

Illinois Community College Board

**341st Meeting
Agenda and Materials**

Work Session

**May 16, 2003
9:00 a.m. - 3:00 noon**

**James R. Thompson Center
Room N-502
160 North LaSalle
Chicago, Illinois**



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Agenda
341st Meeting of the
Illinois Community College Board
Work Session
James R. Thompson Center
Room N-502
160 N. LaSalle
Chicago, Illinois

May 16, 2003
9:00 a.m.- 3:00 p.m.

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Minutes of the 339th Meeting of the
Illinois Community College Board
February 21, 2003
Black Hawk College
Moline, Illinois

Item #1 - Roll Call and Declaration of Quorum

In the absence of ICCB Chairman Edward Duffy and Vice Chairman Joseph Neely, Martha Olsson made a motion, which was seconded by Laurna Godwin, to appoint James Berkel to act as Chairman of the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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

Item #2 - Announcements and Remarks by Acting Chairman Berkel

On behalf of the Illinois Community College Board, Acting Chairman Berkel thanked Black Hawk College for hosting last evening's dinner and today's meeting.

Item #3 - Remarks by Dr. Keith Miller, President, Black Hawk College

President Miller gave welcoming remarks to the Illinois Community College Board members and guests.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

Laurna Godwin reported that the Adult Education Funding Task Force has met several times. Initial recommendations for funding will be made next week. Final decisions are anticipated by the end of June 2003, and a presentation to the ICCB will be made during the fall.

The Adult Education and Family Literacy Advisory Council continues to meet. An upcoming recommendation will focus on the new oral English as a Second Language assessment.

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Requests for proposals were sent to providers with an April 18 deadline for fiscal year 2004 funding. Applications are also accessible on-line.

Adult Education and Family Literacy staff was congratulated for exceeding federal performance by 22 percent this past year. This helps Illinois qualify for additional funds under the Workforce Investment Act.

Item #4.3 - Budget and Finance Committee

Martha Olsson reported that the Budget and Finance Committee met this morning and reviewed the ICCB financial statements. The statements are included in the information section of the Board agenda.

Fiscal year 2003 office administration expenditures were reviewed in more detail. The administrative dollars are down 3.4 percent, the Board has implemented cost savings measure. Nearly 55 percent of the office budget has been spent and 98 percent of the office administration has been obligated or spent.

Item #5 - President/CEO's Report

Joe Cipfl reported on the community colleges' role in teacher preparation for pre-kindergarten through grade 12. ICCB staff are working with other higher education representatives on a proposal regarding an Associate of Arts degree in teaching. A recommendation will be presented to the Board for approval in fall 2003. The initial degree models will focus in the areas of math, sciences, and special education. The degree will consist of 60-62 hours. As work is completed toward the baccalaureate degree, the remaining 60 hours will be accomplished at the baccalaureate institution. General education will be covered in 40-45 of the 60-62 hours and 20 hours will be in a major content field or courses in education. The proposed model will also recommend that students pass the Basic Skills Test before receiving the AAT degree. Other requirements are being considered for the AAT degree. The University of Illinois has taken a strong leadership role in these discussions. Dr. Cipfl commended Virginia McMillan, Carol Lanning, and Rebecca Miller for their efforts on behalf of the Illinois Community College Board in this initiative.

In President Bush's budget proposal for fiscal year 2004, Postsecondary Perkins Funding may be reduced or redirected to the "No Child Left Behind" initiative. Dr. Cipfl reported on the negative impact a reduction or redirection would have on the Illinois Community College System. Dr. Cipfl, Tom Ryder, and Career and Technical Education staff are communicating to officials in Washington, D.C., the importance of the Perkins Funding to the Illinois community colleges. Speaker Dennis Hastert is being alerted and a letter-writing campaign by all community

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college colleagues to appropriate members of Congress and the federal administration has been initiated.

Governor Blagojevich has directed code agencies to terminate all contracts with federal lobbyists and requested that the education boards to the same. Therefore, Dr. Cipfl recommended to Acting Chairman Berkel that Item #7.4 (Barber Griffith & Rogers Amended Contract) on today's agenda be removed.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Faculty Association

Libby Roeger reported on current activities of the Faculty Association and its new initiatives for the coming year.

Ellen Lindeen of Waubensee Community College is this year's ICCFA president.

Ms. Roeger thanked Dr. Cipfl and ICCB staff for their assistance with the Faculty conferences and for elevating the Faculty Association to its presence in the system today. The next Teaching/Learning Conference is scheduled for October 23-24, 2003.

Item #6.2 - Student Advisory Committee

Mark Weber reported that on February 4, the Student Advisory Committee made a presentation to the BHE Affordability Committee.

On December 19 at Carl Sandburg College, Mr. Weber made a presentation at a joint ICCB/ISAC hearing on community college financial aid issues.

The community college marketing issues which were discussed at the January 17 ICCB meeting/work session have been discussed by Student Advisory Committee members.

In regard to academic transfer programs, the Student Advisory Committee recommends direct mailings to high schools, encourage interested students to visit to campuses, and provide data on successful alumni.

The Student Advisory Committee held a session with ISAC's student commissioner at its last meeting. Various issues were discussed.

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Participating community colleges recently conducted a contest to register students to vote. Illinois Valley Community College was this year's winner by registering 25 percent of its students to vote.

Student Lobby Day will be held in Springfield on April 16, 2003.

Item #6.3 - Illinois Community College Trustees Association

Gary Davis commended the system for working together. Dr. Davis also commended Joe Cipfl for his commitment to meeting with the Trustees on a regular basis, expressed appreciation to Chairman Duffy for meeting with Trustees in Chicago on February 17, and thanked all members of the Illinois Community College Board for their dedication.

Dr. Davis distributed a pamphlet announcing that Illinois Valley Community College had won a contest for registering students to vote. The Trustees Association donated the trophy received by IVCC. Nick Kachiroubas, a Trustee at McHenry County College, is an advisor to the Student Advisory Committee.

Trustees were recently in Washington, D.C., lobbying for federal dollars and will continue these efforts. System colleagues are encouraged to contact members of Congress to identify the importance of the \$35 million that can be lost to the Illinois Community College System if Perkins funding is discontinued.

Trustees are disappointed with state revenues and are concerned with the community college budget recommendation for fiscal year 2004. ICCTA may pursue adopting its own community college budget rather than accept the Board of Higher Education budget recommendation.

Item #6.4 - Presidents Council

Keith Miller reiterated earlier comments on the importance of Perkins funding.

Dr. Miller reported that, on February 7, discussion of the Presidents Council included Chairman Duffy's letter to all community college trustees regarding separation of the ICCB from the IBHE. The Council did not vote on this issue but did support and concur with Chairman Duffy's letter. Accessibility, affordability, and accountability were the concerns of the Presidents.

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Budget concern was another key issue discussed at the Council meeting. The Council supports the Illinois Community College Board's recommended budget which reflects the needs of our system.

Dr. Miller also reported on the importance of the MAP grant to the community college system. Improvements have been made on the distribution of these grants, but improvements need to continue in ways to serve students more equally.

The Council encourages the presidents and trustees to keep the lines of communication open with their legislators on issues of importance to the community college system.

Item #7 - Consent Agenda

Laurna Godwin made a motion to approve the following items, which was seconded by Gwendolyn Rogers:

Item #7.1 - Minutes of the January 17, 2003, ICCB Meeting (Work Session)

The Illinois Community College Board hereby approves the minutes of the January 17, 2003, meeting as recorded.

Item #7.2 - New Units of Instruction

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

Lincoln Land Community College

< Web Authoring and Design certificate (33 semester credit hours)

Wm. Rainey Harper College

< Emergency Medical Services A.A.S. degree (64 semester credit hours)

Richard J. Daley College

< Electrical Construction Technology A.A.S. degree (65 semester credit hours)

Southwestern Illinois College

< Associate in General Studies degree (64 semester credit hours)

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Item #7.3 - Extension of Courses and Curricula Out of State

The Illinois Community College Board hereby approves the out-of-state extension of Parkland College courses in English composition, art, history, music, speech communications, accounting, business, management, marketing, and agribusiness to be offered to students of the Beijing Vocational College of Agriculture, located in Beijing, China.

Item #7.4 - Barber Griffith & Rogers Amended Contract

This item was removed from the agenda.

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

Item #8 - Issuance of Final Order of ICCB Position on Shawnee College and Southeastern Illinois College Concerning Program Offerings at Shawnee and Vienna Correctional Centers

Chairman Berkel read the Final Order which was approved by the members of the Illinois Community College Board with unanimous roll call vote on January 17, 2003.

Edward Welk made a motion, which was seconded by James Zerkle, to approve the attached Final Order. The motion was approved by roll call vote. Voting aye were: Marjorie Cole, Laurna Godwin, Martha Olsson, Delores Ray, Gwendolyn Rogers, Edward Welk, James Zerkle and James Berkel. Student advisory vote: Yes. There were no dissenting votes. The Order will be signed by Chairman Duffy.

Item #9 - Rock Valley College Recognition Status

Joe Cipfl briefed the Board on its statutory authority to ensure that community colleges comply with state statutes and standards. Dr. Cipfl reported on the lengthy delays by Rock Valley College to submit financial information in the areas of college audits, unit cost reporting, and disclosure of public financial statements. ICCB staff are prepared to assist Rock Valley College to correct these financial concerns.

Laurna Godwin made the following motion, which was seconded by Gwendolyn Rogers:

The Illinois Community College Board hereby grants a status of "recognition continued-with conditions" to Rock Valley College. A

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follow-up evaluation should be scheduled no sooner than three months nor later than nine months from the date of this action to determine Rock Valley College's progress in resolving the conditions.

The motion was approved by roll call vote. Voting aye were: Marjorie Cole, Laurna Godwin, Martha Olsson, Delores Ray, Gwendolyn Rogers, Edward Welk, James Zerkle and James Berkel. Student advisory vote: Yes. There were no dissenting votes.

Item #10 - Articulation Agreement between DeVry University and Illinois Community Colleges

Virginia McMillan reported on a proposed agreement between DeVry University and the Illinois Community College System to articulate community college Associate in Applied Science degrees with DeVry's baccalaureate degrees. For the past year, three community colleges — College of Lake County, Oakton Community College, and Waubensee Community College — have been involved in a pilot program with DeVry University to test the model. DeVry University is interested in expanding the articulation to serve all Illinois community colleges. Dr. Hallongren of DeVry, Dr. Don Crist, Dr. Charles Novak, and Steve Spivey were among persons introduced as strategists in this initiative. Dr. Novak and Dr. Hallongren addressed the Board.

James Zerkle made the following motion, which was seconded by Delores Ray:

The Illinois Community College Board hereby endorses the efforts of DeVry University and the Illinois community colleges to articulate associate and baccalaureate degrees and supports the signing of the attached agreement between its President/Chief Executive Officer and the President of DeVry University recognizing that DeVry will accept ICCB approved Associate of Applied Science degrees as validation of the student's mastery in an area of specialized study.

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

Item #11 - Report of the Paraprofessional Task Force

Joe Cipfl informed the Board of the reauthorization of the federal Elementary-Secondary Education Act titled "No Child Left Behind," enacted on January 8, 2002. Virginia McMillan provided background information on how this legislation affects teacher aides/assistants in Illinois, as well as how community colleges and the State Board of Education will coordinate their efforts in educating paraprofessionals. A

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task force was convened in November 2002 and includes representatives from K-12, higher education, teachers unions, and paraprofessionals to address issues and make recommendations.

Rebecca Miller, ICCB Associate Director for Transfer Programs, reported to the Board on the progress of the task force. The Board received an update on the State Board of Education's efforts in regard to the assessment of an exam for entering into the program and the role of the Illinois community colleges in this initiative. Recommendations for Board action will be requested at a later date.

Gwendolyn Rogers urged that compensation for paraprofessionals be addressed in the report. Virginia McMillan responded that salary issues for paraprofessionals can be made a part of the recommendation to the State Board of Education.

Item #12 - Legislative Update

Item #12.1 - State Legislative Report

Joe Cipfl cited an article in the *Chicago Sun Times* which reported on the current year's budget deficit and the Governor plans to address this deficit.

Tom Ryder reported that the Governor's budget message is expected to be delivered on April 9.

Mr. Ryder reported that the state is moving slowly at this time, but ICCB staff are closely monitoring all activities at the State House.

The Board was briefed on various other legislative matters and actions of the General Assembly.

Item #12.2 - Federal Legislative Report

Tom Ryder reported that the federal government passed its fiscal year 2003 budget in February 2003. This passage was expected to occur in late 2002 as the federal government's fiscal year begins on October 1 of each year.

The Carl A. Perkins funding is currently at risk and ICCB staff continues to work toward restoration. The Act is up for reauthorization this year.

The Governor has announced that state agencies are to no longer contract with federal lobbyists in Washington, D.C. Therefore, within the next 30 days, attempts will be made to meet with Illinois' federal delegation and efforts will be made to work directly with the Illinois congressional delegation through the Governor's Washington, D.C., office.

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Item #13 - Information Items

Item #13.1 - Reports on Fiscal Year 2002 Restricted Grants

The Board received reports on the manner in which fiscal year 2002 restricted grant funds were expended by the 39 community college districts in the areas of Special Populations, Workforce Development, Advanced Technology, Accelerated College Enrollment, and Deferred Maintenance. A correction to John Wood Community College data for the Advanced Technology Grant will be reflected in the published report.

Item #13.2 - A Summary of Capital Projects approved by the President/CEO During Calendar Year 2002

Information was provided to the Board on capital projects that were approved by the President/CEO during the past calendar year.

Item #13.3 Fiscal Year 2003 Financial Statements (October, November, December 2002 and January 2003)

Financial statements are provided for the Board's information and review

Item #14 - Other Business

Donna Mannering of the Illinois Education Association addressed the Board with various concerns on dual credit guidelines in program offerings between the high schools and community colleges. Dr. Cipfl assured Ms. Mannering that the ICCB staff monitors very closely the concerns she raised. Dr. Cipfl emphasized the ICCB's efforts to offer to well-qualified high school students high school credit for college work, not college credit for high school work. Dr. Cipfl also indicated that remediation issues are monitored, as well as teacher certification.

Virginia McMillan pointed out that in 1996 our Board adopted guidelines for the dual credit initiative and we are currently working within those guidelines. Ms. McMillan indicated she would be pleased to review the guidelines to ensure they are in accord with the new "No Child Left Behind" legislation.

Ms. Mannering would like further discussion of these issues. Dr. Cipfl asked Virginia McMillan to work with Ms. Mannering on future matters.

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Item #15 - Adjournment

Edward Welk made a motion, which was seconded by Laura Godwin, to adjourn the meeting at 11:30 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

A. James Berkel
Acting Chairman

Joseph J . Cipfl
President/CEO

Attachments

Agenda Item #3.2
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UNAPPROVED

Minutes of the 340th Meeting of the
Illinois Community College Board
March 28, 2003
Telephone Conference Call
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 3:00 p.m. Roll call was taken with the following members present: Marjorie Cole, Edward Duffy, Laurna Godwin, Joseph Neely, Martha Olsson, Judith Rake, Mark Weber, Edward Welk, and James Zerkle. James Berkel, Delores Ray and Gwendolyn Rogers were absent.

Item #2 - Illinois Community College System Funding Task Force Report

Joe Cipfl reported on background information and efforts of the Illinois Community College System Funding Task Force which was established in October 2001 to study the system's funding formula. Lake Land College President Dr. Robert Luther and Parkland College Trustee Linden Warfel were co-chairs of the task force. Brenda Albright of the Franklin Education Group in Nashville, Tennessee, served as facilitator/consultant on this project, and ICCB Chief Financial Officer Don Wilske and the ICCB System Finance staff provided support.

Don Wilske provided a detailed report on the recommendations of the task force and, along with Dr. Luther, responded to questions by the Board.

Laurna Godwin made a motion, which was seconded by Judith Rake to adopt the following recommendations.

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

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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.

Recommendation 4: Funding Priorities

The ICCB has established five priorities for funding – Base 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.

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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:

- a. Remove from the unit cost calculation, all costs of restricted grant programs (with the exception of Illinois Department of Corrections instructional programs) and all associated credit hours that were produced with those costs. This is an effort to treat restricted grants as "in addition to" resources as opposed to "instead of" resources as is currently done. This removes the impact of restricted grants from the formula. This will result in those credit hours generated by restricted grant programs to be removed from funding in the base operating grant. The two primary types of credit hours included in this category would be those associated with state and federal adult education grants and those associated with federal Perkins grants.
- b. Local property tax revenues should be attributed to both unrestricted and restricted credit hours on a proportional basis. This acknowledges that local districts utilize institutional resources in their various grant activities.
- c. Rate adjustments (positive or negative) should be allocated to the six funding categories based upon the aggregate total costs of each funding category. Currently rate adjustments have been used to emphasize statewide priorities and to smooth out year-to-year fluctuations in individual rates. The new methodology will continue to smooth out rate fluctuations, but in a more predictable and consistent manner.

The motion was approved by roll call vote. Voting aye were Mark Weber (Student), Marjorie Cole, Laurna Godwin, Joseph Neely, Martha Olsson, Judith Rake, Edward Welk, James Zerkle and Edward Duffy. There were no dissenting votes.

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Mark Weber conveyed student support for the recommended modifications and enhancements to the formula; however, students have concerns about tuition increases and ask that the formula be closely monitored in this regard.

Joe Cipfl commended Dr. Robert Luther, Linden Warfel, Brenda Albright, and ICCB staff for their work on this study.

Item #3 - Other

Chairman Duffy announced plans to develop a process to begin the search for the next ICCB President/CEO. Dr. Cipfl's contract concludes at the end of February 2004. Chairman Duffy recommended that the search be conducted by Board staff for two reasons: 1) an ICCB Director for Human Resources is now on staff and 2) expenditure of agency dollars caused by the use of an executive search firm would be avoided. Chairman Duffy appointed ICCB Vice President Joseph Neely to Chair the ICCB President/CEO Search Committee and recommended that four additional Board members volunteer to serve on the committee. Volunteers should inform Joseph Neely, Joseph Cipfl, or Joyce Chilton of their desire to serve on the committee. Dr. Cipfl will have ICCB Director for Human Resources Sarah Aughenbaugh draft a search schedule for mailing to the Board within two weeks. The draft will include time lines, time frames, and number of meetings. October/November 2003 is the target date to name a new ICCB President/CEO.

Edward Welk made a motion, which was seconded by Joseph Neely, to proceed with plans for the President/CEO search as recommended. The motion was approved by unanimous voice vote. Student advisory vote Yes.

Item #4 - Adjournment

At 3:40 p.m., Laura Godwin made a motion, which was seconded by James Zerkle, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy
Chairman

Joseph J. Cipfl
President/CEO

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

< Health Information Management A.A.S. degree (64 semester credit hours)

Frontier Community College

< Automotive Services Technology II Certificate (33 semester credit hours)

Heartland Community College

< Digital Media Communications A.A.S. degree (60 semester credit hours)

< Web Media Designer Certificate (33 semester credit hours)

< Web Application Developer Certificate (34 semester credit hours)

< Communication Graphics Certificate (33 semester credit hours)

Joliet Junior College

< Advanced Certified Nurse Assistant Certificate (31 semester credit hours)

Lewis & Clark Community College

< Paramedicine A.A.S. degree (60 semester credit hours)

< Paramedicine Certificate (37 semester credit hours)

Olney-Central College

< Massage Therapy Certificate (32.5 semester credit hours)

Rend Lake College

< Cosmetology Certificate (38 semester credit hours)

Richland Community College

< Statewide Model Curricula - Certificate in Paraprofessional Education (32 semester credit hours)

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Southeastern Illinois College

- < Customized Applied Technology A.A.S. degree (62 semester credit hours)
- < Fire Science Technology A.A.S. degree (62 semester credit hours)
- < Massage Therapy Certificate (34 semester credit hours)

Waubonsee Community College

- < Surgical Technology Certificate (32.5 semester credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Health Information Management”. This program will prepare individuals for employment in health information technology as medical records technicians, medical coders and billing specialists, medical transcriptionists, and medical office clerks. The college currently offers three certificate programs, Medical Coding Specialist, Medical Billing Specialist, and Medical Transcriptionist, that will ladder into this degree program and allow students to use previously earned credit hours towards the completion of the A.A.S. The degree curriculum consists of coursework in health information processing, management of health information, medical management, medical office procedures, introductory health insurance, beginning and advanced medical transcription, beginning and advanced medical terminology, levels I and II of procedure and diagnosis coding, pharmacology terminology, medical ethics and law, and a required work-based learning experience in health information technology, in addition to general education requirements. The curriculum prepares graduates for a number of optional entry-level certification exams offered through industry-based associations, including the CCA (Certified Coding Associate) and CPC (Certified Professional Coder) available through the American Academy of Professional Coders (AAPC); and the CMT (Certified Medical Transcriptionist) available through the American Association for Medical Transcription (AAMT).

The college anticipates 15 full-time and 30 part-time enrollments the each of the first three years. Labor market information provided by the college is representative of both their district and their neighboring community college district in Iowa, and supports the need for training beyond the certificate-level programs currently offered. The program will require one new faculty member and four existing faculty members the first year. Costs for implementing this program will be approximately \$50,000 the first year, \$55,000 the second year, and \$60,000 the third year.

Frontier Community College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 33 semester credit hour “Automotive Service Technology II” certificate program. The program will prepare students for entry-level employment as automotive service technicians and also serves as an extension of and ladder into two existing programs offered by Olney-Central College. OCC currently offers this certificate program and an A.A.S. degree program in Automotive Service

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Technology. By collaborating efforts with OCC, Frontier hopes to expand the opportunities available in automotive service technology to students in their local area. The curriculum consists of coursework in basic automotive technology, electrical systems, automotive computer electronics, air conditioning and power accessories, engines, drive trains, and automotive performance, in addition to first aid and safety education. This program addresses the Illinois Occupational Skill Standards for Automotive Technician and all coursework included in this program meets National Automotive Technician Education Foundation (NATEF) standards. The college anticipates an enrollment of 15 full-time and 20 part-time students the first year, increasing to 25 full-time and 40 part-time students by the third year. Labor market information provided by the college supports the interest in and need for entry-level training in automotive technology within their local area. One new full-time faculty member will be required the first year for this program. Costs of implementing this program will be approximately \$90,558 the first year, \$47,440 the second year, and \$44,414 the third year. Higher first year costs reflect the initial purchase of equipment and tools necessary for the program.

Heartland Community College is seeking approval to offer an Associate in Applied Science (A.A.S.) degree program in “Digital Media Communications”, and three related certificate programs in “Web Media Designer”, “Web Application Developer”, and “Communication Graphics”. These programs will prepare individuals for employment in digital or electronic media, application development and graphic design. The 60 semester credit hour “Digital Media Communications” degree program offers students the ability to specialize their curriculum in one of the three related certificate concentrations. The curriculum consists of required coursework in introductory digital media, web page development, computer imaging and design, computer information systems, basic drawing and marketing, and an additional 31-32 credit hours of specialized coursework in web media design, web application development, or communication graphics, in addition to general education studies.

The related 33 semester credit hour “Web Media Designer, the 34 semester credit hour “Web Application Developer”, and the 33 semester credit hour “Communication Graphics” certificate programs consist of coursework in their specific concentration. This includes 21-25 credit hours of required technical coursework, 3-6 credit hours of technical electives and 6 credit hours of general education.

The college anticipates a combined enrollment of five full-time and 10 part-time students the first year, increasing to 15 full-time and 20 part-time students by the third year. Labor market information provided by the college supports the interest in and need for formal training programs in digital media fields. The college has worked closely with area employers to develop the degree curriculum and related

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certificate programs. The programs will require one existing full-time and four existing part-time faculty the first year. Because resources such as faculty, staff, classroom space and equipment from existing college programs can be utilized, no new costs are expected to implement the proposed programs for the first three years.

Joliet Junior College is seeking approval to offer a 31 semester credit hour “Advanced Certified Nurse Assistant” certificate program. This program will prepare individuals for employment as Certified Nurse Assistants (CNAs) capable of administering patient care as a member of a nursing team in a variety of health-care settings, such as hospitals, long-term care facilities, home health agencies and other rehabilitative or extended care facilities. The curriculum builds upon the college’s existing basic CNA certificate program to include coursework in phlebotomy, electrocardiography, psychology and human relations, and basic keyboarding. JJC’s existing CNA program has been approved by ICCB and the Illinois Department of Public Health for many years. The college anticipates an enrollment of 40 part-time students each year for the first three years. Labor market information provided by the college indicates strong local support for training beyond the existing basic CNA program for entry-level employees. Both statewide and district-wide employment of “nursing assistants” is expected to grow faster than the average for all occupations through 2008, according to the Illinois Department of Employment Security.

The program will require eight existing part-time faculty members the first year. Costs of implementing this program will be approximately \$31,350 the first year, \$35,350 the second year, and \$85,250 the third year. Higher third year costs reflect the hiring of additional part-time program faculty.

Joliet Junior College has also recently received approval for two related certificates in “Certified Phlebotomy Technician” and “Electrocardiography Technician” (see related Information Item). These certificates ladder into the “Advanced Certified Nurse Assistant” program and provide students with coursework applicable towards the college’s Licensed Practical Nursing (LPN) or Registered Nursing (RN) programs.

Lewis & Clark Community College is seeking approval to offer a 37 semester credit hour certificate program and a 60 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Paramedicine”. The certificate program will prepare individuals for entry-level employment as emergency medical technician-paramedics (EMT-Ps), while the degree program will build on the certificate to prepare existing EMTs and those new to the profession for employment at the supervisory or management-level in emergency medical services. EMT-Ps are responsible for initial patient assessment and management of care from the pre-hospital to emergency or hospital care environment. These programs were developed

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in cooperation with Alton Memorial Hospital and address the requirements established in the National Standard Curriculum for EMT-Paramedics as outlined by the National Highway Traffic Safety Administration.

The certificate program curriculum consists of 33 credit hours of technical EMT coursework in anatomy and physiology, emergency medical technology-basic (EMT-B) preparation, general patient assessment, pre-hospital care management, pharmacology, trauma and shock assessment, medical conditions and behavioral emergencies, infectious disease, allergic reactions, developmental conditions (including obstetrics and geriatrics), and four (4) credit hours in a required clinical internship experience. The A.A.S. degree curriculum builds on the certificate program to include 15 additional credit hours of general education requirements including a biomedical ethics course, and seven (7) credit hours of general education and related technical electives.

Graduates of these programs will be prepared to sit for the EMT-P licensing exam offered through the Illinois Department of Public Health (IDPH). Licensure is required for entry-level employment in Illinois. Graduates are also eligible for the optional National Registry of Emergency Medical Technicians exam. The college has received preliminary approval for these programs through IDPH. Full approval for program operation is granted once the college has received all appropriate state approvals.

Labor market information provided by the college supports the need for and interest in both a certificate and a degree program in emergency medical services. The college anticipates a combined enrollment of 17 full-time and two part-time students the first year, increasing to 17 full-time and 15 part-time students the third year. The programs will require two new part-time and one existing part-time faculty the first year. Costs of implementing the programs will be approximately \$19,755 the first year, \$20,718 each year the second and third years.

Olney-Central College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 32.5 semester credit hour "Massage Therapy" certificate program. This program will prepare individuals for entry-level employment as massage therapists. The curriculum was developed according to the guidelines established for massage therapy training programs by the Commission on Massage Therapy Accreditation (COMTA). The college plans to seek the optional program accreditation through COMTA after the program has been in operation for a period of two years. The curriculum consists of coursework in human anatomy and physiology, medical terminology, human pathophysiology, introductory massage therapy, massage therapy techniques, business practices and ethics, and a required massage therapy clinical experience. Certificate graduates are eligible to sit for the examination offered through the National Certification Board in Therapeutic

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Massage and Bodywork (NCBTMB). Certification is not required for entry-level employment in Illinois. The college anticipates an enrollment of 15 full-time students each year for the first three years of the program. Labor market information provided by the college supports the need for and interest in a massage therapy program within the college's district and statewide. The program will require one new part-time faculty member the first year. Costs of implementing this program will be approximately \$23,500 the first year, \$43,000 the second year, and \$45,100 the third year. Higher second and third year costs reflect the addition of one new faculty member and the purchase of additional program materials.

Rend Lake College is seeking approval to offer a 38 semester credit hour "Cosmetology" certificate program. The program will prepare individuals for entry-level employment as cosmetologists. The curriculum was developed in partnership with the Paul Mitchell School Program which will support the program with curricular materials, marketing and advertising services, student recruitment, Paul Mitchell-unique educational opportunities, instructor training and mentoring for both instructors and students. The curriculum was developed according to the requirements established by the Illinois Department of Professional Regulation (IDPR) and prepares students for completing the required licensure examination. Coursework includes basic cosmetology theory such as professional ethics, physical presentation, effective communication practices, bacteriology, decontamination and infection control, basic anatomy and physiology, properties of the hair and scalp, basic nail and skin care. Coursework also includes cosmetology clinical coursework such as shampooing, rinsing and conditioning of the hair and scalp, thermal hair styling, facials, braiding, extensions and wigs, texturing and hair coloring, and hair removal. The curriculum also requires a cosmetology internship experience equivalent to 150 clock hours of supervised practice.

The college anticipates a projected enrollment of 35 full-time students the first year, increasing to 50 full-time students by the third year. Labor market information and alternate survey data provided by the college supports the demand for and interest in a cosmetology program within the district. The program will require two new full-time faculty the first year and the addition of one full-time faculty person the third year due to expected enrollment increases. Costs of implementing this program will be approximately \$720,000 the first year, \$72,100 the second year, and \$74,200 the third year. Higher first year costs reflect \$500,000 in remodeling expenses, as financed through the sale of public bonds, for an existing facility to meet program requirements, and \$150,000 in equipment purchases.

Southeastern Illinois College is seeking approval to offer a 62 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Customized Applied Technology". The program will allow individuals to pursue postsecondary education in an area specific to their personal needs and the needs of their employers where

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existing career and technical education programs do not exist. The program is designed to allow students to design a customized program of study that meets their and their employers unique educational needs.

The curriculum will consist of a minimum of 15-17 credit hours of general education requirements, 26-46 credit hours of career and technical courses directly related to the students career goal(s), and a customized career preparation portfolio worth a maximum of 20 credit hours. The portfolio course will allow students to present prior learning gained through work experience and non-collegiate education and training experiences for assessment as college-level credit. Career and technical coursework will be jointly determined by the student, college personnel and the employer, where applicable, to ensure the successful completion of the program and to ensure that the course work furthers the student's learning objectives. Work-based learning coursework as appropriate can be taken under the career and technical education requirements.

This program was developed in response to local business and industry support for a two-year career and technical degree program tailored to meet their needs across a range of employment fields. The college anticipates one full-time and two part-time students the first year increasing to three full-time and four part-time students by the third year. No new faculty are required and no new costs will be incurred for the implementation of this program.

Southeastern Illinois College is seeking regional approval to offer a 62 semester credit Associate in Applied Science (A.A.S.) degree program in "Fire Science". The program will prepare individuals for employment as fire fighters. The curriculum consists of 37-42 credit hours of technical coursework in introductory fire fighting, fire support operations, emergency medical technology-basic (EMT-B) preparation, first responder skills, fire fighting tactics and strategies, fire prevention, fire management principles, fire instructor training and roadway extrication, in addition to 20 credit hours of general education requirements and five credit hours of fire science related electives. The curriculum was developed and a training facility constructed through a cooperative effort with the University of Illinois Fire Science Academy. All technical fire science courses are based on the required curriculum of the Office of the Illinois State Fire Marshall-Division of Personnel Standards and Education.

Colleges of the Southern Illinois Collegiate Common Market (SICCM) that currently offer certificates in fire fighting will be able to articulate their programs towards this A.A.S. degree. This program is the only fire science technology A.A.S. degree program available in the Southern Illinois area. SICCM colleges that are included as a part of this regional program are John A. Logan College, Shawnee Community College and Rend Lake College.

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Labor market information provided by the college supports the need for formal training of existing fire fighting personnel, as well as for individuals interested in entry-level employment in this profession. All technical fire science courses prepare students for the different levels of fire fighting certification examinations available through the State Fire Marshall's Office. The college anticipates an enrollment of 10-15 full-time and 5-10 part-time students the first year, increasing to 15-20 full-time and 10-15 part-time students by the third year. The program will require two existing part-time faculty members the first year. Costs of implementing this program will be approximately \$39,800 the first year, \$9,200 per year the second and third years. Higher first year costs reflect the construction of fire science training facilities required for this program.

Southeastern Illinois College is seeking approval to offer a 34 semester credit hour "Massage Therapy" certificate program. This program will prepare individuals for entry-level employment as massage therapists. The curriculum was developed according to the guidelines established for massage therapy training programs by the Commission on Massage Therapy Accreditation (COMTA). The college plans to seek the optional program accreditation through COMTA after the program has been in operation for a period of two years. The curriculum consists of coursework in human anatomy and physiology, medical terminology, first aid and cardio-pulmonary resuscitation, introductory massage therapy, massage therapy techniques, business practices, ethics and laws, and a required massage therapy clinical experience. Certificate graduates are eligible to sit for the examination offered through the National Certification Board in Therapeutic Massage and Bodywork (NCBTMB). Certification is not required for entry-level employment in Illinois. The college anticipates an enrollment of 16-24 full-time students each year for the first three years of the program. Labor market information provided by the college supports the need for and interest in a massage therapy program within the college's district and statewide. The program will require one new full-time faculty member the first year. Costs of implementing this program will be approximately \$46,710 the first year, \$36,510 the second year, and \$37,310 the third year. Higher first year costs reflect the purchase of required program materials and equipment.

Waubensee Community College is seeking approval to offer a 32.5 semester credit hour "Surgical Technician" certificate program. This program will prepare individuals for employment as surgical technologists. The curriculum was developed according to guidelines established by the Association of Surgical Technologists (AST) and will prepare individuals for completing the national certification exam leading to the credential Certified Surgical Technologist (CST). The college plans to seek program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Coursework includes medical terminology, microbiology, human structure and function, communication skills for healthcare careers, pharmacology, principles of surgical technology, instrumentation and surgical procedures, and a required surgical technology externship.

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The college anticipates a projected enrollment of 10 full-time students each year for the first three years. Labor market and alternate data provided by the college supports the demand for and interest in a surgical technology certificate program within the district. Growth in the demand for surgical technologists is expected to increase much faster than the average for all occupations statewide through 2008, according to the Illinois Department of Employment Security. The program will require two (2) new part-time faculty the first year. Costs of implementing this program will be approximately \$16,030 the first year, \$14,300 the second year, and \$14,750 the third year.

APPROVAL OF STATEWIDE MODEL CURRICULA

Richland Community College has submitted the appropriate application materials for a 32 semester credit hour certificate program in "Paraprofessional Education". This proposal meets the model guidelines as endorsed in the Final Report of the Task Force on Paraprofessional Education.

Associate of Applied Science and Certificate programs in Paraprofessional Education - Approval for an A.A.S. degree and certificate program in "Paraprofessional Education" is being proposed as statewide model curricula available to all community colleges in Illinois. Based on the need for the state of Illinois to address new requirements for teacher aides/assistants under the federal No Child Left Behind (NCLB) legislation, model degree and certificate curricula were developed by a Paraprofessional Task Force, including representatives of community college faculty and administrators, individuals currently working as teacher aides/assistants, representatives of secondary institutions, organized labor and staff from the Illinois Community College Board, the Illinois State Board of Education, and the Illinois Board of Higher Education.

The resulting A.A.S. and certificate programs in Paraprofessional Education incorporate the American Federation of Teachers (AFT) standards, components of the Illinois Articulation Initiative (IAI) wherever possible, and are broadly defined to accommodate students at all levels.

The 62-64 semester credit hour A.A.S. degree curriculum consists of 18-22 credit hours of general education requirements, 22-28 credit hours in technical requirements and 16-28 credit hours of related technical electives. Technical coursework consists of introduction to education, exceptional child, human/child growth and development, educational psychology, children's literature/language arts, math, technology for educators, and a required pre-clinical course. The 31-37 semester credit hour certificate curriculum consists of 6 credit hours of general education requirements, 19-25 credit hours in technical requirements and six credit hours of related technical electives.

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Colleges who wish to offer the degree and/or the certificate program will be required to apply for approval by submitting the appropriate application materials to staff including providing evidence of appropriate course offerings and additional information specific to the model: a description of student outcomes as aligned with the Task Force's recommendation and a description of how diversity is addressed in the proposed curriculum.

TEMPORARY PROGRAM APPROVAL

Illinois Eastern Community Colleges (*Information Item*)

A.A.S. in Corrections: Correctional Officer/Youth Supervisor option (64 sem. credit hours)

A.A.S. in Corrections: Parole Officer option (64 semester credit hours)

Oakton Community College

< Game Development Certificate (37 semester credit hours)

Parkland College

< Painting/Decorating Apprentice Certificate (35 semester credit hours)

Rend Lake College

< Paramedical Services A.A.S degree (64 semester credit hours)

< Business Management Certificate (30 semester credit hours)

BACKGROUND

Illinois Eastern Community Colleges have submitted applications to offer the Associate in Applied Science (A.A.S.) degree in Corrections: Correctional Officer/Youth Supervisor option and Parole Officer option. The proposal meets the model guidelines endorsed by the Illinois Community College Board on June 14, 2002. The Board indicated in its action at that time, that colleges meeting these guidelines would be granted temporary approval without further Board action needed.

Oakton Community College is seeking temporary approval to offer a 37 semester credit hour "Game Development" certificate program for a period of three years. This program will prepare individuals for entry-level employment in game design and development. 3-D modeling and conceptual design, 2-D texture art design, character building and animation, and project manager. The curriculum will consist of coursework in introductory and intermediate drawing, photographic electronic imaging, introductory and advanced 3-D animation and multimedia, 3-D illustration, game modeling and systems design, character development, computer programming and a required game development portfolio and practicum experience, in addition to elective hours from the areas of illustration, film and radio/TV production, or

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computer science. The program is designed to fit well with OCC's current graphic design and computer information systems students who are looking for more specific training in game design and development. The college anticipates an enrollment of 30 students the first year. Projected completions range from 5-15 students the first year. Temporary approval is requested to allow the college to substantiate the long-term needs of this program. *Permanent approval for this program will be considered at the end of a period of two years, based on program outcomes.*

Parkland College is seeking temporary approval to offer a 35 semester credit hour "Construction: Painting and Decorating Apprentice" certificate program for a period of three years. This program is a cooperative effort proposed by Parkland College, the International Union of Painters and Allied Trades (IUPAT), and the local Painters District Council #58 for the purpose of broadening the educational opportunities for individuals admitted into the painters and decorators apprenticeship program. The program will prepare students for entry-level employment as painters and decorators in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum consists of technical course work in blueprint reading, estimating, materials and wall preparation, color and tinting, graining, dyes, sealers, scaffolding, and safe work practices. Temporary approval is requested to allow the college to meet the immediate need by the IUPAT and Painters Local #58 for apprentice painters and decorators, and to substantiate the long-term needs of the program. The college anticipates 16 students per class through the first three years. Furthermore the college anticipates a 100% completion rate for the certificate program, and a 100% placement rate for apprentices. *Permanent approval for this program will be considered at the end of a period of three years, based on program outcomes.*

Rend Lake College is seeking temporary approval for a period of three years to offer a 64 semester credit hour "Paramedical Services" Associate in Applied Science (A.A.S.) degree program. The program will prepare individuals for employment as Emergency Medical Technician-Paramedics (EMT-Ps). The program was developed in cooperation with St. Mary's Good Samaritan Hospital and the Illinois Department of Public Health-Division of EMS-Highway Safety. The curriculum consists of coursework in emergency medical systems, medical terminology, anatomy and physiology, pharmacology, patient examination, assessment, care and transport, treating trauma patients, basic obstetrical and pediatric emergent care, special populations care, and phlebotomy in addition to general education studies. The curriculum follows the requirements outlined in the National Standard Curriculum for EMT-paramedics and will prepare graduates for completing the required Illinois Department of Public Health EMT-P licensing examination.

The college anticipates an enrollment of 10 students the first year. Temporary approval of this program is being sought to allow the college to meet the urgent

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formal training needs for existing EMTs within the district as well as offering training for new students interested in employment in the fast growing field of emergency medical services. *Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.*

Rend Lake College is also seeking temporary approval to offer a 30 semester credit hour “Business Management” certificate program for a period of two years. This program will provide individuals already employed in the field with increased advancement opportunities in business management by providing them with basic skills in management philosophy, business communication, and the legal aspects of business management. The curriculum consists of coursework in business management law, business ethics, business presentation, dynamics and organization, intercultural business, and introductory marketing, in addition to business mathematics and psychology. The college currently offers an A.A.S. in Business, towards which courses included in this certificate would articulate. The college anticipates an enrollment of 15 students the first year, and project a 75% completion and placement rate for those students. Temporary approval is requested to allow the college to substantiate the long-term needs of certificate program in business management. *Permanent approval for this program will be considered at the end of a period of two years, based on program outcomes.*

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:

Elgin Community College

< Advanced Web Design Certificate (12 semester credit hours)

Harold Washington College

< Police Recruit Certificate (16 semester credit hours)

Frontier Community College

< Welding Certificate (16 semester credit hours)

Joliet Junior College

< Certified Phlebotomy Technician Certificate (13.5 semester credit hours)

< Electrocardiography (EKG) Technician Certificate (9.5 semester credit hours)

Lincoln Land Community College

< Baking and Pastry Certificate (12.5 semester credit hours)

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Lincoln Trail College

- < Desktop Publishing Certificate (19 semester credit hours)

Oakton Community College

- < Industrial Design Engineering Certificate (17 semester credit hours)
- < CISCO Certified Network Professional Certificate (16 semester credit hours)

Rend Lake College

- < Emergency Medical Technician-Intermediate (EMT-I) Certificate (17 semester credit hours)

Shawnee Community College

- < Aquaculture Certificate (28 semester credit hours)
- < Enology Certificate (28 semester credit hours)
- < Applied Viticulture Certificate (27 semester credit hours)

Waubensee Community College

- < Perioperative Nursing Certificate (12 semester credit hours)

Illinois Community College Board

PARAPROFESSIONAL TASK FORCE REPORT

The Paraprofessional Task Force, convened by the Illinois Community College Board and the Illinois State Board of Education, released its final report in April 2003. The full report is included as an external attachment. Model curricula for a certificate and an Associate in Applied Science degree in Paraprofessional Studies as recommended by the Task Force are presented in the New Units item of this agenda for the Board's consideration.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby accepts and endorses the Paraprofessional Task Force Report (April 2003) and directs staff to work toward implementation of the recommendations in the report as appropriate and feasible.

BACKGROUND. The reauthorization of the federal Elementary-Secondary Education Act, titled "No Child Left Behind" (NCLB), was enacted on January 8, 2002, and had a significant impact on teacher aides/assistants in Illinois and throughout the nation. Under NCLB, education paraprofessionals (teacher aides/assistants) hired after January 8, 2002, to assist in schools and/or programs that receive 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 or local assessment. Title I paraprofessionals who are currently employed have until 2006 to meet these requirements. Though the option of a state assessment is available, it is believed that college coursework will also be pursued by paraprofessionals in the state to meet the requirements set forth in NCLB.

Currently in Illinois, paraprofessionals are required to have completed 30 semester credit hours of higher education. While this continues to be the standard for teacher assistants working in non-Title I programs, it is anticipated that the new requirements of NCLB will eventually become the standard for all paraprofessionals.

Numerous community colleges in Illinois offer programs to prepare paraprofessional. The majority of programs are at the certificate level, since state requirements have not generated a demand for the associate degree. Recognizing the large role

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community colleges could play in assisting paraprofessional to meet the new requirements of NCLB, staff from the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) met several times during the summer of 2002 to discuss the development of a statewide model associate degree curriculum. On August 12, 2002, the boards jointly hosted a focus group meeting comprised of representatives from the K-12 community and higher education. The purpose of the focus group was to discuss the issues and needs surrounding the NCLB legislation and seek input on the best way to meet those needs. The group unanimously recommended that a model for an Associate in Applied Science degree be developed, as well as a transfer option for those wishing to pursue a baccalaureate degree in teacher preparation. Participants also recommended that consideration be given to the development of shorter preparation programs for paraprofessional who already have some college credit. Developing a mechanism to award credit for prior learning for individuals with significant professional experience was identified as an important component, as well.

Based on this input, ICCB and ISBE staff convened a Paraprofessional Task Force on September 23, 2002. Following discussion of the feedback from the focus group, the task force formed three subcommittees with the following charges:

1. The curriculum subcommittee, chaired by Margaret Lehner from Moraine Valley Community College and Bernard Ferreri from City Colleges of Chicago, focused its work on the development of an AAS model. *The group believed that the current effort to develop an Associate of Arts in Teaching degree could be used as the transfer pathway for paraprofessional interested in teacher certification.*
2. The policy and procedures subcommittee, chaired by Denis Wright from Joliet Junior College, focused on developing recommendations/guidelines for currently employed paraprofessional.
3. The affordability/accessibility/delivery subcommittee, chaired by Sandy Krsak from the Illinois Federation of Teachers, focused on developing recommendations for approaches to affordable tuition and leveraging monetary resources, accessibility of coursework and support systems, and delivery mechanisms for providing courses and programs.

During the months of October and November, the subcommittees met separately to work on crafting their recommendations. On December 2, 2002, the full task force convened to share and discuss the final recommendations of each subgroup. The policies and procedures committee and the affordability/accessibility/ delivery committee joined forces to develop a combined recommendation. Upon reaching consensus on the subcommittee recommendations, the Task Force shared a draft report with key constituent groups for public comment. The draft report was revised to incorporate comments from these groups and was issued as a final report in April 2003. Following is a summary of key elements of the report.

CURRICULUM: AAS DEGREE AND CERTIFICATE MODELS

The AAS degree and certificate were designed with the following premises in mind:

- Because the state does not have standards for paraprofessional, the task force chose to investigate standards from a variety of professional organizations that were specifically designed for paraeducators. After an extensive review, those from the American Federation of Teachers (AFT) were incorporated in the proposed degree and certificate programs in order to make a meaningful connection between paraprofessional standards and curriculum. A list of AFT standards is provided in Attachment 1.
- The degree and certificate programs are broadly defined to accommodate students at all levels. Students may have no college background or may have completed some course work and/or be in various stages of certificate or degree completion.
- Components of the Illinois Articulation Initiative (IAI) were incorporated wherever possible.
- It is assumed that each community college offering the paraprofessional degree and certificate programs will provide students with appropriate advisement in terms of the options available to them.

Expected Student Learning Outcomes and Assessment

Because paraprofessional assistance varies from setting to setting, only broad learning outcomes can be applied to this statewide model. *When individual institutions apply to offer the program, they will provide details regarding their specific degree proposal, along with a description of how learning outcomes will be assessed. Applications should include assessment of student outcomes based on the AFT standards in Attachment 1.* The AFT standards are nationally recognized and were specifically designed to align with NCLB outcomes, as described below.

Students completing the AAS Paraprofessional Degree will have knowledge and skills in:

- Reading, writing, mathematical computation and mathematical reasoning;
- Critical and creative thinking, decision making, problem solving, and reasoning;
- Communication (listening, speaking and writing);
- Child/human growth and development, behavior management, instructional strategies and laws, policies and procedures;
- Technology;
- Respecting cultural diversity and the views of others;
- Working as a team member.

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Another integral part of the curriculum is diversity (ethnic, racial, socioeconomic, etc). Applications should specify where diversity is being addressed in coursework; whether embedded across the program or delivered in a focused class.

As with all community college programs, it is expected that students will undergo appropriate assessment and placement procedures.

AAS Degree

Component 1: General Education

- 18-22 hours comprised of math, communications, social and behavioral science, and humanities and fine arts. Designed to provide a broad, basic foundation.

Component 2: Professional Core

- 22-28 hours designed to help students understand their role in the classroom and the legal and policy implications of their actions, as well as to understand the social, emotional, physical, and intellectual development of the learner.

Component 3: Electives

- 16-28 hours designed to help students acquire additional skills and knowledge that can increase learning in the classroom (workplace); reduce the time-to-degree for paraprofessional who have already completed several semester hours of credit; improve articulation and transfer to senior institutions through completion of IAI coursework; and/or allow students to concentrate in a focus or specialty area (content, special education, bilingual, etc).

Total Hours for Associate in Applied Science Degree:

62-64

Certificate of Achievement

The certificate requirements are comprised of the Professional Education Core requirements supplemented with general education and elective components to bring the total to **31-37 semester hours**. In the opinion of the subcommittee on Curriculum, the Professional Education Certificate addresses the most meaningful skills and standards for the paraprofessional.

The certificate has the potential to serve three groups of students:

- **Future paraprofessional for non-Title I programs.** By completing this curriculum, students who have little or no college experience will have a set of courses in general education and teacher preparation to be certified as a paraprofessional in non-Title I positions.

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- **Future paraprofessional pursuing an associate degree.** Individuals can use the certificate as a stepping stone toward completion of the AAS degree. By completing the certificate program, they would achieve a credential at the half-way point of their program. (They would also be certified as a paraprofessional for work in non-Title I programs.)
- **Incumbent paraprofessional.** This curriculum will serve those who possess college credits that, when combined with or applied to the certificate requirements, total 60 or more credit hours. These individuals would meet the requirements of NCLB and be eligible to work in Title I positions.

**POLICIES AND PROCEDURES
AND
AFFORDABILITY/ACCESSIBILITY/DELIVERY**

Program Components

The Paraprofessional Task Force is proposing the following recommendations concerning the components of a successful paraprofessional program:

- Recommend that the state adopt (and set a baseline score for) a standardized test, such as the ETS or ACT exam, for paraprofessional hired prior to January 8, 2002. If a test is approved, the community colleges should take an active role in preparing current paraprofessional for the test. It is also recommended that community colleges take an active role in becoming approved sites for administration of the test. *(It should be noted that ISBE endorsed the ETS and ACT assessments in February 2003, and approved cut scores for each test in March 2003. Staff from ISBE and ICCB are currently working in partnership to bring together a comprehensive group of education stakeholders to collaboratively create a statewide model for test preparation. It is anticipated that the model, both on-site and on-line versions, will be completed in December 2003).*
- Recommend that community colleges develop or utilize a mechanism — such as a portfolio process — to evaluate and award credit for prior learning for current paraprofessional.
- The joint subcommittee fully recommends and supports the curriculum subcommittee's recommendation of an AAS in Paraprofessional Studies.
- The joint subcommittee fully recommends the continuing work on an AAT degree.
- A key component of the work of community colleges in this initiative is to build a full continuing education network for current and future paraprofessional, including collaborating with union training programs.
- A comprehensive advertising campaign should occur to heighten awareness about courses offered, financial aid opportunities, and other program information. Union newsletters, school district publications, and other commonly circulated documents should be used as conduits of information.

Delivery Methods

The joint subcommittee encourages community colleges to provide courses onsite (in the elementary/middle/high schools) as much as possible. This coursework should be delivered in a time frame appropriate for working paraprofessional to take full advantage of all opportunities (i.e., use teacher in-service days to structure

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courses spread out over the whole year; offer courses immediately following the regular school day).

The development and use of online courses is strongly encouraged in those areas of the curriculum that work with this nontraditional delivery method. The joint subcommittee encourages ICCB, IBHE, and ISBE to develop funding sources which promote online course development.

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NEXT STEPS

1. After consideration by the Illinois Community College Board, the report will be shared with the Illinois Board of Higher Education, as well as with the Illinois State Board of Education and the Illinois State Certification Board.
2. Upon Illinois Community College Board approval of the model curricula for a certificate and Associate in Applied Science degree in Paraprofessional Studies, community colleges will be able to develop new programs or align existing programs to the model curricula and seek approval to begin offering them.

ATTACHMENT A

QUALIFICATIONS AND DUTIES OF PARAPROFESSIONAL

The following qualifications for paraprofessional working in Title I programs and permissible duties are set forth in Section 1119, subsections (c) through (g), of the ESEA of 1965, as amended by the No Child Left Behind Act, P.L. 107-110.

Qualifications

Paraprofessionals working in Title I programs hired after the effective date of the Act (January 8, 2002) shall have:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment — 1) knowledge of, and the ability to assist in the instruction of, reading, writing, and mathematics; or 2) knowledge of, and the ability to assist in the instruction of, reading readiness, writing readiness, and mathematics readiness, as appropriate. Paraprofessionals qualifying under this criterion must have a secondary school diploma or its equivalent, but the receipt of a high school diploma is not sufficient to satisfy the requirements for meeting this standard.

Existing paraprofessionals hired before January 8, 2002 and working in Title I programs have four years (until January 8, 2006) to meet the foregoing qualifications. Title I paraprofessionals who serve primarily as translators or who solely conduct parental involvement activities, regardless of hiring date, are exempt from these qualifications.

All paraprofessionals working in Title I programs, regardless of hiring date, must have earned a secondary school diploma or its equivalent.

Duties

Paraprofessionals working in Title I programs may be assigned to:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide assistance in a computer laboratory;

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- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; or
- Provide instructional services, while working under the direct supervision of a teacher.

Illinois Community College Board

**ICCB STATUTORY RESPONSIBILITIES
FOR COMMUNITY COLLEGE
RECOGNITION EVALUATION AND APPROVAL**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. During fiscal year 2003, seven community college districts are undergoing in-depth recognition evaluations. At this time, four of these districts are being recommended for recognition continued status. Review of the other three are in progress for the June ICCB meeting. This agenda item not only presents the staff recommendations for the colleges having completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

William Rainey Harper College
Highland Community College
Joliet Junior College
Kankakee Community College

BACKGROUND. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) the determination of a district’s compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

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Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis. On individual standards, districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

Recognition continued - The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

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

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

Standards identified for focused review during the fiscal years 2001 and 2005 were selected from the following categories: accountability, finance/facilities, instruction, workforce development, and technology/telecommunications. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

Evaluations for the four districts included in this item have been completed through receipt of responses to draft reports. The responses include the districts’ planned action for the compliance recommendations as well as reactions to quality or advisory recommendations when the districts chose to provide them. Each of these four districts is judged by staff to be in general compliance with ICCB recognition standards and, therefore, recommended for continuation of its recognized status. The final report of each district, including district responses, is externally attached.

Illinois Community College Board

**COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR UNDERREPRESENTED GROUPS**

The Promise for Illinois - the statewide strategic plan for the Illinois Community College System - promotes the need and value of providing programs, services, and events to encourage diversity and foster knowledge of other cultures. *The Promise* notes that postsecondary education can empower individuals to live and work in a multi-cultural society and thrive in a competitive international economy. A diverse and inclusive college community provides an enriching atmosphere for learning and growth among all students, faculty, and staff.

A racially and ethnically diverse student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in such an environment and are better prepared to become active participants in our pluralistic, democratic society once they leave school. In fact, patterns of racial segregation and separation can be broken by diversity experiences in higher education. These are not assumptions but rather conclusions built on strong evidence derived from three parallel empirical analyses of students, as well as from existing social science theory and research (Gurin, 1999, p. 1).

Efforts and strategies to increase participation and achievement among minorities, women, and individuals with disabilities are reported upon annually through the Underrepresented Groups Report. Report production is required through legislation (Public Act 85-283) and provides community colleges with an opportunity to furnish updated information on activities and initiatives aimed at strengthening participation and progress among traditionally underrepresented student populations. Illinois Community College Board staff furnish summary information from community colleges to officials from the Illinois Board of Higher Education where it is combined with materials from the public universities and presented to the Governor and General Assembly.

The externally attached report begins with an overview of the demographics of community college students and faculty with external comparative information furnished where available. The focus topic for this year is recruitment and preparation and report sections provide information on a variety of related topics including: Student Recruitment and Best Practices; Faculty/Administrator/Staff Recruitment and Best Practices; and High School to College Readiness and Transition. Appendix tables are included which contain additional information.

Summary of Results

Illinois community colleges recruit students from underrepresented groups in a variety of ways, including career/college fairs, high school visits, marketing and advertising campaigns, scholarship offerings, mentoring initiatives, and community outreach programs. Many community colleges also recruit from their Adult Education, General Education Development (GED), and English as a Second Language (ESL) programs into college credit programs. Additionally, community colleges strongly promote dual credit programs with area high schools to provide young adults with a additional opportunities for challenging coursework and a more seamless transition to college. Providing effective outreach and retention programs for minority and underrepresented student populations are important parts of the community college mission.

In keeping with federal Postsecondary Carl Perkins Legislation, community colleges all offer initiatives specifically designed to serve the needs of women who are seeking employment in occupations that are nontraditional for their gender. One example is a program at Danville Area Community College called "21st Century Scholars: Putting Computer Science, Engineering and Mathematics to Work." A National Science Foundation (NSF) grant supports enrollment and completion among students who have been underrepresented in high-tech fields, particularly female and minority students. Through the grant, college officials award 30 annual scholarships to students pursuing Associate degrees in computer science, computer technology, engineering, engineering technology or mathematics. The program also supports internship opportunities for scholarship recipients by providing them with a stipend. The program encourages and enables academically talented students with financial need to enter the high technology workforce upon completion of a computer science, engineering or math-related degree.

During fiscal year 2002, approximately 11,383 students with disabilities were served in Illinois community colleges. An example of one outreach initiative to students with disabilities is Lincoln Land Community College's program called "Mission Impossible." The program incorporates a tour of the college campus and features sessions with key college personnel who are important to a successful college transition for entering students. Later in the day, students are then given the task of locating and investigating specific offices and must return with the necessary information for enrolling in classes at the college. This participatory approach has stimulated interaction, placed more responsibility on the potential student, and empowered them to take additional steps toward independence and college enrollment. These students are much more comfortable on their next campus visit after participating in this series of orientation sessions. This program has become so popular that high school counselors and special education teachers request it by name.

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Illinois community colleges have identified the recruitment of minority, female and disabled faculty, administrators and staff as a priority during this past fiscal year. Recent tight budget conditions have impacted and limited hiring systemwide. In an effort to continue moving ahead, colleges have taken advantage of funding opportunities through programs such as the Higher Education Cooperation Act (HECA) grants, the Illinois Minority Graduate Incentive Program (IMGIP), and the Illinois Consortium for Educational Opportunity Program (ICEOP). For example, John A. Logan College is leading a project to improve faculty, administrator, and staff diversity on campus and across southern Illinois through an initiative entitled the "Minority Faculty and Staff Enhancement Project." This HECA grant funded project involves a partnership with eleven community colleges in southern Illinois and Southern Illinois University at Carbondale in conjunction with IMGIP. The project aims to: increase the number of minority full-time and term faculty, non-teaching professional staff, and operational staff by identifying and actively recruiting higher education minority students with an interest in teaching or non-teaching professional careers; enhance awareness within community colleges in southern Illinois of the shortage and need for full-time minority staff and faculty; reduce the dropout rate of students from groups who have had historically lower graduation rates and improve persistence and degree completion; and increase the general knowledge of cultural diversity among faculty, nonteaching professional staff, and operational staff.

Colleges have also created positions which promote diversity such as an Associate Dean for Multicultural Learning and a Vice President for Diversity. Colleges have also institutionalized practices which promote diversity such as diversity training workshops which are designed to further foster a welcoming environment on campus for all individuals. They have developed Faculty Internship and Visiting Scholar Programs designed to encourage underrepresented faculty to obtain advanced degrees as well as to attract more diverse applicants for vacancies. Several schools have developed minority vitae banks from which to draw applicants.

Colleges officials are sensitive to the need to involve a broad cross section of the college community in the selection process. Colleges have also targeted specific underrepresented groups (i.e., Hispanic individuals) through publications with substantial minority readership and expanded networking efforts with related professional organizations. Colleges have sought to promote employees in underrepresented groups from part-time to full-time positions and implemented scholarship programs designed to encourage outstanding students to continue their education and expressed an interest in having these individuals return to teaching at the college. At least one college has been able to set aside a contingency fund to hire qualified minority candidates in areas of high student demand. The College of DuPage developed a Faculty Minority Hire Contingency Fund. This program

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promotes equal employment opportunity and takes affirmative action against barriers that adversely affect the employment of minority applicants to faculty positions. Through this initiative, the College more fully capitalizes on the time and effort dedicated to advertising and recruiting faculty. The program allows for hiring up to three well-qualified minority candidates outside and/or in addition to the usual hiring process where growth exists or replacement faculty are needed.

Illinois community colleges strive to provide all students, particularly those from underrepresented groups, with the opportunity for a college education. Reaching out to area high schools is an important part of the process to allow for a more seamless and direct transition to higher education. Participating in higher education opportunities directly from high school can increase the number of years the individual and society benefit from the added skills acquired and higher earnings.

Elevating awareness of the advantages a college education provides to the individual and collectively offers society has received additional attention across the community college system over the past year. Results of a new study on the economic benefits of the Illinois Community College System by economists documents that community colleges have a strong positive impact for the individual and on the state. Local as well as statewide results were produced so the information is useful in spreading the word to all individuals about the benefits of a college education. The study entitled, *The Socioeconomic Benefits Generated by 39 Community College Districts in Illinois*, was produced by CCBenefits, Inc., a nationally recognized organization which specializes in economic analysis. Several major benefits of attending an Illinois community college emerged from the study, including higher earnings realized by exiting students; increased tax revenue generated by improved earnings of community college students; expansion of the skill base – a key element in attracting new business to Illinois and in business retention; and avoided social services spending that accompany higher levels of education.

Focusing on the returns to students shows that Illinois community college students, on average, enjoy a 26.1 percent rate of return on their investments of time and money. All costs, including foregone earnings while attending a community college, will be recovered in a little more than five and a half years. Completion of an associate degree translates into more than \$345,000 in additional income over the remainder of a person's career. Additionally, completing a single course produces benefits. For every three-hour course completed at an Illinois community college, students can, on average, earn \$360 more per year every year that they are in the workforce. Sharing this type of information with all students, including members of underrepresented groups, may be persuasive to individuals who need additional facts to be convinced that investing in a college education will pay lifelong dividends.

Future Directions

The structure of the Underrepresented Groups Report is evolving in an effort to focus activities and resources on high impact initiatives. A series of focused topics have been identified structured around a three-year repeating cycle. Topics scheduled to be addressed to increase participation of minorities, women, and persons with disabilities in the Illinois Community College System as faculty, staff and students include:

Fall 2003: Academic Achievement – Initiatives related to college success (i.e., persistence, completion, time to degree, programmatic diversity, etc.) and transition to the workplace are scheduled for examination.

Fall 2004: Campus Climate – Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis.

Fall 2005: Recruitment and Preparation – Programs and initiatives related to the recruitment and retention of diverse student, faculty and staff; as well as activities related to the student transition (i.e., high school to college, adult education to college, developmental education to college, etc.), and public-private partnerships are scheduled to be addressed.

An additional topic may be added periodically to address other priority issues or concerns as they arise.

Colleges are encouraged to continue creating and strengthening initiatives, programs, and services which make the local college learning environment one where equity and diversity are respected, encouraged, and valued. College officials are encouraged to address those areas identified in local analysis that provide the greatest opportunity to improve the recruitment and retention of a diverse group of students, faculty, and staff.

Additionally, college officials should fully cooperate with the more detailed information requests about the types of disabilities which individuals possess who are enrolled in community colleges

All Illinois community colleges reported on their plans for increasing faculty diversity this year and should assess and monitor progress as they implement their plans. Recruitment and Preparation will be re-visited in the Fall 2005 submission and college officials will need to reference and assess progress against the baseline information in this report.

Illinois Community College Board

**FISCAL YEAR 2003 SALARY REPORT FOR THE ILLINOIS
PUBLIC COMMUNITY COLLEGES**

Data about compensation received by employees in Illinois' 48 public community colleges are gathered annually by the Illinois Community College Board (ICCB). Data in the externally attached *Fiscal Year 2003 Salary Report* reflect the census date of October 1, 2002. Full-time college employees are the primary focus of the report which contains data on salaries by employee group as well as information about college policies which can influence salaries. The report includes faculty salary data which are based on actual contracts, salaries from salary schedules, overload faculty salary rates, and part-time faculty salary rates. Also included are administrative salaries, other (non-teaching) professional staff salaries, information on average faculty load, salaries for selected administrators, salaries for positions similar to Universities Civil Service classifications, and fiscal year 2002 salaries actually paid to faculty, administrators, other (non-teaching) professionals and classified staff. Data are presented by peer groups in the report.

In an attempt to minimize the number of separate requests for salary data received by colleges, ICCB staff provide these data on the colleges' behalf in response to requests for salary information from the Illinois Board of Higher Education, National Center for Education Statistics, the state Legislature, and other interested persons. Efforts put forth by college staff to provide these data are greatly appreciated.

Highlights of the Fiscal Year 2003 Salary Report

1. Fiscal year 2002 Weighted Average Total Salary Actually Paid – These salaries include all overloads and compensation for extra assignments paid to full-time employees between July 1, 2001 and June 30, 2002.

Faculty (9 and 12 month).....	\$63,937
Administrative (12 month).....	\$66,626
Other (Nonteaching) Professional (9 and 12 month)...	\$40,625
Classified	\$28,520

2. Fiscal Year 2002 Average Cost of Fringe Benefits for Full-Time Employees.

Faculty (9 month).....	\$7,879
Administrative (12 month).....	\$8,419
Other (Nonteaching) Professional (9 month).....	\$7,806
Classified (12 Month).....	\$7,105

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3. Fiscal Year 2003 Weighted Average Contractual Salaries – The contractual salary is the base salary paid to full-time personnel.

Faculty (9 month).....	\$56,271
Administrative (12 month).....	\$68,853
Other (Nonteaching) Professional (9 month).....	\$54,646

4. Fiscal Year 2003 Average Faculty Rates.

Part-Time Faculty Rates.....	\$477/credit hour
Full-Time Faculty Overload Rate.....	\$610/credit hour
Full-Time Faculty Summer Rate.....	\$718/credit hour

5. Fiscal Year 2003 Average Academic Year Salary Schedule Salaries Paid to Full-Time Faculty with a Master's or Doctorate Degree.

Master's Degree, Plus Zero Hours (No Experience).....	\$33,105
Master's Degree, Plus Zero Hours (5 Years Experience).....	\$37,757
Master's Degree, Maximum Hours (5 Years Experience).....	\$45,602
Doctorate Degree, Maximum Hours (Maximum Experience).....	\$75,695

Additional copies of this report may also be obtained at the Illinois Community College Board website: www.iccb.state.il.us/HTML/pdf/reports/salaryrpt03.pdf.

INFORMATION ONLY