

Illinois Community College Board

**337th Meeting
Agenda and Materials**

Business Session

**October 18, 2002
9:00 a.m.**

**Oakton Community College
Room 1610
1600 East Golf Road
Des Plaines, Illinois**



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Agenda
 337th Meeting of the
 Illinois Community College Board
 Business Session
 Oakton Community College
 Room 1610
 1600 East Golf Road
 Des Plaines, Illinois
 October 18, 2002
 9:00 a.m.

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Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
FUNDING STUDY TASK FORCE REPORT**

BACKGROUND: The Illinois Community College Board, in conjunction with the Illinois Council of Community College Presidents (ICCCP) and the Illinois Community College Trustees Association (ICCTA), has conducted a study of the current Illinois community college funding system. The composition of the task force for this study included the ICCB Finance Advisory Committee, the Presidents Council Finance Committee and other individuals appointed by ICCCP and ICCTA. The task force was co-chaired by Bob Luther, President, Lake Land College and Lin Warfel, Trustee, Parkland College. In addition, Brenda Albright of the Franklin Education Group served as facilitator and consultant on this project. The task force was staffed by Don Wilske, ICCB Chief Financial Officer and the ICCB System Finances staff.

The task force was given the charge to conduct a study of the current Illinois community college funding system. This study focused on a review of the current methodologies used to allocate financial resources to the Illinois community college system. The task force met on six occasions between December 2001 and June 2002. The Board has been given updates on the task force's progress at its February, May and September 2002 meetings. Recommendations are now being made for modifications and enhancements to the current funding system. Attached is a copy of the report issued by the task force. The Illinois Council of Community College Presidents and the Illinois Community College Trustees Association gave their unanimous endorsements of the task force's report at their regularly scheduled meetings in September 2002. The task force is scheduled to meet in January 2003 to complete its work on the residual nature of the Base Operating Grant and is currently scheduled to make additional recommendations to the Board at its February 2003 meeting.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the July 2002 report of the Illinois Community College System Funding Study Task Force and authorizes its President/CEO to take the necessary steps to implement the recommendations outlined below:

Recommendation 1: Changes to Equalization Approach. This recommendation, which requires legislative action, would become effective in fiscal year 2005.

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It is recommended that colleges seeking equalization funds meet the following two criteria:

1. The college shall be taxing at 95 percent of the legal maximum operating tax rate for both the Education and the Operations and Maintenance funds, which includes the equity tax provision if applicable. Colleges that do not tax at 95 percent of the legal maximum operating rate due to not utilizing the equity tax provision must make a public notification of their intent to levy the equity tax provision once every five years. The first effective date of this recommendation is 2005, and then this criterion would be reviewed again in 2010.
2. The college shall be charging tuition and universal fees at 85 percent of the state average based on an analysis of data two years prior to allocating the equalization funds. Currently, the criterion is 85 percent of the state average for tuition only.

Recommendation 2: Changes to Small College Grant Award

It is recommended that colleges: a) that qualify for equalization, b) have an Equalized Assessed Evaluation (EAV) less than \$850 million, and c) that have fewer than 2000 non-correctional FTE students shall receive an additional \$60,000 Small College Grant Award. Currently, the Small College Grant Award is \$60,000. Based on current year information, five small colleges would be affected by this recommendation.

Recommendation 3: Restricted Grants

The Task Force recommends that no specific percentage limit for restricted grants be sought. Further, the system should seek opportunities for these special initiatives consistent with meeting the educational needs of local communities and the state.

The Task Force recommends that colleges should have flexibility of allocating 50 percent of funds among the various categories within a single restricted grant. Currently, colleges may allocate one-third of funds within a single restricted grant. More flexibility in expending these resources allows each district to target funds to areas of greatest need. The ICCB has implemented this recommendation for fiscal year 2003.

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Recommendation 4: Funding Priorities

The ICCB has established five priorities for funding – Basic Operating Grants, Equalization, Advanced Technology Grants, P-16 Initiative Grants, and Workforce Development Grants. The Task Force endorsed the ICCB funding priorities, and emphasized the importance of the P-16 Initiative Grants.

Recommendation 5: Data Recommendations

The Task Force recommends that:

- a. Data submissions should be accurate, consistent, and timely with problems handled through the ICCB recognition process.
- b. Requests for data should be limited to what are necessary to support information needs. Collecting data for collection's sake should not be the norm.
- c. ICCB should work with colleges to expand pre-final submission data edit capabilities to help ensure accuracy, consistency, and timeliness.
- d. Data must be collected in a consistent manner to provide fairness for all institutions.

Recommendation 6: Residual Funding

The Task Force recommends that in the fall 2002 all community colleges submit cost data that remove all restricted funds and associated enrollments, except flow-through funds to the Department of Corrections.

The ICCB has agreed that the work of the Task Force should continue, and the Task Force plans to meet again on January 10, 2003 to determine whether a modification to the formula to exclude restricted funds is appropriate. A primary rationale in considering this change is that restricted funds are provided as an incentive to motivate behavior and, in many instances, are not enrollment-driven. Restricted funds are intended to be an addition to, rather than a subtraction from, funding allocations. In other words, they are intended to supplement rather than supplant existing resources. The amount of restricted grants varies significantly among the various colleges. Consequently, when restricted funds and associated enrollments are included in the cost analysis, they may skew the allocation of funds among campuses

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**FISCAL YEAR 2004 COMMUNITY COLLEGE SYSTEM
OPERATING BUDGET REQUEST**

The Illinois Community College Board fiscal year 2004 operating budget request, presented in Table 1, includes funding for all grants appropriated to the ICCB for the community college system, as well as other community college grants administered by the ICCB office. The operating grants to colleges are presented in total as allocations to individual districts are not finalized. Much of the data necessary to complete district allocations were not available at the time of this request. The concepts and/or amounts included in the budget request were discussed with the Presidents' Council and with the Trustees' Association.

The total fiscal year 2004 operating budget request for the community college system totals \$339.2 million. This is a \$21.8 million (6.9 percent) increase over fiscal year 2003 appropriated grants of \$317.4 million. This includes a \$15.4 million (5.1 percent) increase in direct grants to colleges. This also includes an increase of \$16.3 million (6.0 percent) in unrestricted grants to colleges.

The Illinois Community College Systems: *Promise for Illinois* was considered in developing the fiscal year 2004 operating budget request. The seven goals outlined in the document are:

- Pledge 1. Address workforce development needs with flexible, responsive and progressive programs.
- Pledge 2. Offer rigorous courses and programs designed for college and university transfer.
- Pledge 3. Expand adult education and literacy programs necessary for individuals and families to have high quality work and life in Illinois.
- Pledge 4. Equip Illinois residents with the technology skills they need to be successful in the 21st century.
- Pledge 5. Emphasize high quality in all programs, services, and operations.
- Pledge 6. Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Pledge 7. Model and promote leadership and ethical decision-making.

Also, significant consideration was given in developing the fiscal year 2004 operating budget request to the Illinois Board of Higher Education's *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. The goals outlined in this document are:

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- < Help Illinois business and industry sustain strong economic growth,
- < Joining elementary and secondary education to improve teaching and learning at all levels,
- < Assure that no Illinois citizen is denied an opportunity for a college education because of financial need,
- < Increase the number and diversity of citizens completing training and educational programs,
- < Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning, and
- < Continually improve productivity, cost-effectiveness, and accountability.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. approves the fiscal year 2004 Community College System Operating Budget Request for grants to colleges and other community college grants administered by the ICCB office as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocation based on information received subsequent to approval of this budget request.

BACKGROUND. Submission of higher education budget requests are due to the Illinois Board of Higher Education (IBHE). In order to comply, the ICCB budget request must be approved by the board. While it is possible to determine recommendations for restricted/special initiative grants, additional data is needed to finalize district allocations, especially in the areas of base operating grants and equalization grants. Table 1 presents the total dollar amount requested for grants to colleges, as well as other community college grants administered by the ICCB office. Table 1A presents the components of the Workforce Development Grant, Advanced Technology Grant, and the Student Success Grant. Recommendations contained in this item have been developed by ICCB staff in conjunction with the Presidents' Council and Trustees' Association.

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Following is a discussion of issues and preliminary recommendations for each of the categorical grants.

Base Operating Grant. In fiscal year 2003, \$191.8 million was appropriated for the base operating grant. Recommendations for the fiscal year 2004 base operating grant is \$199.9 million, an increase of \$8.1 million, or 4.2 percent.

The major portion of this grant is allocated to districts based upon credit hour enrollment in six instructional funding categories. After unit cost and enrollment information is finalized, program improvement dollars may be added to the formula in various areas to generate the recommended funding amount.

Fiscal year 1999 was the first year that this grant was not allocated totally on credit hour enrollments. In fiscal year 2003, \$2.3 million was allocated based on gross square footage and student enrollment at the district. For fiscal year 2004, it is recommended that \$2.2 million be distributed on this basis.

- < The Base Operating grant works to achieve all seven pledges of the *Promise For Illinois*.

Small College Grant. The small college grant is distributed to districts with less than 2,500 non-correctional full-time equivalent students. This grant is intended to assist small colleges with the fixed costs of operating a community college. Grants of \$60,000 are distributed to qualifying colleges. No increase is recommended for fiscal year 2004, leaving the total budget request for the small college grant at \$900,000.

- < The Small College grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Equalization Grant. The fiscal year 2003 appropriation included \$76.6 million in the equalization grant. The final equalization grant appropriation for fiscal year 2003 was at 98% of fully funding the equalization formula. Recommendations for fiscal year 2004 include an equalization grant of \$84.7 million, an increase of 10.6 percent. This represents funding the formula at an estimated 99% level.

The Equalization grant is based on the difference between a district's available local tax revenue per student and the statewide average amount available per student. This grant attempts to reduce the disparity among districts in local property tax available per student. In fiscal year 2003, 30 out of the 39 districts

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qualified for equalization funding. It is currently anticipated that 31 districts will qualify for equalization funding in fiscal year 2004.

The Equalization grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Workforce Development Grant. The workforce development area consists of four separate grant components: current workforce training, business/industry services, education-to-careers, and welfare-to-work. All of these areas continue to be a high priority for the state and the community college system. In fiscal year 2003, the ICCB granted districts the authority to transfer up to 50 percent of any workforce development grant component to another workforce development grant component. This allows local districts to make the determination of the best use of these funds given the individual needs of their district.

The recommended funding for fiscal year 2004 is \$10.1 million.

Current Workforce Training. This component is designed to provide funds to the community college system in a manner which will allow colleges to be more price competitive in providing noncredit training for existing employees at local businesses and industries, especially for small and mid-sized companies. Colleges will be allowed to charge direct training costs to this component, which will in turn allow them to reduce the training cost to the local area businesses. The recommendation for funding in fiscal year 2004 is \$2.6 million.

***Basis for Allocation:** Number of district residents in the labor force that are currently employed. A minimum grant of \$30,000 will be distributed to each district.*

Business/Industry Services. Recommendations for fiscal year 2004 is \$3.3 million. The business/industry services component provides funding for a business/industry center and/or involvement with state and local economic development efforts. This funding enables the community college system to assist local business, associations, labor, government and others to develop and enhance a qualified, well-trained labor force. The flat grant per district is provided to enable districts to maintain the business/industry center.

***Basis for Allocation:** \$35,000 flat grant per district with the remaining funds distributed on the basis of occupational and vocational credit hours.*

Education-to-Careers. \$2.2 million is included for the education-to-careers component in fiscal year 2004. The education-to-careers component is intended to allow the community college system to develop a fully integrated education/employment system in order to assure that students can move easily from education to work and from work to continuing education.

***Basis for Allocation:** \$45,000 flat grant per district with the remaining funds distributed on the basis of (1) number of district residents in labor force and (2) the unemployment rate of the district.*

Welfare-to-Work. A total of \$2.0 million is recommended for the welfare-to-work component. This component is intended to provide funds to be used in conjunction with existing federal funds to develop an infrastructure necessary to work with welfare recipients and the working poor at each community college to provide employment training and job placement assistance services.

***Basis for Allocation:** \$35,000 flat grant per district with the remaining funds distributed on the basis of the number of welfare caseloads in the district.*

- < The Workforce Development grant allows colleges to address workforce development needs with flexible, responsive, and progressive programs. (Pledge 1)

Student Success Grant. The student success grant is a new umbrella grant for the fiscal year 2004 budget. It consists of two components: special populations and P-16 initiative. In fiscal year 2003, these two components were separate grants. The same transfer ability as discussed in the workforce development area will be permitted in the student success grant to allow districts to transfer up to 50 percent of one component to another depending on where there is the greatest need. The recommendation for 2004 is to fund this grant at \$12.1 million.

Special Populations. This component is used to provide special or extra services to assist special population students to initiate, continue, or resume their education and to offer courses designed to provide the academic skills necessary to remedy or correct educational deficiencies. The fiscal year 2004 recommendation is \$11.3 million.

***Basis for Allocation:** \$20,000 flat grant per college. Remaining funds are distributed on the basis of adult basic/secondary education and remedial credit hours.*

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- < The Special Populations grant allows colleges to expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois while also delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledges 3 and 6)

P-16 Initiative. The fiscal year 2004 recommendation is \$0.8 million. This component allows community colleges to expand their services to high school students desiring to take college-level classes while still in high school. This component will be used to subsidize the cost to the college of offering courses to high school students without charging tuition and fees. This component will also allow the implementation and/or expansion of programs and services that relate to teacher preparation (certification) and professional development (recertification).

***Basis for Allocation:** The number of junior and senior high school students in the district. A minimum grant of \$12,500 will be distributed to each district.*

- < The P-16 Initiative grant will address workforce development needs with flexible, responsive, and progressive programs and offer rigorous courses and programs designed for college and university transfer. This grant will also emphasize high quality in all programs, services, and operations. (Pledges 1, 2, and 5)

Advanced Technology Grant. The advanced technology area comprises four grant components: Illinois community college online, advanced technology equipment, technology support, and staff technical skills. The same transfer ability as discussed in the workforce development area is permitted in the advanced technology area to allow districts to transfer up to 50 percent of one component to another depending on where there is the greatest need. The fiscal year 2004 recommendation is \$7.6 million.

Illinois Community Colleges Online. The fiscal year 2004 budget includes a request of \$0.3 million to allow all community colleges to establish and maintain the necessary student support services for the Illinois Community Colleges Online and the Illinois Virtual Campus activities.

Basis for Allocation: \$7,358 grant per district.

Instructional Equipment. The fiscal year 2004 recommendation is \$3.1 million. The colleges need to continue to upgrade and purchase new specialized advanced technology equipment for training programs and to purchase new computer hardware and software for instructional and student use.

Basis for Allocation: Funds distributed on the basis of occupational and vocational credit hours.

Technology Support. Fiscal year 2004 recommendations include \$3.2 million for technology support. This component is provided, in addition to the advanced technology equipment grant, in order to enable colleges to meet the rising costs of technology infrastructure, transmission, and maintenance costs.

Basis for Allocation: \$50,000 flat grant per district with the remaining funds distributed on the basis of (1) square miles within the district, (2) number of market service delivery areas within the regional consortia, and (3) annual student headcount.

Staff Technical Skills Enhancement. The fiscal year 2004 recommendation is \$1.1 million to provide funding to support training in all areas of technology and especially in the areas of distance learning.

Basis for Allocation: Number of faculty and staff FTE.

- < The Advanced Technology grant will address workforce development needs with flexible, responsive, and progressive programs and offer rigorous courses and programs designed for college and university transfer. The grant will also equip Illinois residents with the technology skills they need to be successful in the 21st century and allow the colleges to deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledges 1,4, and 6)

Deferred Maintenance Grant. This grant provides districts with flexible funding for facility needs that are not covered by capital renewal or protection, health, and

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safety funding. This grant is intended to help reduce the backlog of previously neglected or accumulated maintenance projects needed in existing buildings and structures. The fiscal year 2004 recommendation is \$2.5 million.

***Basis for Allocation:** \$10,000 flat grant per district with the remaining funds distributed on the weighted gross square footage of the college (same gross square footage used in the base operating grant)*

- < The Deferred Maintenance grant allows the colleges to emphasize high quality in all programs, services, and operations. (Pledge 5)

Retirees Health Insurance Grant. No increase is recommended for fiscal year 2004, leaving the total budget request for this grant at \$626,600. Only the City Colleges of Chicago participates in this program. All other districts are eligible to participate in the College Insurance Program administered by Central Management Services.

Statewide Initiatives and Other Grants

East St. Louis Community College Center (ESLCCC). \$2.1 million is included in the fiscal year 2004 request.

- < The ESLCCC grant will help to emphasize high quality in all programs, services, and operation. It will also assist in delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledges 5 and 6)

Lincoln's Challenge Grant. The Lincoln's Challenge Program is a military style boot camp for at-risk teenagers who have not completed high school. Students successfully completing the program are eligible to receive a scholarship to attend a community college. Recommendations for fiscal year 2004 include \$120,100 in funding.

- < The Lincoln's Challenge grant will help to emphasize high quality in all programs, services, and operation. It will also assist in delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledges 5 and 6)

Special Initiative Grant. The fiscal year 2004 request includes \$0.5 million to fund the special initiative grant for the community college system. These grants will be awarded on a Request for Proposal basis and would provide flexible funding for unique initiatives needed in the community college system. The grants will focus on higher education priorities as identified by the *Promise for Illinois*.

- < The Special Initiative grants are designed to address all of the seven pledges of the *Promise For Illinois*.

City Colleges of Chicago CORE Program, City Colleges of Chicago Designated Grant, and the Downstate Designated Grant. These three grants were appropriated in the fiscal year 2003 budget. The ICCB recommends that these grants be maintained at the same level in the fiscal year 2004 budget request. These three grants total \$12.0 million.

Minimum Adjustment Grant. This grant is designed to provide all colleges a minimum 3 percent increase in funding from fiscal year 2004. If a college is below a 3 percent increase from fiscal year 2003, after all total grants to colleges are calculated, then there total amount will be adjusted with funds from this grant to achieve a 3 percent funding increase.

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Table 1
Fiscal Year 2004 Operating Grants to Colleges

<u>Grants to Colleges</u>	<u>FY 2003 Final Appropriation</u>	<u>FY 2004 ICCB Request</u>	<u>Difference from FY2003</u>	<u>Percent Difference</u>
Base Operating Grant	\$ 191,837,100	\$ 199,969,600	\$ 8,132,500	4.2%
Credit Hour Allocation	\$ 189,487,100	\$ 197,719,600	\$ 8,232,500	4.3%
GSF Allocation	\$ 2,350,000	\$ 2,250,000	\$ (100,000)	-4.3%
Small College Grant	\$ 900,000	\$ 900,000	\$ 0	0.0%
Equalization Grant	\$ 76,617,500	\$ 84,750,000	\$ 8,132,500	10.6%
Unrestricted Grants to Colleges	\$ 269,354,600	\$ 285,619,600	\$ 16,265,000	6.0%
Workforce Development Grant (Includes the Current Workforce Training, Business and Industry Services, Education to Careers, and Welfare to Work components)	\$ 16,473,000	\$ 10,085,800	\$ (6,387,200)	-38.8%
Student Success Grant (Includes Special Populations and P-16 Initiative components)	\$ 1,279,000	\$ 12,090,200	\$ 10,811,200	845.3%
Advanced Technology Grant (Includes the Illinois Community College Online, Instructional Equipment, Technology Support, and Staff Technical Skills Enhancement components)	\$ 12,456,800	\$ 7,621,500	\$ (4,835,300)	-38.8%
Deferred Maintenance Grant	\$ 2,984,600	\$ 2,500,000	\$ (484,600)	-16.2%
Retirees Health Insurance Grant	\$ 626,600	\$ 626,600	\$ 0	0.0%
Restricted Grants to Colleges	\$ 33,820,000	\$ 32,924,100	\$ (895,900)	-2.6%
TOTAL GRANTS TO COLLEGES	\$ 303,174,600	\$ 318,543,700	\$ 15,369,100	5.1%
Statewide Initiative & Other Grants				
East St. Louis Higher Education Center	\$ 2,089,100	\$ 2,089,100	\$ 0	0.0%
Lincoln's Challenge Grant	\$ 120,100	\$ 120,100	\$ 0	0.0%
Special Initiative Grant	\$ 0	\$ 500,000	\$ 500,000	--
City Colleges of Chicago CORE Program	\$ 2,000,000	\$ 2,000,000	\$ 0	0.0%
City Colleges of Chicago Designated Grant	\$ 5,000,000	\$ 5,000,000	\$ 0	0.0%
Downstate Designated Grant	\$ 5,000,000	\$ 5,000,000	\$ 0	0.0%
Total Statewide Initiatives & Other Grants	\$ 14,209,200	\$ 14,709,200	\$ 500,000	3.5%
SUBTOTAL	\$ 317,383,800	\$ 333,252,900	\$ 15,869,100	5.0%
Minimum Adjustment	\$ 0	\$ 5,929,700	\$ 5,929,700	--
GRAND TOTAL	\$ 317,383,800	\$ 339,182,600	\$ 21,798,800	6.9%

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Table 1A
Fiscal Year 2004 Operating Grants to Colleges

<u>Grants to Colleges</u>	<u>FY 2003</u> <u>Final</u> <u>Appropriation</u>	<u>FY 2004</u> <u>ICCB</u> <u>Request</u>	<i>Difference</i> <i>from</i> <u>FY2003</u>	<i>Percent</i> <i>Difference</i>
Workforce Development Grant	\$ 16,473,000	\$ 10,085,800	\$ (6,387,200)	-38.8%
Current Workforce Training	\$ 4,263,900	\$ 2,610,600	\$ (1,653,300)	-38.8%
Business and Industry	\$ 5,408,300	\$ 3,311,300	\$ (2,097,000)	-38.8%
Education to Careers	\$ 3,539,000	\$ 2,166,800	\$ (1,372,200)	-38.8%
Welfare to Work	\$ 3,261,800	\$ 1,997,100	\$ (1,264,700)	-38.8%
Student Success Grant	\$ 1,279,000	\$ 12,090,200	\$ 10,811,200	845.3%
Special Populations	\$ 0	\$ 11,308,000	\$ 11,308,000	--
P-16 Initiative	\$ 1,279,000	\$ 782,200	\$ (496,800)	-38.8%
Advanced Technology Grant	\$ 12,456,800	\$ 7,621,500	\$ (4,835,300)	-38.8%
Illinois Community College Online	\$ 469,000	\$ 286,950	\$ (182,050)	-38.8%
Instructional Equipment	\$ 5,023,000	\$ 3,073,250	\$ (1,949,750)	-38.8%
Technology Support	\$ 5,150,900	\$ 3,151,500	\$ (1,999,400)	-38.8%
Staff Technical Skills Enhancement	\$ 1,813,900	\$ 1,109,800	\$ (704,100)	-38.8%

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**FISCAL YEAR 2004
SYSTEM CAPITAL BUDGET REQUEST**

The Illinois Community College Board fiscal year 2004 capital budget request has three components:

1. Enhanced Construction Program
2. Capital Renewal Grants
3. Specific Institutional Projects

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

1. Approves the fiscal year 2004 Capital Budget Request for the Illinois Community College System;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

1. Enhanced Construction Program. The Illinois community colleges have been successful the last two legislative sessions in gaining a commitment from Governor George Ryan and the General Assembly for \$250 million in capital funding over a five-year period (\$50 million per year for fiscal year 2002 through fiscal year 2006). The system received a \$50 million fiscal year 2002 appropriation and a \$50 million fiscal year 2003 appropriation. A portion of the appropriations were dedicated to funding specific institutional projects with some impact on reducing temporary structures. A major emphasis of the Governor and the General Assembly for these funds is to reduce the community college system's reliance on temporary facilities. The 2003 appropriation was in addition to normal higher education capital appropriations. As we look to the next three years, it is anticipated that the \$50 million of capital funding for the replacement of temporary facilities also will be provided in addition to normal higher education capital appropriations provided for both community college and university projects.

2. Capital Renewal Grants. The General Assembly appropriated \$9.107 million in fiscal year 2003 for the capital renewal program. This was the same level of funding as the previous year and was at the Governor's recommended funding level. Funding for this initiative needs to be increasing to adequately address the deferred maintenance backlog.

Since the inception of the capital renewal grant program, formerly called the repair and renovation grant program, funds have been distributed to universities and community colleges based on the amount of owned gross square footage for each institution. With over 23 million gross square feet of facilities, community colleges comprise approximately 30 percent of all public higher education space. The fiscal year 2004 capital renewal grant request is \$12 million.

3. Specific Institutional Projects. Annual requests for state funding for construction projects were received in the fiscal year 2004 RAMP (Resource Allocation and Management Plan for the Community Colleges) Community College Capital Requests. One hundred and twelve project requests were received with an estimated cost of \$1.301 billion and requiring \$984 million in state funding to fully fund the requests. Projects were evaluated using the criteria established in ICCB rules. The result of this staff evaluation process is a selection of projects for inclusion in the capital budget request and the establishment of a priority ranking assignment for each project.

A listing of specific institutional projects recommended for funding will be provided at the Board meeting on October 18, 2002.

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**FISCAL YEAR 2004
ADULT EDUCATION AND FAMILY LITERACY
SYSTEM OPERATING BUDGET REQUEST**

ICCB staff have analyzed current funding needs for Adult Education and Family Literacy and now recommend a fiscal year 2004 operating budget of \$38.7 million (see Table 1). This is an increase in state resources of \$4.5 million or 13.2 percent from fiscal year 2003. This recommendation is based upon multiple considerations, including (1) the need to continue to expand the Adult Education and Family Literacy services at a manageable rate and (2) the current need of the multiple providers of Adult Education and Family Literacy.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2004 Adult Education and Family Literacy System Operating Budget Request for grants to approved adult education providers administered by the ICCB as presented in the attached Table 1:
2. Authorizes the submission of the request to the Illinois Board of higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocation based upon information received subsequent to approval of this budget request.

BACKGROUND. Pledge Three of the *Promise for Illinois: Illinois Community College System Strategic Plan* “Expanded Adult Education” and the combined Vision and Goals Statement for Adult Education and Family Literacy adopted by the Illinois Adult Education and Family Literacy Council provide the basis for the development of the fiscal year 2004 budget request for Adult Education and Family Literacy. The *Promise* contains guiding principles that state that Illinois community colleges will develop strategies and obtain resources to support actions such as:

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- Assure adequate, stable flexible resources which promote and enable program growth and innovation for all adult education students
- Build a strong, multi-provider delivery system that is responsive to multiple learning needs of adults
- Develop adult education programs that focus on outcomes and offer a variety of methods to meet diverse and changing learner needs
- Ensure a professionally competent and committed adult education staff through high quality staff development
- Support full and authentic relationships with business, industry, and community agencies
- reduce barriers to access and increase accessibility to programs through technology and workplace/community locations

The Visions and Goals for Adult Education and Family Literacy combines the “*Adult Education Ten Year Vision and Three Year Goals*”, the “*Learn to Earn: Taking Illinois into the 21st Century with New Literacy Policy*” and the “*Proposed Work Plan for Implementing the Literacy Action Agenda*”, and reflects the work of the Adult Education Advisory Council, the Illinois Adult Continuing Educators Association, and ICCB staff. It also provides recommendations for funding support for adult education programs in Illinois. Several facts follow:

- Higher levels of literacy in reading, writing, and mathematics are assumed for employment that pays a self-sufficient wage and are necessary to position an individual for further advancement.
- Economic and demographic changes are increasing the need for basic education and English as a Second Language. Illinois is projected to experience the 5th largest of the states net international migration gain of one million people between 1995-2025. Most will need ESL. Yet, opportunities for ESL education are not sufficient to meet the level of need of limited English proficient adults in Illinois.
- Many of the 107 adult education programs in Illinois have experienced a decline in staffing to the point that some programs no longer employ any full-time staff and others continue to expand their use of part-time instructional and support staffs.
- Data systems need to be updated to reduce duplication, provide accountability, assess learner performance outcomes, and provide expanded learner demographics.
- Many programs have waiting lists for classes or cannot locate classroom space to offer classes requested because they cannot afford instructors or classroom/computer lab costs.

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- Adult education needs to incorporate technology advances and on-line learning as an instructional delivery system. It is suggested that there is a substantial, undocumented population of adults who may be interested in studying for the GED in the privacy of their own homes. *GED Illinois* which is in its pilot stage, is on-line learning which will expand instructions and also enhance in-class instruction. Resources are needed to continue the project through completion and implementation.

Investing in adult education and literacy programs can pay dividends for the individual, society, and future generations. There is a growing need for trained, highly literate workers to provide Illinois with a competitive advantage in the global marketplace. Increased literacy levels contribute to new and improved employment opportunities, better health, a greater sense of civic responsibility, and improved quality of life.

Illinois Community College Board
Table 1
FISCAL YEAR 2004
ADULT EDUCATION AND FAMILY LITERACY SYSTEM OPERATING BUDGET

<u>Adult Education and Family Literacy Grants</u>	<u>FY 2003 Final Appropriation</u>	<u>FY 2004 ICCB Request</u>	<i>Difference from FY 2003</i>	<i>Percent Difference</i>
Basic Grants	\$ 15,829,600	\$ 18,543,000	\$ 2,713,400	17.1%
Public Assistance Grants	\$ 7,922,100	\$ 7,922,100	\$ 0	0.0%
Performance Grants	\$ 10,491,800	\$ 12,290,200	\$ 1,798,400	17.1%
Total State Resources	<u>\$ 34,243,500</u>	<u>\$ 38,755,300</u>	<u>\$ 4,511,800</u>	<u>13.2%</u>
Federal Grants	\$ 25,616,000	\$ 28,997,300	\$ 3,381,300	13.2%
Total	<u>\$ 59,859,500</u>	<u>\$ 67,752,600</u>	<u>\$ 7,893,100</u>	<u>13.2%</u>

Illinois Community College Board

**FISCAL YEAR 2004
COMMUNITY COLLEGE CAREER AND TECHNICAL EDUCATION
SYSTEM OPERATING BUDGET REQUEST**

ICCB staff have analyzed current funding needs for Career and Technical Education and recommend a fiscal year 2004 operating budget of \$10.7 million (see Table 1). This is an increase in state resources of \$0.7 million or 7.0% from fiscal year 2003. This recommendation includes grants to colleges and universities.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

- 1, approves the fiscal year 2004 Community College Career and Technical Education System Operating Budget request for grants to community colleges as presented in Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocation based upon information received subsequent to approval of this budget request.

BACKGROUND. In fiscal year 2003, the ICCB assumed administrative responsibility , previously carried out by the Illinois State Board of Education (ISBE), for certain aspects of postsecondary career and technical education programs and the funds to support them. This is currently being accomplished by a contractual agreement. For fiscal year 2004, it is requested that these state funds be directly appropriated to the ICCB.

Grants to Colleges and Universities. These various grants reimburse colleges and universities for costs associated with providing career and technical education courses and provides support to programs with various equipment, curriculum and other instructional needs.

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Federal Perkins III Funds. Historically, the Perkins Act provides direction and funding from the federal level to support continuous improvement in vocational, career and technical education, including Tech Prep. ISBE is designated as the sole state agency in Illinois to receive Perkins funds, which total approximately \$43.5 million annually. The Act specifies how the state's Perkins allocation is to be distributed: 85 percent distributed by formula to local programs, 10 percent for state leadership, and 5 percent for state administration. Of the 85 percent of the funds that go to local programs, 60 percent goes to secondary programs and 40 percent to postsecondary programs.

Illinois Community College Board

Table 1

FISCAL YEAR 2004 CAREER AND TECHNICAL EDUCATION SYSTEM OPERATING BUDGET

	FY 2003 Final* <u>Appropriation</u>	FY 2004 ICCB <u>Request</u>	<i>Difference</i> <i>from</i> <u>FY 2003</u>	<i>Percent</i> <i>Difference</i>
Grants to Colleges & Universities	\$ 10,039,496	\$ 10,742,300	\$ 702,804	7.0%
Total State Resources	<u>\$ 10,039,496</u>	<u>\$ 10,742,300</u>	<u>\$ 702,804</u>	<u>7.0%</u>
Federal Perkins III Grant	\$ 16,000,000	\$ 17,120,000	\$ 1,120,000	7.0%
Total	<u>\$ 26,039,496</u>	<u>\$ 27,862,300</u>	<u>\$ 1,822,804</u>	<u>7.0%</u>

*ISBE Contract

Illinois Community College Board

**ACCOUNTABILITY AND PRODUCTIVITY IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2002**

The externally attached *Accountability and Productivity in the Illinois Community College System* report highlights and summarizes accountability activities and initiatives described by Illinois' 48 community colleges in their *Accountability/ Program Review Reports for Fiscal Year 2002*. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations contained in the report entitled *Accountability and Productivity in the Illinois Community College System - Fiscal Year 2002* and asks its President/CEO to implement these recommendations.

BACKGROUND. The externally attached report on community college program accountability contains the following primary sections: **Accountability Special Focus Areas and Analyses of the Results of Fiscal Year 2002 College Program Reviews.** Topics considered in the *Accountability Special Focus* section this year include Teacher Preparation and Professional Development, Program Assessment, and Performance-Based Incentives - District-Based Goal. Programs in five academic disciplines; 26 occupational program areas; and in Adult Education and Family Literacy, English-as-a-Second Language, and Developmental Education are examined in the *Results of Fiscal Year 2002 College Program Reviews*. Highlights of the findings of the report follow:

Accountability Special Focus Areas

Teacher Preparation and Professional Development

- < Issues related to the supply and quality of teachers in Illinois, and throughout the nation, have made it clear that all education partners will be needed to find solutions. Community colleges have historically played a role in providing some or all of the first two years of college preparation for intending teachers. Approximately 44 percent of the graduates of public university teacher education programs in Illinois annually earn the equivalent of a year of more of their coursework from a community college, yet until recently, their role as a partner in teacher preparation was largely unrecognized. As forces converge to clarify the role of community colleges in teacher preparation, including professional development, colleges were asked to provide information regarding (1) local teacher preparation initiatives and partnerships, and (2) involvement in the provision of professional development opportunities for teachers.
- < Nearly every college described initiatives and partnerships with universities and/or other community colleges relating to teacher preparation, including specific articulation agreements with K-12 and university partners, aligning courses and curricula with state and national standards, developing agreements for baccalaureate-completion programs and/or alternative certification opportunities on community college campuses, and working in partnership with K-12 school districts and universities to recruit and prepare teachers for hard-to-serve areas.
- < Many colleges are focusing on the development of paraprofessional training programs for teacher assistants/aides in order to meet the requirements recently established in the No Child Left Behind federal legislation.
- < Colleges consistently cited the different requirements and prerequisites among teacher education programs at senior institutions as a factor that limits the colleges' role in teacher preparation and presents barriers for student transfer. It is hoped that the development of an Associate of Arts in Teaching degree, which is under discussion by a P-16 Community College Partnership Task Force, will be a positive step in addressing these issues.
- < The breadth and depth of professional development offerings at community colleges is notable. Credit and non-credit courses, workshops, seminars, conferences and other activities providing Continuing Education Units (CEUs) or Continuing Professional Development Units (CPDUs) for teacher recertification are common and widely available. Professional development

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activities for community college and university faculty also exist. Many of the activities described by the colleges are tailored to meet the needs expressed by school district personnel and are offered both on- and off-campus and through on-line delivery methods.

- < Professional development activities, particularly in the area of technology, are drawing high numbers of teachers. In fiscal year 2002, Oakton Community College awarded 335 K-12 educators a total of 2,530 CPDUs. Lake Land College offered 131 professional development workshops with a total of 540 participants, and Waubensee Community College's non-credit offerings served 646 teachers through 78 courses. Lewis and Clark Community College served 1,038 teachers who were enrolled in 79 separate sections of non-credit classes; another 52 public school employees enrolled in credit-generating, district-sponsored teacher assistant training classes to improve their skills as classroom aides.

Program Assessment

- < The need to be increasingly accountable for student achievement and preparation has led educators to assess their efforts from a student learning (outcomes) perspective rather than the traditional teaching (inputs) perspective. In order to determine the current status of and future plans for program assessment, colleges were asked to provide information on programs that already have program assessments in place and plans to develop program assessments for those programs that do not currently assess students' learning as a result of completing the program.
- < All of the colleges have developed institutional assessment plans. Common organizational approaches to the assessment of student learning include identification of a central point of responsibility for assessment within the institution's administrative structure, and use of one or more faculty/staff committees to move assessment plans forward.
- < To date, the majority of assessment efforts have focused on course outcomes more often than on program outcomes. While no college reported having comprehensive assessments in place for all programs, a few are nearing that goal.
- < Colleges are most likely to have comprehensive program assessments in place for technical programs. Several colleges are developing and/or implementing assessments for general education programs. Only a few colleges reported having comprehensive assessments in place for transfer programs, and many acknowledged that developing program-level assessment for transfer programs is challenging.

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- < Many career and technical programs prepare students for regulated or licensed occupations or occupations where voluntary industry-defined certifications are available. These external mandatory and voluntary licenses and certifications provide a meaningful form of program level assessment for programs that require licensure (i.e., nursing, allied health, truck driving, real estate), and for programs which offer industry/professional certification (i.e., information technology, protective services, automotive repair, hospitality, and banking). Other common forms of program assessment for career and technical programs include capstone experiences such as internships, clinicals, or practica.
- < Most colleges indicated that learning outcomes have been identified for general education for transfer and/or career and technical education programs. The institutions are at varying stages of developing and implementing assessments to determine student achievement of the identified outcomes. The most common assessment methods include common exit examinations for core or key general education courses, portfolios, and capstone courses.
- < Although few colleges have program level assessment in place for transfer programs, many reported that once assessment of the general education program is fully implemented, they will expand the approach across additional transfer courses to achieve program level assessment for transfer degree programs. The most commonly used assessment methods mirror those used for general education, namely common exit examinations, portfolios, and capstone courses.
- < Community colleges use a combination of multiple qualitative and quantitative measures to assess programs and student learning, including completion rates, persistence, GPA, test scores, portfolios, capstone courses, internships/clinical/practica, graduate and employer surveys, and UI wage data. While the data are valuable to document student learning outcomes, their aggregate value is in their use for program improvement in order to support high student achievement. The college reports provided numerous examples of how the results of program level assessment are used for the improvement of curricula and student learning.
- < The college reports provided strong evidence that they are fostering buy-in from faculty for assessment in a number of creative ways and are providing an array of professional development opportunities to support the development of meaningful assessments. Examples were also provided to show that colleges advance assessment initiatives systemically through institutional procedures and requirements, such as program and course approval and promotion decisions.

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- < Program assessment will be a major consideration during the examination of the ICCB program review process and will be a topic of discussion with the college chief academic officers and career deans throughout fiscal year 2003.

Performance-Based Incentives - District-Based Goal

- < In May 1998, the Illinois Community College Board approved a Performance-Based Incentive System (PBIS) with six statewide goals and a district-based goal. PBIS was designed to focus on teaching and learning, provide additional funds “at the margin,” recognize high performance and improvement, have a long-term perspective with an extended pilot phase, and consist of meaningful goals and measures.
- < For the PBIS District-Based Component, colleges chose among three focus areas: Workforce Preparation, Technology, or Responsiveness to Local Need. During the initial year, colleges developed plans that included objectives and benchmarks. In the ensuing years, colleges have submitted annual reports of progress in meeting their goals. Fiscal year 2002 marked the final year of the pilot phase of the PBIS District-Based Goals. The final reports submitted by the colleges will be reviewed by peer panels and colleges will receive feedback on the panels’ assessments.
- < Further study will be given to the Performance-Based Incentive System to assess its impact and determine future directions beyond the initial pilot phase.

Instructional Program Review

- < Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.
- < During fiscal year 2002, colleges reviewed a total of 84 academic disciplines, 26 adult and developmental education and English-as-a-second Language programs, and 681 career occupational programs.
- < Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included assessment efforts, piloting online courses, continuing to internationalize general education, promoting students’ analytical and writing skills, remediation, retention, and

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expanding applications of technology to increase student access to courses to communicate with students and colleagues, and to facilitate student learning.

- < Reviews of Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs indicated that strong need for the programs continues. Colleges indicated that the programs were cost-effective, mostly due to high enrollments. A few colleges indicated that costs increased during fiscal year 2002 due to hiring of additional faculty and purchase of new instructional materials. Common program strengths were identified as knowledgeable and experienced instructors, staff development opportunities, flexible schedule options, and the availability of instructional support services to students. Common program weaknesses were identified as the need for full-time faculty, the need for increased recruitment efforts, inadequate facilities, and high turnover among part-time staff.
- < As a result of reviews of occupational programs, 536 programs were continued with minor improvements, 38 programs were significantly modified, 59 programs were identified for elimination, and 48 programs were scheduled for further review during the coming year.
- < The most commonly identified strengths for occupational programs were knowledgeable and experienced faculty, active advisory committees, quality internship and work-based learning opportunities, and positive relationships with employers and the community. The most common weaknesses were low enrollments, low completions, and the need for continual updating of curricula and/or equipment.

Conclusion.

The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2002* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs. The content of the reports affirms that Illinois community colleges continue to play a vital role in preparing the well-educated, high-skilled citizenry the state must have to support a strong economy and a desirable living environment.

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Recommendations: As a result of the findings in the report *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2002*, the following is recommended:

Recommendation: In order to ensure that the program review process continues to be a major accountability tool for Illinois community colleges, during fiscal year 2003, ICCB staff should convene a work group to examine the process and make recommendations for enhancements to provide increased accountability and to reduce duplicative reporting for accountability purposes. Particular attention should be given to inclusion of key data required for multiple accountability initiatives, the identification of additional measures of student success, inclusion of results of program level assessments that provide evidence of student learning, and the creation of a reporting loop that connects the results of previous and current program reviews to provide evidence of continuous program improvement.

Illinois Community College Board

**FOLLOW-UP STUDY OF
FISCAL YEAR 2001 OCCUPATIONAL PROGRAM GRADUATES**

The externally attached report, *Follow-up Study of Fiscal Year 2001 Occupational Program Graduates*, is based on results from individuals who completed designated career and technical education programs. Graduates furnished information about the effectiveness of their college experience in preparing them for the workplace and performance outcomes are documented. Every college with completers in the selected programs surveys its graduates to obtain data on employment, continuing education, and compensation. Additionally, information is obtained to assess the extent to which graduates are satisfied with their careers, the programs they completed and college services. Data are used at the state and local levels to review programs and determine needed improvements. Results are also used by college officials to develop new program proposals and keep workforce curricula aligned with the changing job market.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations contained in the *2002 Follow-up Study of Fiscal Year 2001 Occupational Program Graduates* and asks its President/CEO to implement these recommendations.

BACKGROUND. Highlights and recommendations from the externally attached report are presented below.

- < 91.4 percent were employed or pursuing additional education or both (Table B-1).
- < 86.6 percent of the occupational completers were employed (Table B-2).

Among working graduates,

- < 83.6 percent held full-time status in their current jobs (Table B-2).
- < 77.1 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- < 71.7 percent obtained their current positions while enrolled or after graduating (Table B-7)

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- < 93.0 percent were employed in Illinois. Of those, nearly two-thirds remained in the district where they received their training (Table B-8).
- < The average salary for all working graduates was \$14.96 per hour

Graduates from similar program areas were surveyed five years ago and they generally exhibited slightly higher performance than more recent completers. These variations are generally small. Differences in the overall economic climate explain a portion of the differences.

- < The overall average rate of unemployment (the percent of graduates who were unemployed and seeking work) was 5.6 percent for recent graduates. Unemployment levels were slightly higher 0.3 percent for more recent graduates. (Table B-2)

The rate for current graduates was 5.6 percent versus 5.3 percent among graduates from five years ago. Part of the small increase can be attributed to differing overall economic conditions at the two points in time. Illinois' economy was more favorable five years ago than it has been this year. Statewide unemployment in Illinois was 6.1 percent in 2002 and 4.8 percent in 1997. State unemployment figures are from March of the respective year which corresponds with the time frame when the surveys were conducted.

- < Among current graduates, 22.9 percent were working in an unrelated field. One in five (20.7 percent) indicated he/she could not find a related position which is down from one in four (26.4 percent) for 1996 graduates. (Table B-5)

A slightly larger percentage of recent graduates who provided a reason for working in an unrelated area indicated that they were doing so as a preference (i.e., better pay, better work hours, decided to change after working in the field, preferred not to relocate, or otherwise preferred another field). Satisfaction levels with employment among individuals working in unrelated positions were also slightly higher for more recent graduates.

- < Earnings were up among more recent graduates as the average hourly wage of \$14.96 increased \$3.49 from five years ago for all workers. Current graduates earned 2.9 times minimum wage (\$5.15 per hour). This translates into an annual salary of about \$32,011. (Table B-9)

Minimum wage increased \$0.90 since the last graduates were surveyed. Part of the sizable growth in wages for current graduates is attributable to the 8.2 percent increase in the proportion of recent graduates (28.3 percent) who held their latest position prior to program entry versus five years ago (20.1 percent). Full-time

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employment was also up marginally among the more recent graduates. The largest programs – 100 full-time workers or more providing salary data – exhibited sizable raises including: Radiological Technician (up \$5.05 over 1996) Business Administration and Management (increased \$3.53); Administrative Assistant/Secretarial (up \$2.53); and Data Entry (increased \$1.47).

- < Current graduates' full-time employment increased 1.4 percent compared with completers from five years earlier (83.6 percent versus 82.2 percent). (Table B-2)
- < A decrease of 1.3 percent was noted in the combined proportion of recent graduates who were employed, continuing education, or both (92.7 percent for 1996 versus 91.4 percent for 2001). Graduates from both years show strong positive outcomes in this combined measure. (Table B-1)
- < In-district employment was 2.5 percent lower among more recent graduates (64.7 percent in 2001 versus 67.2 percent in 1996). (Table B-8)

Approximately two-thirds of the graduates from both years were working in the community college district in which they received their training thereby contributing to the local economy. The gap narrows to 0.3 percent less for recent graduates when in-state comparisons are made (93.0 in 2001 versus 93.3 percent in 1996). (Table B-8) Community college graduates overwhelmingly remain in Illinois after completing their studies.

- < Job satisfaction reported by the graduates employed in a related field increased slightly from 4.13/5.00 in 1996 to 4.24/5.00 in 2001. Recent graduates working in related positions had an 86.8 percent satisfaction rating of their employment. (Table B-10)
- < Graduate satisfaction with the major program components earned virtually the same scores from the latest group of graduates surveyed as were awarded by those who finished in 1996 (4.26/5.00 in 2001 compared to 4.21/5.00 in 1996). Overall, nine out of ten recent graduates were satisfied with the programs they completed. (Table B-11)
- < Likewise, college services were rated about the same from current graduates and those surveyed in 1996 (4.16/5.00 in 2001 and 4.13/5.00 in 1996). Approximately eighty-five percent of recent graduates were satisfied with college services. (Table B-12)

Overall community college graduates reported strong positive outcomes and high levels of satisfaction.

A total of 16 programs were eliminated from this year's report due to the limited number of graduates reported and/or low number of responses. The numbers of graduates generally contributes to programs falling below the minimum number of

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responses required for inclusion in the report. In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1) is becoming increasingly important. Graduates from designated programs in the A1 submission form the basis for the Occupational Follow-up Study. Moreover, to promote student success each student's achievement should be recognized as it is accomplished. There are individuals attending community colleges who meet certificate and sometimes even degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award and recognition.

Colleges are encouraged to investigate the benefits of investing in and implementing a computerized automated degree and certificate audit system to recognize and promote student success. Several colleges have computerized degree audit systems where students who have fulfilled degree or certificate requirements are either awarded the designated certificate or degree or are notified that they are eligible to receive a particular degree and/or certificate. In the later case, college officials typically mail these students the necessary paperwork. Institutions have been challenged to eliminate structural barriers such as the graduation fee which is often removed and replaced by appropriate alternative fees that do not serve as a disincentive to filing for graduation. Similarly, some colleges only charge graduation fees for those individuals who want to participate in the formal commencement ceremony.

Selected colleges also use their degree audit systems to promote certificate and degree completion. These colleges run student records above a specified credit hour threshold against college graduation requirements to help inform students and lead them to appreciate how close they are to meeting graduation requirements. Results are integrated into the college's course scheduling process. College officials follow-up with the student and during the next semester offer the needed courses to allow groups of individuals to complete their certificates or degrees. Elgin Community College, South Suburban Community College, Parkland College Illinois Eastern Community Colleges, Southwestern Illinois Community College are a handful of the institutions using computerized degree audits to recognize student accomplishments and help students reach their goals. The implementation of automated degree audits has an up front cost and requires an ongoing commitment to keep the system updated as degree and certificate requirements change. Investing in processes that promote student success and student outcomes are a priority for community colleges.

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Recommendations. As a result of the findings in the *Follow-up Study of Fiscal Year 2001 Occupational Program Graduates*, the following is recommended:

1. *Recommendation:* *Colleges should provide additional follow-up with individuals who indicated they were not able to find a position in a field related to their training to determine if circumstances have changed and offer further assistance in locating employment in their chosen field, as necessary.*
2. *Recommendation:* *Colleges with occupational follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer graduates.*
3. *Recommendation:* *College officials are encouraged to investigate the benefits of investing in and implementing a computerized automated degree and certificate audit system to recognize and promote student success.*

Agenda Item #11.1
October 18, 2002

UNAPPROVED

Minutes of the 336th Meeting of the
Illinois Community College Board
September 20, 2002
Illinois Community College Board Office
Lincoln Land Community College Campus
Workforce Center Classrooms 2 & 3
2450 Foundation Drive
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Vice Chairman Neely called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Inez Galvan, Joseph Neely, Martha Olsson, Judith Rake, Gwendolyn Rogers, Mark Weber, and James Zerkle. Edward Duffy, Laurna Godwin, Delores Ray, and Edward Welk were absent.

Item #2 - Remarks by Joseph J. Neely, Vice Chair

Vice Chairman Neely reported that the first item of business today would be to convene into Executive Session for the purpose of addressing ICCB personnel issues.

At 9:00 a.m. James Berkel made a motion, which was seconded by Inez Galvan to go into Executive Session to address ICCB personnel issues. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

At 12:00 noon, the Board reconvened into open session.

On October 18, an Executive Session will be held for the Board's final review of personnel issues heard today in Executive Session. The Board will reconvene into open session and announce its decision with a roll call vote.

Item #4 - Consent Agenda

Inez Galvan made a motion, which was seconded by James Berkel, to approve the following items on the Consent Agenda:

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Item #4.1 - Minutes of the June 14, 2002 Meeting

The Illinois Community College Board hereby approves the minutes of the June 14, 2002 meeting as recorded.

Item #4.2 - Illinois Community College Board Appointments to the Joint Education Committee

The Illinois Community College Board hereby reappoints Edward Duffy and Joseph Neely to represent the Illinois Community College Board on the Joint Education Committee. Inez Galvan and James Zerkle are hereby reappointed to serve as alternate Illinois Community College Board representatives.

Item #4.3 - New Units of Instruction

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

PERMANENT PROGRAM APPROVAL

College of Lake County

- < Teaching English to Speakers of Other Languages Certificate (30 semester credit hours)

Illinois Central College

- < Crime Scene Technology A.A.S. degree (64 semester credit hours)
- < Crime Scene Technology Certificate (31 semester credit hours)

John Wood Community College

- < Compressor Technology A.A.S. degree (64 semester credit hours)

Joliet Junior College

- < Emergency Medical Services A.A.S. degree (66.5 semester credit hours)

Kankakee Community College

- < Personalized Career Studies A.A.S. degree (64 semester credit hours)

Lake Land College

- < Massage Therapy Certificate (35 semester credit hours)

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Richland Community College

- < Network Technician A.A.S. degree (65 semester credit hours)
- < Network Hardware Specialist Certificate (42 semester credit hours)
- < i-Net Prep Certificate (30 semester credit hours)
- < Network Administration A.A.S. degree (65 semester credit hours)
- < Network Administration Specialist Certificate (43 semester credit hours)
- < eBusiness/eCommerce A.A.S. degree (65 semester credit hours)
- < Web Technician Certificate (42 semester credit hours)

Parkland College

- < Medical Assisting Certificate (36 semester credit hours)
- < Polysomnography Certificate (49.5 semester credit hours)

Item #4.4 - Community College System Results Report - Fiscal Year 2002

The Illinois Community College Board hereby accepts and endorses the Results Report for Fiscal Year 2002 as the official submission by the Illinois Community College System to the Illinois Board of Higher Education

Item #4.5 - Certification of Eligibility for Special Tax Levy Chapter 122, Paragraph 3-14.3)

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2002 or fiscal year 2003 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.57 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.57 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
City Colleges of Chicago
Highland Community College
Illinois Central College
Illinois Eastern Community College
Illinois Valley Community College
Kankakee Community College
Kaskaskia College

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Lake Land College
Lewis and Clark Community College
Moraine Valley Community College
Prairie State College
Rend Lake College
Richland Community College
Carl Sandburg College
South Suburban College
Southwestern Illinois College
Spoon River College
John Wood Community College

Item #4.6 - Proposed Illinois Community College Board Rules Concerning
Lincoln's Challenge Scholarship Program (Initial Approval)

The Illinois Community College Board hereby adopts and initially approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

Lincoln's Challenge Scholarship Grants. The Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs. Upon successful completion of that program, students qualify for a scholarship to a community college. The Lincoln's Challenge Scholarship Grant is a special appropriation received by the ICCB from the Governor and the General Assembly. These scholarships provide an opportunity for graduates of Lincoln's Challenge to transition easily into higher education by attending one of the ~~48~~ **49** public community colleges in the State. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees and required educational supplies.

Section 1501.520 Lincoln's Challenge Scholarship Grants

- a) Lincoln's Challenge Scholarship Grants shall be vouchered to community colleges.
- b) Students can qualify for their first Lincoln's Challenge Scholarship Grant if they meet the following criteria:

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- 1) Complete the Lincoln's Challenge program;
 - 2) Complete the GED;
 - 3) Enroll at one of the ~~48~~ **49 Illinois public community colleges in a certificate or degree program the next semester following graduation. (For example, the June Lincoln's Challenge graduates would have to enroll in college by the fall semester.)** within one year after graduation from the Lincoln's Challenge Program;
 - 4) Carry an academic load of at least six credit hours in each fall and spring semester term ~~except the summer term~~ Scholarships for the summer semester will not be awarded; and
 - 5) Present the "notification of award" letter signed by the President/CEO of the Illinois Community College Board to the community college at the time of registration.
- c) The scholarship amount will be awarded up to ~~is limited to~~ \$1,000 per student per semester, with the exception of the summer semester which is ~~limited to \$500 per student.~~
- d) **The scholarship grants can be used shall be applied only to cover the cost of education which includes tuition, books, fees, and required educational supplies.**
- e) The grant will only reimburse the college at the in-district tuition rate.
- f) In order to receive the reimbursement, colleges must submit **vouchers during the semester the student is enrolled or payment cannot be guaranteed. The following information must be submitted to the ICCB for each student:**
- 1) Name;
 - 2) Social Security Number;
 - 3) Program of study;
 - 4) Course schedule (including credit hours);
 - 5) ~~Bill with costs~~ Costs broken out by tuition, fees, books, and required educational supplies; and
 - 6) ICCB initial or renewal approval letters. If a renewal, GPA and course completion from the previous semester is required ~~=if continuing students.~~

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- g) In order to remain qualified for a Lincoln's Challenge Scholarship Grant, each student must:
- 1) Submit ~~GPA, course completion~~ and the letter of application to the Illinois Community College Board requesting continuation of the scholarship for the next semester. The letter must be postmarked by August 1 for application to the fall term; and January 1 for application to the spring term ~~and June 1 for application to the summer term.~~
 - 2) Comply with academic standards as defined by college policy. ~~Exceptions to this rule, such as extenuating circumstances, shall be documented by ICCB staff and college contacts. The first semester minimum grade point average may be waived as a determining factor of academic standards achievement if the student's academic advisor concludes that extenuating circumstances existed; and~~
 - 3) Submit documentation showing successful completion of a minimum of 6 credit hours in the last semester and a GPA of 2.0 or higher ~~acceptable academic status and the number of credit hours completed during the last term of enrollment at the college.~~
- h) Students ~~may can~~ be awarded scholarship funds for four ~~successive semesters, years or a maximum of 64 credit hours (or more if completing an associate in applied science degree requiring additional credit hours)~~ to be used toward the completion of a degree or certificate program.
- i) The number of scholarships awarded each year is contingent upon the amount of funds appropriated. The scholarships cannot be guaranteed to students even if all criteria are met. The distribution of available funds between new and renewed scholarships will be determined by the Illinois Community College Board to maximize use of the funds.

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

Item #5 - Executive Session

The Executive Session was conducted under Item #2.

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Item #6 - Work Session

Dr. Robert Luther made a detailed presentation of the study conducted by the Illinois Community College Board Funding Task Force who were charged to review the ICCB funding formula. The Task Force's suggested recommendations for changes were identified. The Presidents Council and Trustees Association have unanimously endorsed the recommendations of the Task Force at their recent meetings. The Task Force will continue to finalize recommendations and are scheduled to meet again on January 10, 2003.

Terry Bruce addressed the Board on equalization factors and student tuition factors contained within the recommendations of the ICCB Funding Task Force and how community colleges may be affected by implementation of the recommendations.

Don Wilske made a presentation on the Fiscal Year 2004 Operating Budget Request for the Illinois Community College Board. The budget request will be officially presented to the Board on October 18. Pending ICCB approval, the request will then be presented for approval to the Illinois Board of Higher Education on December 10. The IBHE will present an combined higher education budget request to the Governor and to the Illinois General Assembly.

ICCB staff are currently reviewing information and preparing a Fiscal Year 2004 Capital Projects Listing to be presented for ICCB action on October 18, 2002.

The Adult Education and Family Literacy Funding Task Force Committee has been established to conduct the first formal study of adult education funding methodology in the history of Illinois adult education. A committee of 31 members has been named and is composed of representatives from all provider types. The first meeting was held on September 12 and four subcommittees were established to focus on Need/Access; Base/Competitive Funding, Unit Cost, Program Funding; Performance; and Data Collection. A series of meeting dates have been set with the next meeting scheduled for October 31, 2002. The targeted completion date of the study is June 30, 2003. Mark Weber requested that a Student Advisory Committee member serve on the Task Force, and Dr. Cipfl voiced support.

Item #7 - Adjournment

Inez Galvan made a motion, which was seconded by Gwendolyn Rogers, to adjourn the meeting at 3:25 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes

Joseph J. Neely, Vice Chair

Joseph J. Cipfl, President/CEO

James A. Berkel, Interim Chair

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

Illinois Central College

< Culinary Arts Management A.A.S. degree (64 semester credit hours)

Kaskaskia College

< Carpentry Occupations A.A.S. degree (69 semester credit hours)

Richland Community College

< Energy Distribution Technology A.A.S. degree (62 semester credit hours)

BACKGROUND

Illinois Central College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program in Culinary Arts Management. This degree program includes two options: Culinary Arts and Foodservice Management. The program will prepare students for entry- to mid-level employment in culinary arts management. More specifically the Culinary Arts option will prepare students for employment in professional food preparation and presentation, and the Foodservice Management option will prepare students for employment in managing the operating of foodservice providers, such as restaurants, cafeterias and catering services. The curriculum is designed around a core set of general education requirements and technical coursework directly related to culinary arts. In addition to general education studies, coursework in this area includes introduction to the hospitality industry, professional cooking, advanced sanitation, safety and first aid. The curriculum for the Culinary Arts option includes coursework in advanced professional cooking, meats, poultry and fish, beverage management, baking, food presentation, foodservice cost control, nutrition and menu writing, and

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an internship in culinary arts. The curriculum for the Foodservice Management option includes coursework in foodservice management, foodservice marketing, catering management, legal issues, foodservice computer applications, foodservice cost control, and an internship in foodservice management.

The curriculum was developed according to the standards established by the National Restaurant Association Educational Foundation (NRAEF) for the foodservice industry. These standards meet and in some instances exceed the Illinois Occupational Skill Standards for the Foodservice Cluster occupations. Graduates of the program will be eligible for an optional certification through NRAEF.

The college anticipates an enrollment of ten full-time and ten part-time students the first year, increasing to 20 full-time and 20 part-time students by the third year. Labor market information provided by the college supports the need for a degree program in culinary arts management within the college district. The program will require one new and one existing full-time faculty member the first year. Costs for implementing this program will be approximately \$33,300 the first year, \$34,200 the second year, and \$35,248 the third year.

Kaskaskia College is seeking approval to offer a 69 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Carpentry Occupations”. The program will prepare individuals for entry-level employment in carpentry as maintenance repairers, freelance carpenters, drywallers, roofers, and exterior finishers, or for advanced-level standing in the carpentry apprenticeship program available through the Southern Illinois District Council of Carpenters. The curriculum consists of coursework in fundamental construction practices, print reading, basic and advanced rough frame construction, basic and advanced finish carpentry, basic roofing, siding and exterior finishing, carpentry and concrete, basic and advanced cabinet making, sitework and layout, and project management and scheduling, in addition to a required carpentry internship and general education requirements. Completion of the union apprenticeship program through the local union and the Joint Apprenticeship Training Council will prepare students for employment as journey-level carpenters. The college anticipates an enrollment of eight full-time and eight part-time students the first year, increasing to 15 full-time and 12 part-time the third year. Labor market information provided by the college supports the need for and interest in a training program for carpentry within the college’s district. The program will require one new full-time faculty person the first year. The costs of implementing this program will be approximately \$60,600 the first year, and \$13,700 each year the second and third years. Higher first year costs reflect the hiring of one full-time faculty member. These costs also reflect the college’s recently approved certificate program in “Basic Carpentry”.

Richland Community College is requesting regional approval to offer a 62 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Energy Distribution Technology”. This program will prepare individuals for employment as a power lineman, natural gas operator, or substation operator at various types of power companies. Richland, with input from representatives from Illinois Power Company, designed this curriculum using Illinois Power’s Training Center curriculum for energy delivery employees. The curriculum is designed around a core set of general education studies and three specialty areas: natural gas, lineman, and substation specialties. Technical coursework in the natural gas speciality includes basics of the natural gas industry, gas leak investigation, gas utilization equipment, gas construction, gas regulation, specific welding courses, and operator qualification. Technical coursework in the lineman specialty includes basic line work and climbing, underground systems, transmission theory and high voltage gloving, hot stick usage and rigging, substation mechanics and troubleshooting. Technical coursework in the substation specialty includes introduction to substation equipment, tools and climbing, construction tools and steel structure prints, repair and use of electrical test equipment and devices, maintenance and testing of high voltage power circuit breakers, and electrical print reading. The program also includes a required work-based learning component in the energy distribution field.

The college anticipates an enrollment of 32 students the first year, increasing to nearly 40 students by the third year. Alternate labor market information provided by the college supports an interest in a formal training program in energy distribution that serves a broad regional area. The program will require six new part-time instructors the first year. No new costs will be incurred for operating the program during the first year. Costs for implementing the program will be approximately \$2,424 the second year, and \$4,848 the third year. Regional approval of this program includes Richland Community College, Heartland Community College, Lake Land College, Lincoln Land Community College and Parkland College districts.

TEMPORARY to PERMANENT PROGRAM APPROVAL

The following colleges were approved to offer programs on a temporary basis for a period of three years and now request permanent approval of their programs.

Parkland College

< Diesel Power Equipment Technology A.A.S. degree (67 semester credit hours)

Southwestern Illinois College

< Massage Therapy Certificate (36 semester credit hours)

BACKGROUND — Temporary to Permanent Approval Recommendations

In 1999, the ICCB approved several colleges to offer programs on a temporary basis for a period of three years. In seeking permanent program approval, the colleges have been asked to review their programs and report on their progress including meeting projected benchmarks, identifying program strengths/weaknesses, and recommendations for program improvement. Below is a summary of each program's performance during this trial period.

Parkland College is seeking permanent approval to offer a 67 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Diesel Power Equipment Technology”. The program was approved on a temporary basis November 10, 1999, for a period of three years. This program prepares students for employment as diesel power equipment technicians. Program enrollments have met the college's original benchmarks, and retention rates have averaged 95 percent over the last two years. The college reports a 90 percent job placement rate. Parkland has met its objectives by updating and revising their original curriculum to better prepare individuals as technicians capable of maintaining and repairing agricultural equipment, heavy construction equipment and heavy trucks.

Southwestern Illinois College is seeking permanent approval to offer a 36 semester credit hour “Massage Therapy” certificate program. The program was approved on a temporary basis January 21, 1999, for a period of three years. This program prepares students for employment as massage therapists. Program enrollments have surpassed expectations at 87 students the first year (an increase of 77 percent over the original projection) increasing to 102 students the third year. Retention and completion rates averaged 89 percent. The college reports 91 percent job placement rate including self-employment, full- and part-time employment. Southwestern has met its objectives by updating their curriculum, expanding flexible course offerings, and developing joint agreements with neighboring college districts to better prepare entry-level massage therapists and update the knowledge and skills of existing allied health professionals who practice massage therapy.

Staff have reviewed the applications for permanent approval and find that all of the programs exceed or meet their projected benchmarks for enrollments, completions, and job placements. Based on this information permanent approval is recommended for these programs.

TEMPORARY PROGRAM APPROVAL

College of DuPage

< Aviation Maintenance Technology-Airframe Certificate (48 semester credit hours)

BACKGROUND

College of DuPage is seeking temporary approval to offer a 48 semester credit hour “Aviation Maintenance Technology-Airframe Certificate” program. This certificate program will prepare individuals for employment as aviation airframe mechanic technicians. The program was developed according to the Federal Aviation Administration (FAA) Federal Aviation Regulations (FARs) Section 147 in collaboration with the Aviation Professional Education Center (APEC). This curriculum consists of over 1,900 contact hours of instruction and includes coursework in aviation airframe and powerplant basics and advanced fundamentals, basic aircraft electronics, aviation materials and processes, aircraft familiarization and safety, and extensive laboratory experience in airframe maintenance. The training will prepare students for completing the FAA required examination for licensure as an aviation airframe mechanic technician. This certificate will serve as a starting point for an education ladder into an Aviation Maintenance Technology A.A.S. degree the college and APEC are currently developing.

The college and APEC have worked closely with local airports, including the DuPage International Airport, and airline service providers, such as American Eagle and American Airlines, to secure the required facilities and equipment necessary to meet FAA certification standards for this program. The college projects an enrollment of 30 full- and part-time students the first year, with approximately 25 students completing the certificate by the end of the third year. Labor market information provided by the college supports the need for aviation mechanics both statewide and within the district. Several airline service providers based in the Chicago-metropolitan area are anticipating large numbers of employee retirements over the next three years. This certificate program is an entry-point for training individuals to fill those open positions left in the aviation maintenance field.

In the event the college would not seek or attain permanent approval for this program, APEC is prepared to assist any students currently enrolled through the college in completing the program. *Permanent approval of this certificate program will be considered at the end of a period of three years, based on program outcomes.*

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INFORMATION ITEM — Temporary to Permanent Approval Recommendation

The following college(s) received temporary approval for their program(s) in 1999, for a period of three years, and have subsequently notified ICCB of their intent to discontinue their program(s) based on a review of the program's performance:

Lincoln Land Community College

< Air Conditioning, Refrigeration & Heating Certificate (15 semester credit hours)

INFORMATION ITEM — BASIC CERTIFICATE APPROVAL

Following is a list of basic certificates that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Kaskaskia College

< Basic Carpentry Certificate (25 semester credit hours)

Lincoln Land Community College

< Computer Aided Drafting Technician Certificate (24 semester credit hours)

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBER APPOINTMENTS**

Each year, the President/CEO as authorized by the Illinois Community College Board appoints representatives to its advisory committees. Memberships are either at-large appointments selected by the Illinois Community College Board staff, appointments recommended by various community college organizations, or ex officio members who represent committees of various relevant organizations. The latter appointments change as the groups' committee leadership positions change. All other new appointments are for three-year terms beginning July 1, 2002 and ending June 30, 2005, except for those vacancies created by resignations during the year.

The advisory committees perform a critical service to the Illinois Community College Board in that they provide input from a local perspective on issues that affect the entire system. Currently, the Board has four advisory committees. The Finance Advisory Committee, under the leadership of Don Wilske, Chief Financial Officer, provides input on system budget development and policy issues dealing with system finance. The Program Advisory Committee, staffed by Carol Lanning, Senior Director for Program Planning and Accountability, assists staff with developing proposed policy regarding curricula and accountability matters. The MIS/Research Advisory Committee, working with Scott Parke, Senior Director for Policy Studies, reviews all issues pertaining to research and data collection activities of the Board.

Attached for your information is the list of committee members for fiscal year 2003.

INFORMATION ONLY

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBERS**

Finance Advisory Committee

1. J. P. Barrington - Vice President, Business Services, John A. Logan College - At Large (2003)
2. **Bruce Connors** - Vice President of Educational Services, Kaskaskia College (Chief Academic Officers) (2003)
3. Gary Davis - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
4. Abe Eshkenazi - Vice Chancellor, Finance, City Colleges of Chicago (2003)
5. **Javier Gonzalez** - Student, South Suburban College - Student Advisory Committee Member - Ex Officio
6. **Charles Guengerich** - President, Wilbur Wright College - Chair, Presidents Council Finance Committee - Ex Officio
7. **Barry Hancock** - Associate Dean, Community Education, John A. Logan College - Illinois Council of Community College Administrators (ICCCA) (2003)
8. **Brad McCormick** - Dean, Business Affairs - Southeastern Illinois College - At Large (2005)
9. Rick Radeke - Executive Vice President, Finance and Operations, Waubensee Community College - At Large (2004)
10. Libby Roeger - Faculty, Shawnee Community College - Illinois Community College Faculty Association (ICCFA) (2004)
11. Tom Ryan - Vice President, Administrative Affairs - College of DuPage - Chair, Illinois Community College Chief Financial Officers (ICCCFO) - Ex Officio
12. **Thomas Schmidt** - President, Carl Sandburg College - Vice Chair, Presidents Council Finance Committee - Ex Officio
13. Roger Tuttle - Trustee, Heartland Community College - Illinois Community College Trustees Association (ICCTA) (2004)
14. **Josh Wallace** - Student, Kishwaukee College - Student Advisory Committee Member - Ex Officio

MIS/Research Advisory Committee

1. Pamela Allmendinger - Manager, MIS/Research, Black Hawk College - At Large (2004)
2. **Ann Coats** - Student, Lincoln Land Community College - Student Advisory Committee Member - Ex Officio
3. **Laura Crane** - Interim Director, Institutional Research, William Rainey Harper College - At Large (2004)
4. **Mary Lou De'Allegro** - Dean, Institutional Effectiveness, Joliet Junior College - At Large (2005)

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5. **Lon Feuerhelm** - Production & Operations Manager, Southwestern Illinois College - At Large (2005)
6. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2003)
7. **Michael Monaghan** - Director, Government Relations, Illinois Community College Trustees Association (ICCTA) - (2005)
8. **Cory Musgrave** - Student, Illinois Eastern Community Colleges - Student Advisory Committee Member - Ex Officio
9. Frankie Santos Laanan - Assistant Professor of Community College Leadership, University of Illinois at Urbana-Champaign - At Large (2003)
10. Padriac Shinville - Division Chair, Alternative Learning/Education Programs, Heartland Community College, - At Large (2004)
11. **Aimee Wood** - Institutional Research, Illinois Central College - Illinois Council of Community College Administrators (ICCCA) - At Large (2003)
12. **TBA** - President - Presidents Council (2003)
13. **Clay Baitman** - Vice President for Instruction, Southwestern Illinois College- Chief Academic Officers (CAO) (2003)
14. **Frank Papke** - Vice President Business Services and Finance, Illinois Valley Community College - Illinois Community College Chief Financial Officers (ICCCFO) (2003)
15. **TBA** - Illinois Community College Faculty Association (ICCFA) (2005)

Program Advisory Committee

1. **Harriet Custer** - Vice President, Academic Affairs, Illinois Valley Community College - Chief Academic Officers/Illinois Council of Community College Administrators (CAO/ICCCA) - Ex Officio
2. **Isiah Dalton** - Student, City Colleges of Chicago-Wilbur Wright College - Student Advisory Committee member - Ex Officio
3. Bernard Ferreri - Associate Vice Chancellor, City Colleges of Chicago - At Large (2003)
4. Greg Florian - Vice President, Finance and Administration - Illinois Community College Chief Financial Officers (ICCCFO) (2003)
5. Robert Gaffner - Trustee, Kaskaskia College - Illinois Community College Trustees Association (ICCTA) (2003)
6. **Earl Godt** - Faculty, Spoon River College, Illinois Community College Faculty Association (ICCFA) (2005)
7. Matt Landrus - Faculty, Lake Land College, Illinois Community College Faculty Association (ICCFA) (2005)
8. **Paul McCarthy** - President, Prairie State College - Chair, Presidents Council Curriculum and Transfer Committee - Ex Officio
8. Kathy Pampe - Associate Dean, Education to Careers, Illinois Eastern Community Colleges - At Large (2004)

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9. **Lavon Pettis** - Student, Joliet Junior College - Student Advisory Committee Member - Ex Officio
10. Mary Reaves - Vice President, Student Life & Multicultural Affairs, Prairie State College - At Large (2004)
11. Julia Schroeder - Vice President, Instructional Services, John A. Logan College - At Large (2003)

Illinois Community College Board

**STATUS REPORT ON THE PLAN FOR ENHANCING THE ROLE OF
COMMUNITY COLLEGES IN TEACHER PREPARATION/QUALITY**

At a planning retreat in December 2000, members of the Illinois Community College Board identified as one of the Board's top priorities the enhancement of the role of community colleges in teacher preparation/quality. Subsequent to the Board's December retreat, the Board and ICCB staff identified three goals to guide implementation of a plan to enhance the role of the colleges in teacher preparation quality:

Goal 1: Capitalize on the accessibility of the statewide community system to tap new pools of students, particularly in communities with large minority populations and/or those located in hard-to-serve areas.

Goal 2: Provide incentives to community colleges to support further involvement in teacher preparation and professional development.

Goal 3: Develop additional teacher preparation programs in the state that build on existing related community college programs.

A status report to the Board on June 17, 2002, described a number of activities and initiatives that support these three goals, including federal grant activities; college/university partnerships that advance alternative certification, baccalaureate completion opportunities on community college campuses, and recruitment of teachers in hard-to-serve and shortage areas; activities related to early childhood education, career and technical teachers, and the IAI education panels; and the development of an Associate of Arts in Teaching degree and a model community college program to prepare education paraprofessionals to meet new federal requirements. All of these activities are moving forward.

The purpose of this status report is to provide the Board with an update on two particular initiatives which have made significant progress recently and which could have statewide impact as well as a summary of a recent policy summit conducted by one of the federal projects in which the Illinois Community College Board is involved.

Associate of Arts in Teaching: As reported to the Board in June, consensus has been building that an Associate of Arts in Teaching (AAT) degree is needed in Illinois to clarify the community college role in teacher preparation. The degree would provide community college students with a clear set of expectations for their first two years of study and how that preparation relates to the full teacher

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preparation program. It would also allow faculty and administrators in baccalaureate teacher preparation programs to have common expectations of the knowledge and skill levels of students who complete the degree. Through a P-16 initiative, the University of Illinois has been in discussion with ICCB and Illinois State University about the development of an AAT degree. As a result, a P-16 Community College Partnership Task Force was created and met for the first time on September 10, 2002 at the UI/UC campus. A list of Task Force members follows this item. Major topics addressed at the meeting were: (1) the alignment of the general education curriculum along NCATE standards between community colleges and universities; and, (2) the curriculum design for an AAT degree to be offered by community colleges and articulated with the State's major teacher preparation institutions. There was a frank discussion of the pressures Colleges of Education face to reform their programs using standards developed by both NCATE and the Illinois State Board of Education and the public accountability they have for their graduates through the State's annual teacher preparation report card. It was agreed that these issues will be key to the development of an AAT degree. The degree structure must clearly articulate the standards that are addressed. In addition, it must contain clearly defined accountability components. For example, students must be required to pass the basic skills test required for teacher certification as a condition of earning an AAT degree.

The Task Force agreed to focus its work on development of an AAT degree model that would address general education, core professional education components (including technology and language arts), and aspects of the content field to be addressed in the first two years. The committees' work will be informed by work that has been done by IAI education panels to identify standards that are appropriate for the first two years of a teacher preparation program, as well as models from other states. Initially, areas of teacher shortage will be addressed – mathematics, science, and special education. Four committees were formed to lead the work on the degree model(s):

General Education: Marguerite Boyd, Truman College
Mary Kay Kickles, Moraine Valley Community College
Dianne Ashby, Illinois State University
Susan Fowler, University of Illinois-Urbana/Champaign

Special Education: Harriett Custer, Illinois Valley Community College
John McIntyre, Southern Illinois University/Carbondale

Mathematics: Gretchen Naff, College of Lake County
Doug Bower, Eastern Illinois University

Science: Larry Choate, Shawnee Community College
Sandra Westbrooks, Chicago State University

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These individuals will lead the work of the committees and will call upon others to assist in the work as determined necessary. The target date for the committees to complete their initial recommendations is November 15, 2002. The Task Force will meet again after that date to discuss next steps, including obtaining broad input from community colleges and universities.

Teacher Aide Programs: As reported to the Board in June, the reauthorization of the federal Elementary Secondary Education Act, titled “No Child Left Behind”(NCLB), was enacted January 8, 2002. Provisions in the act will have significant impact on teacher aides/assistants in Illinois. Under NCLB, education paraprofessionals hired after January 8, 2002 to assist with instructional duties in schools/programs that receive federal Title I funds must have either completed two years of study at an institution of higher education, obtained an associate’s degree or higher, or met a rigorous standard of quality through a formal state of local assessment. Paraprofessionals who are currently employed have until 2005 to meet these requirements. Currently, in Illinois, paraprofessionals are required to have completed 30 semester credit hours of higher education. To date, the Illinois State Board of Education (ISBE) has no plans to identify a state assessment for paraprofessionals, although local districts may do so. It is believed that college coursework will be the primary method available to paraprofessionals in the state to meet the requirements of NCLB.

A number of Illinois community colleges offer programs to prepare paraprofessionals. The majority of the programs are at the certificate level, since state requirements have not generated a demand for the associate degree. Clearly, the colleges can play a major role in preparing paraprofessionals to meet the new requirements of NCLB. ICCB and ISBE staff have been in discussion about the development of a statewide model associate degree curriculum to 1) prepare paraprofessionals to meet the NCLB requirements, and 2) closely align with the first years of teacher preparation and provide a pathway for paraprofessionals to complete a teacher preparation program if they desire. On August 12, 2002, staff hosted a focus group comprised of representatives of both secondary and postsecondary education to discuss the issues and needs surrounding NCLB and to seek input on the best way to proceed to meet those needs. The group unanimously recommended that models for both an Associate in Applied Science degree and an option within a transfer degree should be developed. They also recommended that consideration be given to the development of shorter preparation programs for individuals who already have some college credit and that policies and procedures be examined to address currently employed paraprofessionals who may have received significant professional development that was not offered as college credit. Based on this input, ICCB and ISBE staff convened a Paraprofessional Task Force on September 23, 2002. A list of the members follows this item. Following discussion of the focus group input and information provided by staff, the Task Force formed three subcommittees:

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1. The curriculum subcommittee, chaired by Margaret Lehner from Moraine Valley Community College and Bernard Ferreri from City Colleges of Chicago, will focus its work on the development of an AAS model. The group chose to delay work on a transfer option until more information about an Associate of Arts in Teaching degree is available.
2. The policy and procedures subcommittee, chaired by Denis Wright from Joliet Junior College, will develop recommendations and/or guidelines for colleges regarding policies and procedures that address the needs of currently employed paraprofessionals, such as credit for prior learning.
3. The affordability/accessibility/delivery subcommittee, chaired by Sandy Krsak from the Illinois Federation of Teachers, will development recommendations regarding approaches that can be used to ensure that all individuals that need paraprofessional coursework are able to avail themselves of it.

The subcommittees will meet as necessary to develop recommendations, with a goal of completing recommendations by the beginning of December. The Task Force will meet again in early December to review the subcommittee recommendations and determine next steps.

The Board will be kept fully informed of these two important initiatives as they move forward, as well as progress that is achieved on the many other teacher preparation initiatives that are underway.

Education Commission of the States/PT3 Policy Summit: Many of the specific initiatives in teacher education are components of a federally funded project coordinated by the Education Commission of the States (ECS). Both of the initiatives summarized above were an integral part of discussion that took place the last week in September when representatives from Illinois joined their partner states representatives in a summit in Colorado to discuss policies revolving around the “Role of Community Colleges in Teacher Education.” sponsored by this ECS federal grant project. Illinois, Texas, and Nevada are the partner states in this federal grant coordinated by ECS. Each state brought teams of policy makers together to assess the status of community college involvement in teacher education in their respective states. Representatives from two additional states - Maryland and Florida - were invited to participate due to innovative activity in their states. Representing Illinois were Deputy Governor Hazel Loucks; Representative Judy Erwin; Representative David Wirsing; Gary Alexander representing the Board of Higher Education; David Pierce, President Emeritus of the American Association of Community Colleges and coordinator of the University of Illinois P-16 Community College Partnership Task Force; Joe Cipfl, President/CEO of the ICCB; and Virginia McMillan, Executive Vice President of the ICCB and the project coordinator for Illinois.

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Each of the states is attempting to address similar issues with teacher education but each is taking a different approach. These approaches were discussed from a perspective of what is working and what is not and what the next steps should be. As a result of the meeting, the Illinois team reaffirmed its areas of focus and identified some potential future activities. The establishment of the Associate of Arts in Teaching (AAT) degree should remain a high priority along with encouragement of baccalaureate completion opportunities on community college campuses. Recruitment activities and research should also remain among the priorities. Building on what is already taking place with paraprofessional education, the establishment of career ladders and lattices for paraprofessional educators should take on increased importance. It was agreed that Illinois is not doing what it should in marketing what it is doing in teacher education and particularly in cooperative and exemplary programs involving community colleges and their partnerships with universities and K-12. The latter will be critical in establishing and affirming the role of community colleges in teacher education. Additional focus needs to be placed on professional development and the role of community colleges. Community colleges have a critical role to play in enhancing the use of technology in education within the general education core, career courses, and in professional development. Ties between teacher education and technology initiatives need to be strengthened.

ECS and its partner states are in their second year of this three-year federal project. The sharing of what the states are doing will remain an important component as the project begins to develop resources to be shared across the country.

Illinois Community College Board

**STATUS REPORT ON THE STATEWIDE
LEADERSHIP AND CORE VALUES INITIATIVE**

In recent months, accounting irregularities and improprieties in major American corporations have generated significant discussion and debate among American citizens and the media about questions of ethics and ethical decision-making in business and all areas of society. For the past five years, Illinois community colleges have lead an initiative to discuss and identify shared values and model ethical behaviors among students, faculty and staff of Illinois' community colleges. The Leadership and Core Values Initiative, implemented by the Illinois Community College Board (ICCB), has fostered discussion on values and ethical decision-making among multiple constituents. Training on the identification of shared institutional and community values has been offered to diverse audiences, from high school students, to community college students and personnel, to business and civic leaders.

In 1997, the ICCB encouraged colleges to engage in discussions about values and ethics, to embrace their own ethical standards and practices, and to explore and develop methods for including the study of ethical practices into community college curriculum and teaching. The underlying premise of the Initiative was that college constituents have the latitude to explore their own values and equip staff and faculty with the leadership skills to operationalize those values. To assist colleges in strengthening a campus climate steeped in an agreed-upon set of shared values, annual Leadership and Core Values Institutes, professional development seminars coordinated by the Center for Applied Ethics, and grants for campus-based programs were made available.

Leadership and Core Values activities on college campuses cover one of four topics: (1) influencing changes in organizational practices, structures, and processes; (2) involving students in discussions on ethics and values; (3) incorporating ethics in college teaching and the curriculum; and (4) educating business and community leaders about ethical decision making. Colleges were awarded grants from the ICCB and sponsored projects that addressed at least one of the four topics. Several colleges combine one or more of the four areas to meet the needs of their different communities. Funding was made available to colleges to explore shared values through focused small and large group discussions, surveying constituents, and developing programs to address identified needs. From fiscal year 1999 through fiscal year 2002, 121 community college initiatives had received funding totaling \$770,000.

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To meet the goals of exploring, adopting and teaching ethical behavior and community values, colleges engaged in extensive discussions about individual and collective values. Constituents, including members of Boards of Trustees, adopted agreed upon values that influenced policies and practices at their institutions. After arriving at agreed-upon values, colleges engaged in the process of aligning their institutional policies and practices with their core values. Alignment activities ranged from incorporating core values as criteria for performance appraisals to adopting core values in the strategic planning process.

Colleges developed activities that involved students in discussions on ethics both inside and outside of the classroom. Many colleges conducted leadership workshops to help students better understand the importance of adopting a personal set of core values. Workshops were sponsored through different student organizations such as student senates, Phi Theta Kappa and Student Ambassador programs. One college sponsored a tour of the Chicago Board of Trade and conducted a presentation on ethical issues in stock market trading. With the knowledge of why ethics is so important, students became involved in service learning and community service projects. As part of the Leadership and Core Values activities, for example, students helped in shelters for the homeless and for battered women, worked with area middle and high school students, and volunteered to work on campus events. One college has created an interactive training program written and produced by students for students.

Teaching core values has become critical to intellectual processes at community colleges. College administrators and faculty want to ensure that students are exposed to the topic through numerous courses. Faculty members reported that they incorporated the topics of ethics and values in their courses, from business to English composition. Ethics and values are introduced at student orientations, seminars on campuses, and student club and organization events. Professional development activities help maintain the momentum of teaching values both inside and outside of the classroom. Faculty and staff at several colleges participated in professional development activities throughout the year. One college has developed a sixteen-week seminar during which faculty produce a final project on the topic. Many colleges introduce new employees to the topic in staff orientations. Some colleges introduce the college's values to prospective employees prior to employment by including the college values brochure in their employment application packets.

Community colleges provide a valuable service to community and business leaders through their Leadership and Core Values activities. Across the state, colleges are including the topics of ethics and ethical decision-making in their continuing education programming. Business and community leaders are exposed to these topics through seminars and community service activities. One college published a book of case studies to be used in helping local businesses better understand ethical values

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as they are applied in the workplace. For entities other than business, colleges are offering programming to help staff in local organizations. One college has introduced values and ethics instruction to employees of and persons incarcerated in correctional facilities within the college district. The college has received a good response to these efforts.

To assist college constituents in strengthening their campus efforts, annual Leadership and Core Values Institutes and professional development seminars have been held. After sponsoring successful statewide Institutes for the past four years, the ICCB embarked on hosting a national conference on Leadership and Core Values which drew persons from across the country. Keynote presentations were made by persons established in the field of global and business ethics from the World Bank, Duke University, The Institute for Global Ethics, and the American Association for Community Colleges.

A Center for Applied Ethics was created at Kaskaskia College to meet the individualized and intensive training needs in Leadership and Core Values at community colleges. Since the Center was created, more than 2,500 persons have participated in Ethical Fitness Workshops and Train-the-Trainer sessions. A cadre of trained professionals skilled in ethical fitness principles is available to assist community colleges to reach businesses, other higher education institutions, elementary and high schools, and community organizations. Recently, the Center published a resource manual highlighting specific activities and best practices at community colleges.

The impact of the Leadership and Core Values Initiative among Illinois community colleges has been profound. In the past five years, the Initiative has affected nearly every facet of community college life. One of the statewide activities that colleges have found valuable is the sharing of best practices through annual state conferences. Colleges consistently indicate that the exposure to new ideas and implementation practices at the conferences have helped maintain the momentum of their campus ethical practice initiatives. While state funding for Leadership and Core Values was not continued for fiscal year 2003, community colleges have indicated their commitment to maintain their local efforts and activities as much as possible. This Initiative has had significant benefits for citizens, businesses and communities in Illinois, and most importantly, in the lives of students in community colleges.