in credit-generating programs.
- < Minority (non-white) students accounted for one-third of the credit students enrolled, one-half percent (0.5) more than in 1998. Black student representation was about the same as last year and at its lowest (14.3 percent) in the past five years. Participation by Hispanic students increased by 0.4 percent. Both foreign/non-resident alien and Asian student participation were up slightly (0.1 percent)
- < The median age of credit-generating students was 27.2 during fiscal year 1999, slightly younger than the previous year. Likewise, the average age decreased slightly to 31.4 years.
- < Baccalaureate/transfer remained the largest credit instructional program area enrolling 34.4 percent of fiscal year 1999 Illinois community college system students. Enrollments in Baccalaureate/transfer programs declined 4.1 percent from last year.
- < Statewide, occupational credit program enrollments accounted for more than one-quarter of all credit students (26.4 percent). Enrollments in occupational programs declined 1.9 percent since last year which was the seventh consecutive year of decline.
- < Although 34.4 percent of the fiscal year 1999 credit student population was enrolled in the baccalaureate/transfer area, only 28.6 percent of all students indicated an intent to transfer.
- < More than one-half (55.4 percent) of the fiscal year 1999 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college with a focus on taking courses instead of degree or certificate completion increased 3.4 percent over last year.
- < Nearly three out of four credit students attended on a part-time basis during both the fall and spring semesters in fiscal year 1999.
- < Fifteen percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 33,600 who earned a bachelors degree or higher – up 2,363 over last year.
- < Illinois community college students were enrolled for nearly 6,497,773 credit hours throughout fiscal year 1999 and earned over 74 percent of those hours.
- < Accumulated credit hours were available for 71.8 percent of the fiscal year 1999 student population. Of that percentage, 31.5 percent had accumulated 30 or more college-level hours (sophomore level).
- < Cumulative grade point average data was reported for 65 percent of the fiscal year 1999 students. Forty-five percent held an A-B average.

Noncredit Enrollments

- < Noncredit course enrollment figures in the report for fiscal year 1999 are the higher value of information generated by the Noncredit Course Enrollment Data submission (N1) or the Annual Noncredit Enrollment Survey. The collection of noncredit individual student data submission (N1) is evolving and are expected to become increasingly complete in the future.
- < Fiscal year 1999 unduplicated noncredit headcount increased 7.5 percent over last year. Similarly, the duplicated headcount or “seatcount” was 7.9 percent higher than the previous year.
- < Female students accounted for 56.4 percent of 1999 noncredit enrollments for which gender data were reported.
- < Minority students accounted for nearly one-quarter of the individuals enrolled in noncredit programs who supplied racial/ethnic data.
- < Nearly one-half of the noncredit students were 40 years or above.
- < Forty-seven percent of the noncredit offerings were in the personal and social development category of activity. Forty-two percent of the noncredit coursework were dedicated to developing workplace skills: professional/vocational (31.4 percent) and business and industry contractual training (10.6 percent).
- < Across all categories of activity, eight programs (two-digit CIP) had over 10,000 noncredit students enrolled. These eight program areas accounted for over three quarters of the students enrolled in noncredit courses where CIP data were reported. Over thirty-five percent of these enrollments are in work related programs: business management (15.1 percent), computer information systems (9.5 percent), transportation workers (4.1 percent), health professions (3.4 percent) and construction trades (3.3 percent).
- < Instructional site information shows that 56.8 percent of the noncredit courses offered in 1999 were held on main college campuses.

Student Completions

- < More than 33,500 collegiate level degrees and certificates were awarded to students at Illinois community colleges in fiscal year 1999, -2.9 percent fewer than in fiscal year 1998.
- < Nearly 13,000 baccalaureate/transfer degrees were earned during the fiscal year, a decrease of -2.7 percent since 1998, accounting for 38.7 percent of all completions.
- < Nearly 60 percent of all fiscal year 1999 collegiate degrees and certificates were earned through completion of occupational programs.
- < Students successfully completed nearly 19,700 occupational degrees and certificates in Illinois community colleges during fiscal year 1999, a -3.4 percent decrease from the previous year. The decrease was primarily due to fewer AAS degrees and short term certificates being awarded
- < Nearly half (43.7 percent) of the occupational degrees and certificates awarded in fiscal year 1999 were associate in applied science degrees.
- < Females accounted for 60.8 percent of all completions during fiscal year 1999. A similar proportion was reflected in the baccalaureate/ transfer and occupational program areas.

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- < The largest number (2,977) of male completers of a specific degree or certificate was in the associate in applied science degree program. However, the majority of AAS graduates (65.4 percent) were female.
- < Although small in number (76), the Associate in Engineering Science program had the highest proportion of male graduates (90.8 percent).
- < Minority students earned one-quarter of the collegiate-level degrees and certificates granted in the Illinois community college system during fiscal year 1999. Black students achieved 13.8 percent, Hispanic students earned 6.3 percent and Asians earned 4.0 percent of the degree and certificates.
- < Minorities accounted for 16.2 percent of the total baccalaureate/transfer degree recipients. Blacks accounted for 7.6 percent, 4.9 percent were Hispanic, and 2.8 percent were of Asian origin.
- < A larger number of minority graduates was found in the occupational area (5,944) than in the baccalaureate/transfer area (2,101).
- < Among the largest minority groups, Black students completed more than twice as many collegiate-level programs than Hispanic students.
- < Fifteen percent of the students who were awarded degrees and certificates during fiscal year 1999 were less than 21 years of age. The age groups with the largest percentages of graduates were the 21 to 24 (31.6 percent), 25 to 30 (18.0 percent), and 31 to 39 year olds (17.7 percent).
- < The proportion of occupational graduates increased as age advanced.
- < Nearly three-quarters of the students who successfully completed baccalaureate/transfer degrees in fiscal year 1999 indicated an intent to transfer to a four-year institution.
- < Twenty percent of the fiscal year 1999 AAS degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

Illinois Community College Board

**COOPERATIVE AGREEMENT BETWEEN
LEWIS AND CLARK COMMUNITY COLLEGE AND LAKE LAND COLLEGE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Lewis and Clark Community College and Lake Land College.

BACKGROUND. Lewis and Clark Community College and Lake Land College are seeking approval of a cooperative agreement for instruction that would enable Lewis and Clark Community College to accept students from Lake Land College in the Turfgrass Management Associate of Applied Science Degree program. In turn, Lake Land College would accept students from Lewis and Clark Community College in the following programs: John Deere-Ag Tech Associate of Applied Science Degree, Livestock Production certificate, Swine Production Associate of Applied Science Degree, and Civil Engineering Technology Associate of Applied Degree. The colleges seek to enter into this cooperative agreement to expand educational services to the greatest number of students.

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

City Colleges of Chicago - Harold Washington College

< Food Service Sanitation Certificate (2 semester credit hours)

City Colleges of Chicago - Malcolm X College, Harry S Truman College, Olive-Harvey College, Richard J. Daley College, and Wilbur Wright College

< Nursing Assistant Certificate (7 semester credit hours)

Illinois Valley Community College

< Truck Driver Training Certificate (10 semester credit hours)

Lake Land College

< Paramedical Services AAS degree (68 semester credit hours)

< Emergency Medical Services Certificate (16 semester credit hours)

John A. Logan College

< Cardiac Medical Sonography Certificate (50 semester credit hours)

Prairie State College

< Surgical Technology Certificate (36 semester credit hours) (Regional)

Carl Sandburg College

< Nuclear Medicine Technology Certificate (34 semester credit hours) (Regional)

BACKGROUND

Permanent Approvals:

City Colleges of Chicago - Harold Washington College is seeking approval of a two semester credit hour certificate program in Food Service Sanitation. This program will prepare students for employment as food preparation and service workers in a variety of settings, including restaurants, health care facilities, day care facilities, dietitian offices, and food service administration. Coursework includes the study of sanitation in preparation & service of food, sanitation chemicals, equipment & materials, and ordinances & inspection procedures. Upon completion of this program, students will have met the certification requirements of both the State of Illinois and the City of Chicago Food Service Sanitation Manager for employment in the food service industry. It is estimated that over the next several years, employment of food service and related workers will grow by approximately 15,000 jobs statewide, with many of those jobs located in the Chicago-area. The college anticipates the food service sanitation program preparing over 600 individuals for employment in food service and related positions.

City Colleges of Chicago - Malcolm X College, Harry S Truman College, Olive-Harvey College, Richard J. Daley College, and Wilbur Wright College are seeking approval to offer a seven semester credit hour certificate program in Nurse Assisting. This program is currently being offered as non-credit. The colleges are seeking approval to offer this program for credit. The program will train students for the taking and passing Certified Nurse Assistant examination as administered by the Illinois Department of Public Health. CNAs are employed in a variety of healthcare settings including hospitals, long-term care facilities, visiting nurse associations, rehabilitative facilities, and clinics. Coursework includes the study of basic nursing care, such as checking vital signs and patient hygiene, transportation of patients, rehabilitation nursing, care of patients in isolation, and care of the terminally ill.

Illinois Valley Community College is seeking approval to offer a 10 semester credit hour certificate program in Truck Driver Training. The program will prepare students for taking and passing the Commercial Driver's License (CDL) examination administered by the State of Illinois, a credential necessary for employment as a safe commercial truck driver. The curriculum will consist of courses in truck driving emphasizing safety, mapping, log maintenance, work-place skills and hands-on experience that will provide students with as much exposure to driving in real life situations as possible, resulting in the competencies and confidence necessary for succeeding as a commercial truck driver. In addition, the college has incorporated Illinois' Occupational Skill Standards for "entry-level truck driver" into the program's curriculum. The college anticipates an enrollment of 95 full-time students the first year and each year after through the third year. Labor market information provided by the college supports the need for individuals trained as commercial truck drivers both statewide and districtwide. The program will require one new full-time faculty member, and one new part-time faculty member the first year. The cost of implementing the program will be approximately \$121,000 the first year increasing to \$127,000 by the third year, primarily due to equipment costs and expenses related to marketing, medical exams/drug testing, travel and supplies.

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Lake Land College is seeking approval to offer a 68 semester credit hour Associate of Applied Science degree program in Paramedical Services and a 16 semester credit hour certificate program in Emergency Medical Services. The certificate program will prepare students for taking and passing the EMT-Intermediate licensing examination administered by the Illinois Department of Public Health, a credential necessary for employment in the field as an intermediate-life support paramedic. The curriculum consists of courses in basic emergency medical services operations, medical terminology, and the assessment and management of patients in the pre-hospital and out-of-hospital setting. The degree program will prepare students for taking and passing the EMT-Paramedic licensing examination administered by the Illinois Department of Public Health, a credential necessary for employment in the field as an advanced-life support paramedic. The degree program curriculum will consist of additional coursework in epidemiology, pathophysiology, pharmacology and general education studies. Both programs incorporate the new National Standard Curriculum for Paramedics as published by the USDOT-National Highway Traffic Safety Administration, a requirement of the Illinois Administrative Code. Development of the programs have been a cooperative effort between the college, Sarah Bush Lincoln Health Center-EMS Department, and the IDPH-Division of EMS & Highway Safety.

The college anticipates a combined enrollment of 7 full-time and 26 part-time students the first year, increasing to 9 full-time and 35 part-time students by the third year. Labor market information provided by the college supports the need for qualified emergency medical technicians both statewide and districtwide. In Illinois, the occupation “emergency medical technician” is growing at a rate over twice as fast as the average for all occupations. The programs will require one new part-time faculty member and three existing faculty members the first year. The cost of implementing the programs will be approximately \$10,045 the first year, \$23,900 the second and third year, primarily due to cost of equipment purchases during the later years.

John A. Logan College is seeking approval to offer a 50 semester credit hour certificate program in Cardiac Medical Sonography. The program will prepare students with existing education/ training in various allied health disciplines for employment in the field of Cardiac Medical Diagnostic Sonography as ultrasound technologists. Employers include hospitals, clinics, long-term care facilities, mobile services, private physicians offices and group practices, rehabilitative therapy facilities, sports medicine clinics and veterinary offices. Other areas of employment may include research and development companies and educational institutions. The curriculum consists of courses in diagnostic ultrasound techniques, cardiac anatomy and physiology, medical physics and instrumentation, and cardiac imaging labs and seminar. In addition, graduates of this program will be eligible to sit for the American Registry of Diagnostic Medical Sonography exams. The college anticipates an enrollment of seven full-time students the first year through the third year. Labor market information provided by the college indicates an under supply of trained technologists in this field both districtwide and statewide. The program will require one new full-time and one new part-time faculty member. The cost of implementing this program will be around \$98,000 this first year, primarily due to equipment costs. Costs will decrease the second and third years to \$79,700 and \$66,700 per year, respectively.

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Prairie State College is seeking regional approval to offer a 36 semester credit hour certificate program in Surgical Technology. The program will prepare students for employment as surgical technologists capable of working in operating rooms, labor and delivery rooms, surgical care centers, and clinics. Graduates of this program will be eligible to sit for the Certified Surgical Technologist examination as administered by the Liaison Council on Certification for the Surgical Technologist. The curriculum was developed in accordance to standards specified by the Association of Surgical Technologists and the Illinois Occupational Skill Standards for Surgical Technologists. Coursework includes studies in anatomy and physiology, patient care, surgical technology, and surgical procedures. The college anticipates an enrollment of 15 full-time students for the first three years. Labor market information provided by the college indicates a demand for surgical technologists both regionally and statewide. Over the next several years, employment of surgical technologists is expected to grow twice as fast as the average for all occupations in Illinois. The program will require one new full-time and one new part-time faculty member the first year. The cost of implementing this program will be approximately \$43,575 the first year, \$43,275 the second year, and \$46,225 the third year.

Carl Sandburg College is seeking regional approval to offer a 34 semester credit hour certificate program in Nuclear Medicine Technology. This program will prepare students for employment as advanced radiologic technologists in a variety of settings, including hospitals, imaging centers, group practices, and clinics. The curriculum consists of courses in nuclear medicine procedures, instrumentation, and radiopharmacology. In addition, clinical practicums for students are being offered at various locations within the participating community college districts. The curriculum was developed in accordance with content specifications identified by the American Registry of Radiologic Technologists and the Nuclear Medicine Technology Certification Board. Program graduates will be eligible to apply for certification exams offered by both organizations. The College will seek voluntary accreditation by the Joint Review Committee on Education in Nuclear Medicine Technology once the program has been established. The college anticipates an enrollment of 10 full-time students the first year, increasing to 12 full-time students by the third year. Regional labor market information provided by the college supports the need for this type of specialized training for allied health professionals currently working in the field of nuclear medicine technology. The program will require one new faculty member the first year. The cost of implementing this program will be approximately \$53,000 the first year, decreasing to \$47,500 by the third year, primarily due to decreasing costs for facilities, equipment and library materials.

Illinois Community College Board

**A SUMMARY OF CAPITAL PROJECTS APPROVED
BY THE PRESIDENT/CEO DURING
CALENDAR YEAR 1999**

ICCB Rules 1501.516 and 1501.602 grant authority to the President/CEO of the ICCB to approve locally funded and state-funded capital renewal projects and, subsequently, report such actions to the Board. Further, at its September 17, 1999 meeting, the ICCB authorized the President/CEO to develop appropriate guidelines for use and distribution of the fiscal year 2000 state ADA appropriation. The following report summarizes 121 projects totaling \$53.3 million that were granted such approval during calendar year 1999.

Of the 121 projects approved by the President/CEO during the year, 13 were locally funded with other sources other than protection, health, and safety levy proceeds; 13 were capital renewal funded projects; 93 were funded with protection, health, and safety tax levy proceeds; one was funded by a protection, health, and safety bond issue; and one was funded with a fiscal year 2000 ADA appropriation. In addition, the last page of the report identifies a locally funded long-term lease approved during calendar year 1999.

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