

Illinois Community College Board

358th Meeting Agenda and Materials



April 22, 2005

Southeastern Illinois College
3575 College Road
Harrisburg, Illinois

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Agenda
358th Meeting of the
Illinois Community College Board
Southeastern Illinois College
B Building, 1st Floor, B126E
3575 College Road
Harrisburg, Illinois 62946

April 22, 2005

Committee Meetings

8:30 a.m. - Adult Education & Family Literacy Committee

8:30 a.m. - Budget and Finance Committee

9:00 - 12:00 noon - Business Meeting - Room B126E

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LEGISLATIVE REPORT

An oral report will be presented at the Board meeting on April 22.

Illinois Community College Board

HOMELAND SECURITY INITIATIVES

In recent years, we have seen vast improvements in the coordination of homeland security and preparedness efforts among federal, state, and local agencies, as well as among private businesses and community-based organizations. Colleges and universities throughout the country are beginning to understand that homeland security needs are much broader than just training for emergency and first responder personnel. In the Illinois State of the State address in February 2005, Governor Rod Blagojevich encouraged the state to work “to bring the growing homeland security industry to Illinois.” He further challenged Illinois colleges and universities to develop curricula to implement training programs for the homeland security industries which will address their workforce needs. In an attempt to enhance and support local initiatives and to further improve our national, state, and local security, the Illinois Community College System has developed the following response to homeland security challenges.

College Programmatic Initiatives. Labor market information supports interest in, and the need for, more formalized training programs in homeland security and emergency management, especially in policy, planning, assessment, and exercise design. In order to more fully assess the interest and the current development of such training programs in the state, ICCB staff are surveying the community colleges to determine the extent of current and potential offerings and the number and nature of existing partnerships with related industries. In a recent analysis of community college courses and programs that could be organized around areas for a Homeland Security Training Program, we have discovered numerous efforts at our institutions throughout the state to address the need for this training emphasis in Illinois. Some examples of the efforts already underway include the Bio-Tech Corridor initiative at Richland Community College with the University of Illinois and other partners and the Illinois Center for Emergency Services Education (ICESE) at Kankakee Community College. The ICCB has recently approved an Emergency Management Specialist certificate program at Kankakee Community College. The curriculum in the Specialist certificate program is designed for emergency and security systems design and support and is generally based on competencies identified by the Office of Federal Emergency Management Agency (FEMA) for emergency management personnel.

In addition, the ICCB is working with the Governor’s Office, the University of Illinois, and the Department of Commerce and Economic Opportunity to identify opportunities for program development for students and businesses. ICCB staff are analyzing all approved community college courses related specifically to homeland security priority areas identified by the Governor’s Office: Bio-Technology, Public Health, Manufacturing, Information Technology, and Food Production and Distribution. This analysis should provide us with a selective listing of programs and course offerings already in existence that have the potential to be upgraded to more directly address Homeland Security Industry Training in Illinois.

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Homeland Security Campus Liaison Initiative. In a unique collaboration with the Federal Bureau of Investigation (FBI) in Illinois, the Illinois Community College Board is scheduling a series of presentations for community college presidents, trustees, administrators, and staff to heighten awareness regarding counter-intelligence strategies and tactics used by terrorist groups to recruit postsecondary students in Illinois. This initiative focuses on the need for partnership and communication between higher education and law enforcement to achieve a positive balance between protecting national security and maintaining the values of diversity and openness so important in the higher education community.

Statewide Conference. ICCB staff are planning a statewide conference on homeland security issues for the benefit of the community college system. Issues to be addressed will include campus security and facilities, cybersecurity, homeland security jobs, recruitment of terrorists on higher education campuses, development of credit and noncredit programs in homeland security, and training programs for local businesses working with homeland security products and services.

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**ADULT EDUCATION AND FAMILY LITERACY
REVISED STATE PLAN**

As required in Title II of the Workforce Investment Act, the Adult Education and Family Literacy Act, a State Plan for Adult Education and Family Literacy services supported with federal funds must be submitted to the United States Department of Education, Office of Vocational and Adult Education (OVAE) on April 1 of each year prior to the release of the next fiscal year's funding. Because the Workforce Investment Act has not been reauthorized, the current State Plan has been extended to FY 2006. On March 31, 2005, the Illinois Community College Board submitted a revised State Plan for Illinois Adult Education and Family Literacy to the OVAE.

The Illinois State Plan provides a description of planned activities for Adult Education during the above period of time. The Plan describes:

- the need for Adult Education in Illinois,
- the eligible population and those most in need of services,
- how equitable access to funding is achieved,
- allowable Adult Education activities,
- procedures for funding providers,
- an annual evaluation of literacy activities,
- provision of services to persons in correctional facilities,
- integrated activities with the one-stop career centers (Illinois Employment and Training Centers), and
- proposed leadership and professional development activities.

Each year the State Plan is revised to reflect changes in the above activities for the next fiscal year. Also included in the revisions are the yearly negotiated performance targets for Adult Education, including educational gains, GED/secondary completions, retained employment, obtained employment, and transition to postsecondary education or vocational training. As required, a copy of the revised State Plan was provided to the Governor's Office.

Upon approval by the U.S. Department of Education, Office of Adult and Vocational Education, the Illinois State Plan will be posted to the ICCB website.

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**ADULT EDUCATION AND FAMILY LITERACY
NEW DATA SYSTEM**

On September 18, 2004, the Illinois Community College Board (ICCB) approved the recommendations of the Adult Education Funding Task Force which included the development of a new data collection system for Adult Education. This data collection system will replace the STAIRS system which was inherited with the administration authority for the program and is currently being used by adult education programs. The process has begun, and staff are working to define the elements of the new data collection system based on the recommendations of the Adult Education Advisory Council Data Committee and the Data Subcommittee of the Funding Task Force.

As the first step in this process, staff identified and reviewed commercial products and vendors of systems that met minimum criteria. These were reviewed by the System Development Team, a group of ICCB staff from the Adult Education, Information Technology and Policy Studies divisions. The conclusion of the Team was that Illinois would have to develop its own Adult Education data system. While other systems had noteworthy features, none met the criteria needed in Illinois.

The next step in the project was to begin the planning phase by defining the elements of the new system. The ICCB has contracted with Western Illinois University-Center for Applied Instructional Technology (CAIT) to assist in the planning phase of the project. Several meetings have taken place in order to discuss and gather information that will assist in defining the features of the new data collection system, as well as establishing specific time lines.

The planning phase is expected to be completed in May 2005. ICCB has recently released an application to current Adult Education providers asking for their participation in the project by being pilot sites for the testing of the new data system. These providers will test the new system and provide feedback to the ICCB. Because this will require duplicate entry into both the new data system and the existing system, a financial incentive will be provided to sites that are chosen to participate in the pilot test. A cross section of programs will be selected to participate as a part of this process.

The development of the new data collection system is expected to begin in late spring 2005, and pilot testing is expected to begin in fall 2005. It is anticipated that full implementation of the new data collection system by all funded adult education providers will begin July 1, 2006. Training will be conducted prior to implementation.

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**STATUS REPORT ON
ASSOCIATE OF ARTS IN TEACHING DEGREES INITIATIVE**

America needs competent teachers. Our nation's schools will need to hire over two million new teachers over the next decade, more than half of whom will be first-time teachers. New standards and expectations for students place greater demands than ever before on teachers. Higher education faces the challenge of making sure the next generation of early childhood, elementary and secondary teachers is well-prepared to teach all students to the highest standards. No Child Left Behind has helped to emphasize the importance of highly qualified teachers.

Illinois has taken this crisis seriously and has embarked on numerous P-16 initiatives to address the issue of highly qualified teachers. Since approximately two-thirds of all teachers graduating from Illinois public universities in teacher education have gone to community colleges, the role of community colleges in the teacher training process is crucial.

Articulation goes to the heart of the college education process. The goal of articulation agreements is to provide seamless student transfer between the two sectors of higher education. Frequently, this assures students they will not lose credits when they transfer. In most cases, if a student completes an associate in arts or science degree, he or she is assured general education classes will count toward graduation requirements. The most difficult problem is whether or not specific classes in the student's major program will be accepted by the four-year institution.

States are addressing the transfer and articulation issues primarily through three mechanisms. The first is institution-to-institution articulation of either general education courses, professional education courses, or both. A second method is through statewide articulation of these courses and the standards upon which they are based. A third is the development of Associate of Arts in Teaching degrees that are articulated institution by institution or through statewide agreements. These agreements are again based on alignment of standards.

Illinois has used all three approaches. It is one of 23 states that has developed statewide general education common core curricula. This core had in great part been the accepted general education component for students transferring into university education programs until the state adopted national teaching standards and in doing so allowed each university to set its own general education curriculum. The statewide articulation initiative that established the general education core also established major discipline panels that agreed upon desirable lower-division coursework. These major discipline panels review course syllabi and approve courses as meeting criteria as transferable courses. While this approach has worked relatively well for many institutions, students are still having difficulty transferring courses. To address this, colleges and universities are going back to institution-to-institution articulation. While this approach may seem reasonable, it is imperative that students know where they will be transferring and many students do not know this until they are far along in their community college studies. Additionally, in large states like Illinois that have

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numerous community colleges and universities with teacher education programs, the number of articulation agreements could be overwhelming.

In response to some of these issues, Illinois has now developed Associate of Arts in Teaching (AAT) models in selected high need education discipline areas - specifically secondary math and science and is currently working on special education and early childhood education models. It will soon be considering the development of a model for middle school and bilingual education. These models are clearly aligning teaching standards with curricula at both two-year and four-year colleges and universities. A slightly modified general education core has been adopted and aligned with communication and technology standards as well as the Test of Basic Skills which is required for admission to colleges of education and is a requirement for obtaining an AAT at a community college.

Five professional education courses have been adopted as those appropriate to be included in the AAT models. Not all of these courses will be recommended in each model. One of these courses, Introduction to Education, is required for all models and other education courses will be selected from the remaining four courses. The models were built on the NCATE and Illinois Teaching Standards and courses were developed to align the curricula and corresponding demonstration of acquired knowledge and skills with the standards. This alignment was done by teams of community college and university faculty from education, the specific content area, and general education arts and sciences.

Currently, proposed models for special education and early childhood education have been released for field review and comment. It is anticipated that they will be ready for Illinois Community College Board and Illinois Board of Higher Education endorsement in June 2005.

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BACCALAUREATE ACCESS TASK FORCE STATUS REPORT

In October 2004, the Illinois Community College Board (ICCB) appointed a task force to review issues associated with baccalaureate degree access for community college students. The task force composition represents executive, administrative, instructional, and student constituencies at the community colleges plus representatives from the Illinois Board of Higher Education (staff and university representatives). Dr. David R. Pierce, president emeritus of the American Association of Community Colleges, facilitates the Task force, and Virginia McMillan, executive vice president of the ICCB, chairs the group.

During its first organizational meeting in December 2004, the Task Force members received copies of "Improving Access to the Baccalaureate" publication prepared by the AACC and American Association of State colleges and Universities and were encouraged to carefully review the document as the work of the group progresses.

Initially, several specific topic areas were identified for study: state and local resources, programmatic needs, financial aid, capital facility needs, workforce development/labor supply and differences in funding between public universities and community colleges, tuition, accreditation, and several other items.

The Task Force met again in March to continue its work. A summary of that meeting follows for the Board's information.

ILLINOIS COMMUNITY COLLEGE BOARD
BACCALAUREATE ACCESS TASK FORCE
MEETING SUMMARY
MARCH 1, 2005

Members Present: Gary Alexander, Chris Denton, Clyde El-Amin via phone, Alan Hardersen, Kent Hawley, Polly Hoover, Vicki Jensen, Anne Kaplan, Joan Kerber, Stephen Kubiczky, Scott Lensink, Robert Marshall, Keith Miller, Mike Monaghan, Don Patton, David Pierce, Sheila Quirk, Christine Sobek. ICCB Staff: Sarah Hawker, Carol Lanning, Virginia McMillan, Geoffrey Obrzut, Scott Parke, Barbara Risse, and Don Wilske.

The Baccalaureate Access Task Force met from 11 a.m. to 3 p.m. on March 1, 2005 in Springfield.

Dr. David Pierce, President Emeritus of the American Association of Community Colleges, facilitated the meeting. Dr. Peirce recapped the charge to the task force and summarized issues identified in the December 9, 2004 meeting of the group.

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Virginia McMillan's opening remarks stated that information had been gathered as requested by the Task Force. The information reflects different approaches to addressing access. She indicated the Task Force will be receiving updated information on available baccalaureate programs in the state - those offered on public and private university campuses, university off-campus programs, programs offered on community college campuses, and those offered through technology. These materials were discussed and will be used by the Task Force subcommittees as they conduct their work on examining appropriate mechanisms to increase baccalaureate access in the state.

Carol Lanning presented information explaining the handout pertaining to public and private university baccalaureate programs by Illinois regions. All information was gathered by IBHE. The BHE staff is willing to sort and reconfigure this information in any manner requested.

Don Wilske presented documents from the Illinois Virtual Campus (IVC) website regarding the availability of baccalaureate degree programs offered online. The IVC staff indicates there could be more offerings available. For example, staff was aware of several new programs under development.

Virginia McMillan next explained a handout, Baccalaureate Completion Programs at Illinois Community Colleges, showing what private and public universities are offering on community college campuses. She summarized the document stating that 12 out of 39 community college districts have public universities offering Baccalaureate degrees on their campuses, and 19 districts have offerings from private universities. This information was gathered from community colleges.

Scott Parke distributed information gathered from ten states where community colleges are offering Baccalaureate degrees. The information included which colleges were approved to offer programs, as well as state policies pertaining to community college baccalaureate degrees. He summarized the information and indicated he plans to investigate further who is only offering applied programs, targeted degrees and niche degrees with only specific community colleges offering them within that state.

Carol Lanning produced a survey document for the task force designed to collect information from the colleges and stated that it should be as conclusive as possible. She also stated that the task force should review the questions once they separated into subcommittees and also discuss to whom the survey should go. The group suggested including a question on capstone programs and what options that provides the student. Members also recommended the survey go to both community colleges and universities.

Virginia McMillan discussed two remaining documents that were gathered for general information purposes. The first piece, provided by task force member Anne Kaplan, supplied information from NIU's Outreach program. Anne commented on the difficulty of obtaining accurate data to demonstrate program need. The final document contained transfer information from IBHE regarding mobility of the student within the state.

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A presentation was made by Dr. Robert Brueder, President of William Rainey Harper College, regarding the college's proposal to offering two pilot baccalaureate degree programs. He briefly discussed the history of community colleges offering baccalaureate degrees and described the process used by Harper in concluding there was a need for such programs in their area. His remarks included information from surveys at the local level. Economic, access, and cost factors were discussed. A copy of Dr. Brueder's slide presentation was distributed and is available for those not in attendance.

David Armstrong, chancellor of the Florida Community College System, joined the task force by phone. He gave a synopsis of how Florida has attempted to address baccalaureate access. Like Illinois, Florida has a strong community college system and is using most of the same methods of addressing the issues. He described how Florida is offering baccalaureate degrees in their community college system and how the state reached that point. Describing the population growth in their state and that they had only ten universities within the state, accessibility at every level was needed to bring Baccalaureate degrees to the student. They have continued to work closely with the public and private universities to offer those institutions' programs and believe the relationship between the sectors is stronger than ever. Universities helped construct buildings on the community college campuses and currently have about 25,000 students enrolled on their campuses. He stated that as a state, employment forecasts have unmet needs in certain and specific areas, such as teachers, nurses, and public safety. Currently, Florida community colleges are offering a limited amount of baccalaureates in Special Education, Nursing, Applied Technology, Information Technology, Public Safety, and Police. Local communities have been the most supportive along with the schools.

They have a Board in place that looks at proposed new programs on a case-by-case basis. They have detailed information that they provided so that accreditation would not be a problem. He stated that funding has always been a challenge. Their goal is to produce at a lower cost than a university. The funding model was difficult in the beginning due to the fact they had nothing to go on. Their process consists of providing data to establish need, they then look for partners in either public or private universities. Then, an independent body reviews it and then the proposal goes to the State Board of Education.

The discussion was then opened for questions from the Task Force as follows.

Question : If there is a well-defined need, why have they (universities) not jumped into address that need and or why do they not look at it.

Most of the universities are not growing their existing programs and are not adding new programs. Their priorities are in other areas. The community colleges are choosing to look toward more specific degrees vs. specialized degrees.

Question: Has the relationship between you and the university been hurt regarding transfer/ articulation programs?

Fifty percent of students in Florida start at a community college and that stimulated a focus on unmet need. Universities have responded, but not enough in a specific and general areas. Some

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universities remain opposed to the concept and some older universities do not worry about the competition. The bigger issue was/is the reality that there is a limited pot of money to fund new programs and dollars must come from existing ones to start new ones. In short, the relationship has been enhanced in many cases since inception of the expanded degree authority.

Question: Are students at a disadvantage because they have a baccalaureate degree from a community college and do they find it hampers them in the job market.

They presently do not have the answer to that. This is the first year to have graduation classes to draw data from. Two community colleges will have graduates this spring. They have also held to the same quality for accreditation as always and use the same accreditation standards as the universities.

Question: Once you have graduates, will you look at the perception of what has been the response from the public? Once they started advertising, they had a huge response and growth and it brought attention to the community colleges. They also saw growth of A.A.S. graduates that presently are employed coming back for continued education. Response and results will be followed on the first graduating class. They have had positive responses from both employers and the community in general.

Question: Was it viewed as an experiment and a pilot?

Some may have viewed it in that manner, but they annually do surveys to track this. We feel it will be a failure if the core mission goes away (what initially makes us a community college). They are having positive turnouts for budget vs. enrollments and that it is very low on the budget end. They want to make sure that the rest of the mission does not get destroyed, and try to keep a finger on it.

Question: Did local universities have an enrollment decrease with this initiative?

There has not been a decrease so far in either public or private university enrollments. It is still very early to see the final result.

He wrapped up his teleconference by stating that auditors conduct program review on these baccalaureate degrees along with policy consideration, with a sunset clause on how they would fade and withdraw programs once they fill the need and no longer need and want to discontinue them.

Dr. Christine Sobek, President of Waubensee Community College, was asked to provide reaction to the guest speakers remarks and recap where she thought the task force should focus its review given discussions thus far. She spoke briefly on the pros and cons of the community college baccalaureate degree, and asked that we not lose sight of our best practices and six goals of the Illinois Promise and that the task force consider whether expanding our focus would cause our student body to suffer in any way. Should we focus on being all to everyone or focus on doing what we do best and not short change our students and our previous goals.

She stated that this is challenging and needs to be looked at from the broader state perspective. Access to the baccalaureate needs a policy statement vs. a consumer driven model. Community

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colleges listen to the employer and the consumers, but we need to not lose track of the largest needs of community colleges and our students.

The question should not be one of increasing who can offer a baccalaureate, but instead ask what is wrong with the present system and could we fix that? Distribution of public resources should be looked at. What can we do better than anyone else and pursue that. We are unique, but sometimes we need to realize that we all have limits.

Dr. Sobek encouraged the group to identify what are the barriers to what is offered right now on the campuses. We need to define the need and uncover what the need is. The larger problem is with control and regulations of the boards under which we operate. It limits us and challenges us with the bureaucracy that we have inherited. Should we throw an RFP out there and see if someone steps up to meet the need? Our resources are already limited, and the biggest problem with this is the affordability issue. Let us not debate but instead develop a shared vision. We have reactive roles vs. leadership roles.

One task force member stated that the proprietary colleges are jumping in and filling a gap due to need, and we are not. They are using costly education loans and using expensive methods to move students through the system. Universities tend not to respond to the particular niche degrees.

Task force members agreed that the focus needs to be broader, not just looking at community college baccalaureate degrees. Instead it should be a leadership moment for ICCB and IBHE, and the task force should be proactive and find the barriers. It was stated that we have the potential to be reactive vs. proactive. Members agreed to find out what the issues are and then open this up to four-year institutions and give us the possibility to collectively work together.

It was also mentioned that there is no incentives for the universities to fill those needs. There are no resources to start a new program and then the faculty fight against it because they feel that they are taking it away from one program and giving it to another.

David Pierce wrapped up the discussion by stating that, ultimately, we are talking about where K through higher education is going. All education levels and systems need to change, but we need to understand that we are in a reform movement right now in this nation.

The open discussion was then wrapped up, and Virginia McMillan explained the next phase of working in four subgroups to explore issues at a more in-depth level. Subcommittee appointments are as follows:

Dual Admission/Enrollments: Al Hardersen, Vicki Jensen, Scott Lensink*, Don Patton, Steve Holman, and Scott Parke;

Expanded Degree Granting Authority: Keith Miller*, Sheila Quirk, Julia Schroeder, Mike Monaghan, Gary Alexander, and Carol Lanning;

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Technology Access: Clyde El-Amin*, Polly Hoover, Steve Kubiczky, Bob Marshall, Trudy Bers and Don Wilske;

University Off-Campus Programs: Chris Denton, Kent Hawley, Anne Kaplan, Joan Kerber, Christine Sobek*, and Barbara Risse.

*Chair

The Task Force then divided into four working subcommittees for in-depth examination of four proposed approaches to increasing access. The subcommittees will be examining the pros and cons, best practices, current usage, financial implications, and policy issues of each approach. They were asked to continue further their discussions prior to our next Task Force meeting.

Next Steps

Each subcommittee will be bringing its results back to the full Task Force at its next meeting scheduled for May 10, 2005.

The Task Force is on schedule for completing its work by October 2005.

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**BACCALAUREATE ACCESS TASK FORCE
MEMBERS**

Dr. Gary Alexander
Deputy Director, Academic Affairs
Illinois Board of Higher Education

Dr. Trudy Bers, Senior Director
Research Curriculum & Planning
Executive Assistant to the President
Oakton Community College

The Honorable Mike Bost (invited)
State Representative

Mr. Chris Denton, Student
Danville Area Community College

Mr. Clyde El-Amin
Interim President
Kennedy-King College

The Honorable Susan Garrett (invited)
State Senator

Mr. Alan Hardersen
Vice President, Student Services
Joliet Junior College

Mr. Kent Hawley, Director
Education Centers
John Wood Community College

Mr. Steve Holman
Instructor, Biology
Rend Lake College

Dr. Polly Hoover
Chairperson, Dept. Humanities
Wilbur Wright College

Ms. Vicki Jensen, Dean
Health, Science and Learning
Highland Community College

Dr. Anne Kaplan, Vice President
Administration and University Outreach
Northern Illinois University

Dr. Joan Kerber, Vice President

Student and Instructional Services
Sauk Valley Community College

Mr. Stephen Kubiczky
Trustee, Triton College

Mr. Scott Lensink, Vice President
Academic Services
Lake Land College

Dr. Robert Marshall, Vice President
Student Services
Illinois Valley Community College

Dr. Keith Miller, President
Black Hawk College

Mr. Michael Monaghan
Executive Director
Illinois Community College Trustees Assoc.

Mr. Don Patton
Trustee, Shawnee Community College

Ms. Sheila Quirk, Assoc. Vice President
Strategic Planning & Alliances
William Rainey Harper College

Dr. Julia Schroeder
Vice President, Instructional Services
John A. Logan College

Dr. Christine Sobek, President
Waubonsee Community College

Facilitator
Dr. David Pierce
President Emeritus AACC

Task Force Chair
Ms. Virginia McMillan,
Executive Vice President
Illinois Community College Board

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ICCB Staff:

Ms. Sarah Hawker, Vice President
Workforce/Adult Education

Ms. Carol Lanning, Senior Director
Program Planning and Accountability

Mr. Geoffrey Obrzut
President/CEO

Dr. Scott Parke, Senior Director
Policy Studies

Ms. Barbara Risse, Director
Transfer Programs

Mr. Don Wilske
Chief Financial Officer

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Illinois Community College Board

GED ILLINOIS

In December 2000, the Illinois Community College Board was awarded \$1 million of Governor's Discretionary Funds under Title I of the Workforce Investment Act for the development of the GED 2002 Online and Staff Development Initiative. The purpose of the initiative was to prepare programs for changes in the GED test in 2002 and to create an online GED instructional aid for programs.

To address the online GED project, the ICCB partnered with the Center for the Application of Information Technology (CAIT) at Western Illinois University to develop the GED Illinois Online. This online aid is designed to be a flexible instructional aid for GED preparation. It offers sophisticated online tools that allow Adult Education programs to use the curriculum as a supplement to traditional classroom activities or as a distance learning option for students. It can be helpful as an additional aid to attracting and retaining the hardest to serve clientele.

Since its launch in 2002, **824 instructors** and **7,619 students** have registered to use GED Illinois Online. A demonstration of the GED Illinois Online will be presented to the Board at its April 22, 2005 meeting.

Through Illinois' participation in Project IDEAL, a consortium of states offering adult education at a distance, and presentations at state and national Adult Education conferences, the GED Illinois has received great attention from other states. Opportunities for national distribution of the system will be discussed after the demonstration.

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UNAPPROVED

Minutes of the 357th Meeting of the
Illinois Community College Board
Business Session
January 31, 2005
Harry L. Crisp II Community College Center
Conference Room
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 10:00 a.m. Roll call was taken with the following members present: Guy Alongi, Marjorie Cole, Christopher Denton, Lurna Godwin, Suzanne Morris, Rudolph Papa, and Judith Rake. Marikay Hegarty was absent.

Item #2 - Announcements and Remarks by Chairman Guy H. Alongi

Chairman Alongi did not have any remarks at this time.

Item #3 - Recognition of Individuals for their Service to the Illinois Community College System

Judith Rake read the following resolutions:

Illinois Community College Board
Resolution in Honor of
TERRY LUDWIG

WE, the members of the Illinois Community College Board, express our abiding gratitude to Terry Ludwig for his exemplary service to the students, parents, taxpayers, and the entire community college system during his Service as President of the Illinois Community College Presidents Council during Fiscal Year 2004.

Mr. Ludwig's period of service to the Presidents Council and to the people of Illinois during the past year has been marked with growth and increasing respect for the Illinois Community College System. His thoughtful voice, hard work, and dedication earned him respect of his fellow colleagues and the admiration of those working in the Illinois Community College System. Mr. Ludwig has been an outspoken advocate of students and of securing the funding necessary for community colleges to properly serve their communities.

Mr. Ludwig set an example with the thorough preparation, discipline, and focus he has brought to the Illinois Community College System. His support and encouragement have reinforced the professional respect he has garnered during his term over the past year

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

WE, the members of the Illinois Community College Board, salute Terry Ludwig for his strength of character, his public spiritedness, and his commitment to the Illinois Community College System and the people of the State of Illinois.

Illinois Community College Board
October 15, 2004

Guy H. Along, Chair

Suzanne Morris, Vice Chair

Illinois Community College Board
Resolution in Honor of
ELLEN LINDEEN

WE, the members of the Illinois Community College Board, express our abiding gratitude to Ellen Lindeen for her exemplary service to the students, parents, taxpayers, and the entire community college system during her Service as President of the Illinois Community College Faculty Association during Fiscal Year 2004.

Ms. Lindeen's period of service to the Faculty Association and to the people of Illinois during the past year has been marked with growth and increasing respect for the Illinois Community College System. Her thoughtful voice, hard work, and dedication earned her respect of her fellow colleagues and the admiration of those working in the Illinois Community College System. Ms. Lindeen has been an outspoken advocate of students and of securing the funding necessary for community colleges to properly serve their communities.

Ms. Lindeen's set an example with the thorough preparation, discipline, and focus she has brought to the Illinois Community College System. Her support and encouragement have reinforced the professional respect she has garnered during her term over the past year.

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

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

Illinois Community College Board
October 15, 2004

Guy H. Along, Chair

Suzanne Morris, Vice Chair

Illinois Community College Board
Resolution in Honor of
JOYCE CHILTON

WHEREAS, Joyce Chilton began working for the Illinois Community College Board on August 29, 1977 as a Secretary II Stenographer; and

WHEREAS, during Ms. Chilton's career with the Illinois Community College Board she advanced to Administrative Secretary and from there to Executive Assistant, displaying diligence, organizational skill, and professional demeanor; and

WHEREAS, Ms. Chilton served as the Secretary to the Board during the terms of seven Illinois Community College Board Chairs and five Executive Directors/Presidents; and

WHEREAS, Ms. Chilton prepared minutes for each Illinois Community College Board meeting with accuracy and promptness and always welcomed new Board members with friendliness and courtesy and prepared venues and logistics for Board meetings with great conscientiousness; and

WHEREAS, Ms. Chilton has served both the members of the Illinois Community College Board; and the Board's staff, with exceptional grace, good humor and attention to duty; and

WHEREAS, Ms. Chilton has chosen to retire from her duties at the Illinois Community College Board after more than 27 years of faithful and excellent service;

THEREFORE, we, the members of the Illinois Community College Board, do hereby honor Joyce Chilton in appreciation of her service and express our sincere best wishes for her future undertakings.

Illinois Community College Board
January 31, 2005

Guy H. Alongi, Chair

Suzanne Morris, Vice Chair

Marjorie P. Cole

Laurina Godwin

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Marikay Hegarty

Rudolph J. Papa

Judith A. Rake

Christopher Denton, Student Member

Geoffrey S. Obrzut, President and Chief
Executive Officer

Jake Rendleman was unable to receive recognition due to health issues.

Item #4 - Committee Reports

Item #4.1 - Adult Education Committee

Judith Rake reported that the Adult Education Committee met this morning and discussed all the wonderful things the state is involved in, including, National projects, GED Pre-test study, a pilot site reading project, and a joint project with the Mayor's office of Workforce Coordination. Judith also commended Sarah Hawker and Jennifer Foster for their efforts.

Item #4.2 - Budget and Finance Committee

Rudolph Papa reported that the Budget and Finance Committee met this morning and reviewed the financial statements. They also discussed the FY 2006 Illinois Community College Board office budget request which includes an increase of \$22,800 in general funds and level funding in most other lines. The committee continues to look at salary comparisons. He also commended Ellen Andres for doing a fine job.

Item #4.3 - Strategic Planning Committee

Suzanne Morris reported that the Strategic Planning Committee met this morning and discussed the Promise for Illinois and their goals. They are in the process of revising the current goals, and plan on discussing that with the board in July 2005.

Item #4.4 - Joint Education Committee

Judith Rake reported that the Joint Education Committee met in Chicago for the first time in a few years on December 21, 2004. It was an organizational meeting to determine what the issues and topics will be, which included: coordination between the Community College System and the Board of Higher Education on high school graduation requirements. A meeting is tentatively scheduled for February 28, 2005, in Chicago.

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Chairman Guy Alongi appointed Marikay Hegarty, Suzanne Morris, and Rudolph Papa to serve on a committee for Geoff Obrzut's one-year evaluation. If possible, the committee is to report back at the February 2005 meeting. Suzanne Morris was appointed as chair of the committee.

Item #5 - President/CEO Report

Geoff Obrzut expressed his appreciation to the Board and staff for their support over the past year. He reported that he visited 37 of the 39 community college districts and intends to visit John Wood Community College and Illinois Eastern Community Colleges in February 2005. Mr. Obrzut also plans to make a visit to each of the City Colleges of Chicago sites.

Todd Jorns and Connie Brubaker were congratulated on receiving a national award. The Digital Education Achievement Award was presented to them in New York City in recognition of the Board's federally funded project Preparing Technology Proficient Teachers in Illinois.

The Illinois Community College Board purchase award from the 2004 Annual Collegiate Artists Competition is now on display in the ICCB downtown office. The sculpture was created by Debra Virgens, an art student at McHenry County College. Last year, three of the four highest honors in the competition were given to community college students. The 2005 competition is underway and the award ceremony will be held later this year at Southwestern Illinois College in Belleville.

Mr. Obrzut will be attending the National Legislative Conference in Washington, D.C., in February. The conference is being put on by the American Association of Community Colleges and the National Association of Trustees.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Faculty Association

Ellen Lindeen reported that the Faculty Association has begun planning the Teaching and Learning Excellence Conference, which will be held in Springfield on October 27 and 28, 2005. She will notify the board of more details once they are finalized.

Item #6.2 - Illinois Community College Board Student Advisory Committee

Christopher Denton reported that the committee has made great progress on many projects. They are currently working on a project for the Make-A-Wish Foundation, and preparing for Student Lobby Day which will be in April 2005.

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Item #6.3 - Illinois Community College Trustees Association

Rev. Albert Tyson commended the actions of the board, ICCB staff, and all others providing services to the system. He commented on the FY 2006 budget request and added that the state funding is still significantly below the FY 2002 budget and that the association will continue to work with the Illinois Community College Board to improve state funding. On February 13, 2005, 120 trustees and presidents will represent Illinois in Washington, D.C., to meet with our legislators.

Item #6.4 - Adult Education and Family Literacy Advisory Council

Rhonda Serafin reported that the council met on October 25, 2004, and January 20, 2005. She provided a summary on the following committees: Professional Development Training and Marketing Committee, Curriculum and Instruction Committee, Policy Study Research and Accountability Committee, Workforce Coordination Committee, and the Student Support Services Committee. She commended the council for their energy and dedication to the Illinois Community College Board.

Item #6.5 - Presidents Council

Dr. Jonathan Astroth commented on the budget and noted that there is a strain at the college level because of the Funding Formula. The Presidents Council pledges their support to carry on and remain cohesive during a difficult period of funding. February 10 and 11, 2005, they will hold their Spring Conference with Chief Academic Officers and Chief Student Services Officers.

Item #7 - IBHE Results Report: Community College System Best Practice - Kishwaukee College Presentation

Geoff Obrzut introduced and commended Dr. David Louis for the Text Book Loan Program (TLP) that is being practiced at Kishwaukee College. The Illinois Community College Board nominated this program to the Board of Higher Education Compendium of Institutional Effective Practices and Kishwaukee College was chosen by IBHE as one of four programs to highlight.

Dr. David Louis accepted this honor and thanked the Board and his staff for this privilege. Dr. Louis stated that many times students spend more on their books than on tuition. The director of this program gave a summary of the program which seeks to assist low-income students in reducing the burden of increasingly high textbook expenses. In many instances, the cost prohibits economically disadvantaged students from taking certain classes.

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Item #8 - Fiscal Year 2006 Illinois Community College Board System Budget Requests

Geoff Obrzut commented that for the most part we are pleased with the Board of Higher Education's budget recommendation considering the current budget constraints in Illinois and the economic climate. There is a 2.9% increase over the FY2005 appropriation.

Item #8.1 - Fiscal Year 2006 Community College System Operating Budget Request

Don Wilske reported that given the circumstances of the state's economy right now, the budget request looks relatively good. The agencies under the governor were required to submit a budget as much as five percent below the fiscal year 2005 level. The Board of Higher Education recommended that the ICCB receive an increase of \$8.2 million. This budget request would allow the new equalization formula to be started in fiscal year 2006. The system would also receive \$2.5 million in the form of a Disadvantaged Student Success Grant. The Presidents and Trustees have stated that this is a top priority since its predecessor, the Special Populations Grant, was lost four years ago. Base Operating Grants and Small College Grants are level funded. The proposed budget also includes a request for funding for the third and final year of the Funding Formula Impact grants. Unfortunately, the system will lose the remainder of the Workforce Development Grant and the P-16 grant.

Item #8.2 - Fiscal Year 2006 Community College System Capital Budget Request

For the first time, the community college system capital request exceeded half a billion dollars in state funds. The system has 55 projects on the list, and unfortunately, with the economic climate of the state and the lack of a bonding bill in fiscal year 2005, many projects have not moved off the list. This is only half of what was submitted by the system to the ICCB for inclusion on the capital list.

Item #8.3 - Fiscal Year 2006 Adult Education and Family Literacy System Operating Budget Request

The fiscal year 2006 Adult Education budget request includes a 1.5 percent increase. This \$500,000 increase is not distributed equally among the grant lines. The funds were distributed to the lines with the greatest need.

Item #8.4 - Fiscal Year 2006 Career and Technical Education System Operating Budget Request

The Career and Technical Education budget is also recommended at a 1.5 percent increase. This \$200,000 increase will support postsecondary activities at the colleges for Career and Technical Education programs.

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Don Wilske summarized the fiscal year 2006 budget request as being a positive start to the legislative year. The Governor's budget address will be on February 16 and, at that time, it will be learned whether he puts the IBHE and ICCB budget forward or if it will be necessary to submit another level to the General Assembly for the new fiscal year beginning July 1, 2005.

Item #9 - Fiscal Year 2006 Illinois Community College Board Office Budget Request

Ellen Andres provided background information on the office budget request for fiscal year 2005. This request is for level funding with the exception of 1.5 percent for salary increases. Discussion was also held on the Board's ability to give salary increases in the new fiscal year.

Rudolph Papa made the following motion, which was seconded by Suzanne Morris:

The Illinois Community College Board hereby:

1. approves the fiscal year 2006 Community College System Operating Budget Request for grants to community college districts and other community college grants administered by the ICCB office as presented;
2. approves the fiscal year 2006 Capital Budget Request for the Illinois Community College System as presented;
3. approves the fiscal year 2006 Adult Education and Family Literacy System Operating Budget Request for grants to approved adult education providers administered by the ICCB as presented;
4. approves the fiscal year 2006 Community College Career and Technical Education System Operating Budget request for grants to community colleges as presented;
5. approves the fiscal year 2006 Office Operating Budget Request as presented;
6. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based on information received subsequent to approval of this budget request; and
7. authorizes the submission of the request to the Illinois Board of Higher Education.

The Board Chair requested that staff attempt to restore funding for the Workforce Development Grant and the P-16 Grant.

The motion was approved by roll call vote. Voting aye were Marjorie Cole, Lurna Godwin, Suzanne Morris, Rudolph Papa, Judith Rake and Guy Alongi. Student advisory vote: Yes. There were no dissenting votes.

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Item #10 - Legislative Update

Randy Barnette updated the Board on legislation that affects the Illinois Community College System and provided information on the new 94th Illinois General Assembly which was sworn in on January 11, 2005.

Item #11 - Baccalaureate Access Committee Status Report

Virginia McMillan reported that the task force had a good meeting in December. The task force identified a number of issues and categorized them into three broad areas: Programmatic, Resource, and Geographic location issues. The next meeting of the task force is scheduled for March 1, 2005. President Robert Breuder from Wm. Rainey Harper College will address the task force at the March meeting.

Item #12 - Consent Agenda

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

Laurna Godwin asked to correct the October 14-15, 2004 minutes to reflect her absence due to medical leave.

Item #12.1 - Minutes of the October 14-15, 2004 Meeting

The Illinois Community College Board hereby approves the minutes of the October 14-15, 2004 meeting, as recorded

Item #12.2 - Minutes of the November 15, 2004 Meeting

The Illinois Community College Board hereby approves the minutes of the November 15, 2004 meeting, as recorded.

Item #12.3 - Review of Executive Session Minutes

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002, September 20, 2002, October 18, 2002, January 17, 2003, May 15, 2003, November 13-14, 2003, November 18, 2003, December 8, 2003, June 18, 2003 and September 17, 2004 be made available for public inspection upon request.

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Item #12.4 - New Units of Instruction

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

PERMANENT PROGRAM APPROVAL

Illinois Central College

- ▶ Paraprofessional Educator A.A.S. degree (65 semester credit hours)

Joliet Junior College

- ▶ Industrial Welding Technology A.A.S. degree (64 semester credit hours)

Kankakee Community College

- ▶ Emergency Management Specialist Certificate (15 semester credit hours)

College of Lake County

- ▶ A.A.T. degree in Secondary Mathematics (62 semester credit hours)
- ▶ Electronic Systems Technology A.A.S. degree (60 semester credit hours)

Lewis & Clark Community College

- ▶ Computer Graphics Certificate (40 semester credit hours)

John A. Logan College

- ▶ A.A.T. degree in Secondary Mathematics (64 semester credit hours)
- ▶ Associate in Fine Arts (A.F.A.) degree (65 semester credit hours)

Moraine Valley Community College

- ▶ A.A.T. degree in Secondary Mathematics (62 semester credit hours)

Parkland College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)

Sauk Valley Community College

- ▶ Microcomputer Applications A.A.S. degree (64 semester credit hours)

Southeastern Illinois College

- ▶ A.A.T. degree in Secondary Mathematics (63 semester credit hours)

Item #12.5 - Proposed Amendments to Illinois Community College Board Rules Concerning Midterm Certification of Students for State Funding (*Final Approved*)

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

Annual Financial Statement. The "annual financial statement", which is required to be published by a district, consists of two parts:

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an annual financial report, which includes a statement of revenues and expenditures along with other basic financial data; and
an annual program report, which provides a narrative description of programs offered, goals of the district, and student and staff data.

Attendance at Midterm ~~Mid-term~~. A student is "in attendance at midterm ~~mid-term~~" in a course if the student is currently enrolled in and actively pursuing completion of the course.

Auditor. An auditor is a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records prior to the end-of-registration date of the college for that particular term.

Capital Renewal Grants. Capital renewal grants are State grants allocated proportionally to each community college district based on the latest fall on-campus nonresidential gross square feet of facilities as reported to the ICCB. Such grants are to be utilized for miscellaneous capital improvements such as rehabilitation, remodeling, improvement, and repair; architect/engineer services; supplies, fixed equipment, and materials; and all other expenses required to complete the work.

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

Midterm Class List Certification. As part of the verification that a student's credit hours are eligible for State funding, the college shall establish a process for certifying students in attendance at the midterm. The district shall file with the ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process anytime changes are made, but not less than once every five years.

Midterm Certification Signature. The college may either obtain and maintain midterm class lists manually signed and dated by faculty or accept electronic signature of the faculty. If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that assure:

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- 1) Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;
- 2) Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (i.e., one or two weeks before and one or two weeks after the midpoint of the class);
- 3) Each faculty member's identity is authenticated and attributed to the midterm certification signature;
- 4) The integrity of the electronically signed midterm class list of each course section has been secured and verified; and
- 5) The college has the capability of generating signed printed midterm class lists that support the ICCB SU/SR credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

Residency - Applicability-Verification of Status. As part of verification that its credit hours are eligible to receive ICCB grants, each community college district shall adopt a process for verifying the residency status of its students and shall file a description of this process with the ICCB by July 1, 1990. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. Each district shall file descriptions of any revisions to its process with the ICCB prior to their implementation.

Residency - General Provisions. The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, each student shall have occupied a dwelling within the State or district for at least 30 days immediately prior to the date established by the district for classes to begin.

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

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Residency - District Provisions. Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; and

students attending under the provisions of a chargeback or contractual agreement with another community college.

Residency - Special State Provisions. Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

Special Initiatives Grants. Special initiatives grants provide funds for conducting special initiatives activities.

Special Initiatives Activities. Special initiatives activities are defined each year in a request for proposal process. All colleges will have the opportunity to apply for funds to conduct such approved special initiatives activities. Special initiatives activities are based upon criteria as specified in terms outlined in a grant agreement between the college and the ICCB.

Section 1501.507 Credit Hour Claims

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used by the ICCB.
- b) Course Requirements. Courses which produce credit hours eligible for ICCB grants shall satisfy the following requirements:

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- 1) Courses shall be offered for the number of credit hours for which they are approved by the ICCB.
- 2) Courses which have variable credit hours shall be claimed in specified increments only up to the maximum credit value approved for the course.
- 3) Course data shall be posted to the permanent academic record of each student claimed.
- 4) Courses shall be a part of units of instruction which have been approved by the ICCB, or the courses must be authorized extensions of existing units of instruction.
- 5) Courses shall have specific written objectives.
- 6) A course outline shall be available for review by any student or citizen.
- 7) Courses shall have a method of evaluating student performance which follows the adopted college grading system.
- 8) Courses shall follow the adopted college policies on student tuition.
- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
 - A) Elective physical education courses;
 - B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) Physical education courses in teacher education programs as required by the State Teachers Certification Board.
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to the ICCB. The criteria utilized by the ICCB for exceptions shall include:
 - A) documentation of need for an intensified or accelerated schedule;
 - B) student population identified with testing and/or screening to indicate special needs and/or competencies;

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- C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
 - D) time period of instructional activity and projected termination date;
 - E) procedures to evaluate the accelerated instructional activity.
- 11) Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:
- A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.
 - B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.
 - C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
 - D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.
 - E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the

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first-year courses in ICCB approved associate in applied science degree programs.

- F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
 - G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.
- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
 - 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.
 - 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
 - 4) Students shall be residents of the State of Illinois.
 - 5) Auditors or visitors in a course shall not produce eligible credit hours.
 - 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or

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- B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program, or
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area, or
 - E) If a course has been approved by the ICCB to be repeated, the student may repeat the course and be claimed as often as approved by the ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
- 1) Credit by examination;
 - 2) Military service credit for physical education;
 - 3) Transfer of credit earned at other institutions or in the armed forces;
 - 4) Proficiency examinations;
 - 5) Advanced placement credits;
 - 6) Other methods of program acceleration which do not include instruction.
- e) Midterm class list certification requirements
- 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
 - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class as indicated by that instructor's midterm certification signature.
 - 3) The college shall document and communicate district requirements to faculty each semester.
 - 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on the ICCB SU/SR credit hour claim, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.

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Item #13 - Information Items

Item #13.1 - Fiscal Year 2005 Financial Statements

Financial statements were provided for the Board's information and review.

Item #13.2 - Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2004

Information was provided for the Board's information and review.

Item #13.3 - Proposed Amendments to Illinois Community College Board Rules Concerning Illinois Community Colleges Online (ILCCO) Program Sharing (*Future Consideration*)

Information was provided for the Board's information and review.

Item #14 - GED Illinois Demonstration

Geoff Obrzut announced that this demonstration was postponed until the next Board meeting.

Item #15 - Other Business

Suzanne Morris made a motion, which was seconded by Judith Rake, to adopt the following Resolution:

WHEREAS, the quality and quantity of the workforce and economic development efforts are critical to the State and national welfare; and

WHEREAS, by the year 2010, 80% of all jobs in the nation will require postsecondary education and training as a prerequisite for a job that supports a middle class lifestyle; and

WHEREAS, the Carl D. Perkins Vocational and Technical Education Act provides \$17.9 million to support postsecondary career and technical education in Illinois; and

WHEREAS, Tech Prep is an innovative program that provides the necessary comprehensive secondary and postsecondary education and training in high demand, high wage occupations; and

WHEREAS, community colleges are the primary deliverer of career and technical education; and

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WHEREAS, community colleges rely heavily on Perkins funds to provide the quality and quantity of trained workers needed by employers; and

WHEREAS, \$4.0 million in Tech Prep funds support combined high school to community college intensive career and technical education and training; and

WHEREAS, without preservation of funding for postsecondary education under the Carl D. Perkins Vocational and Technical Education Act and Tech Prep programs, the ability of community colleges to prepare essential workers for the State and nation will be compromised; therefore be it;

RESOLVED BY THE ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION AND THE ILLINOIS COMMUNITY COLLEGE BOARD, that we call for the preservation of the Carl D. Perkins Act and the funding to enable continued delivery of career and technical education at the postsecondary level; and be it further

RESOLVED, that we urge the Congress to preserve Tech Prep in both legislation and funding as a separate and individual program in order to ensure that the investment in funding is made in these highly successful and effective "2 plus 2" programs; and be it further

RESOLVED, that a suitable copy of this resolution be delivered to the President of the United States and the members of the United States Congress.

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

Geoff Obrzut also announced that Virginia McMillan has submitted her resignation, and her last day will be April 29, 2005.

Item #16 - Adjournment

At 11:20 a.m., Laurna Godwin made a motion which was seconded by Judith Rake, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Danville Area Community College

- ▶ Associate in General Studies (60 semester credit hours)

Elgin Community College

- ▶ Integrated Systems Technology (IST) / Maintenance Technology A.A.S. degree (62 semester credit hours)

Heartland Community College

- ▶ A.A.T. in Secondary Mathematics (62 semester credit hours)

Highland Community College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)
- ▶ Paraprofessional Educator Certificate (37 semester credit hours)

Illinois Central College

- ▶ Human Services A.A.S. degree (64 semester credit hours)

Kankakee Community College

- ▶ Emergency Management Specialist A.A.S. degree (62 semester credit hours)

Kaskaskia College

- ▶ Paramedicine A.A.S. degree (67 semester credit hours)

College of Lake County

- ▶ Paralegal Studies A.A.S. degree (63 semester credit hours)

Lewis & Clark Community College

- ▶ Computer Graphics A.A.S. degree (65 semester credit hours)

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John A. Logan College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- ▶ Paraprofessional Educator Certificate (36 semester credit hours)

Oakton Community College

- ▶ A.A.T. in Secondary Mathematics (61-63 semester credit hours)

Sauk Valley Community College

- ▶ Networking Specialist A.A.S. degree (64 semester credit hours)

Southeastern Illinois College

- ▶ Cosmetology Teacher Certificate (34 semester credit hours)

Southern Illinois Collegiate Common Market (SICCM) Colleges:

John A. Logan, Rend Lake, Shawnee, Southeastern Illinois

- ▶ IBEW Professional Inside Wireman A.A.S. degree (67-69 semester credit hours)

Southwestern Illinois College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)
- ▶ Paraprofessional Educator Certificate (38 semester credit hours)

Spoon River College

- ▶ Electronic Design A.A.S. degree (65 semester credit hours)

BACKGROUND

Danville Area Community College is seeking approval to offer a 60 credit hour Associate in General Studies (A.G.S.) degree program. The nature of the degree is to serve students whose interests and education objectives do not fall with either a traditional transfer or occupational program. The degree is not designed to transfer to four-year colleges or universities; however, courses within the degree can articulate with programs at particular institutions. To be sure that certain standards are met, the college will require students to establish a formal degree plan with an academic counselor and participate in the college assessment process for appropriate course placement in English and Math.

ICCB Rules for A.G.S. programs specify that proposals meet three degree intentions. The first is to show that it is a liberal studies program. The college responds that the program will foster personal growth, leadership skills and allow students to explore individual abilities and interests while maintaining academic structure in preparation for various roles in society. General education courses comprise 20 hours in the degree. The second intent is to meet the needs of students that are not met by other programs. Through the A.G.S. degree, Danville Area Community College will provide a broad array of courses so that students are allowed considerable freedom in designing and pursuing a course of study that meets their individualized learning goals in both academic and occupational areas. The third intent is to provide a capstone program for graduates of occupational certificate programs. Because some certificates do not naturally lead to an associate degree, the

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college's proposal allows students to utilize the A.G.S. as a capstone program, thereby shortening the time-to-degree.

This proposal addresses the needs of a population with diverse needs, learning abilities and styles. It helps develop skills in decision-making, problem solving and leadership and recognizes and encourages individual achievement. Furthermore, it is designed to expand opportunities for students to explore personal and career choices of interest.

Elgin Community College is seeking approval to offer a 62 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Integrated Systems Technology (IST) / Maintenance Technology". This program will prepare individuals for employment as IST maintenance technicians in industrial manufacturing, water treatment, and power supply settings. Elgin Community College, who along with three partner colleges from Illinois and four partner colleges from Ohio, was awarded a grant from the U.S. Department of Education for the development and implementation of this and related certificate curricula. ECC earned two additional grant awards, one through the Illinois Department of Employment Security and the other again from the U.S. Department of Education, for the development of incumbent worker training in IST/Maintenance fields. These funds have allowed the college to construct three certificate and one degree program in IST/Maintenance Technology, as well as supply the programs with the necessary equipment and machinery.

The degree curriculum consists of 16 semester credit hours of required general education coursework, 32 semester credit hours of career and technical requirements, and 14 semester credit hours of related technical electives. The career and technical component of the program includes coursework in electrical control circuits, electrical motor control, industrial power distribution, hydraulics, hydraulics troubleshooting, pneumatics, basic mechanical drives, programmable controllers, and A/C drives. The college plans to assess student learning objectives in two parts. Part one of the evaluation will be conducted by program faculty towards the end of the student's coursework as a simulated troubleshooting exercise that covers three unique areas of maintenance: mechanical, electrical, and programmable logic control. The second part of the evaluation will be a comprehensive written exam on all areas of IST/Maintenance principles, theory and troubleshooting.

The college anticipates an enrollment of 10 part-time students the first year, increasing to 12 part-time students by the third year. Labor market information nationally, statewide and locally support the need for formal training of industrial maintenance and related technicians. Both the Illinois Department of Employment Security and the college's Local Workforce Investment Board support the need for incumbent worker training and have identified IST/Maintenance Technology as an area in need of more and better trained workers. The program will require one existing full-time faculty and two existing part-time faculty the first year. No new costs will be required for the implementation of this program, as grant funding has provided for the development and supply of the curriculum through the first three years.

Highland Community College, John A. Logan College and Southwestern Illinois College have submitted applications to offer the Associate in Applied Science (A.A.S.) degree “Paraprofessional Educator” and Certificate Statewide Model Curricula. The 62-64 semester credit hour model degree curriculum consists of coursework including 18-22 semester credit hours of general education, 22-28 semester credit hours of career and technical course requirements, and 16-28 semester credit hours of related career and technical electives. The 31 semester credit hour model certificate curriculum consists of six semester credit hours of general education, 22-28 semester credit hours of career and technical course requirements, and six semester credit hours of related career and technical electives. Proposals submitted by these colleges meet the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. *The Board indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required. Proposals will be recommended at the next available meeting of the Illinois Board of Higher Education.*

Heartland Community College and Oakton Community College have submitted proposals to offer the Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education, 3-9 semester credit hours of professional education coursework, and 9-15 semester credit hours in major content-area coursework. Proposals submitted by these colleges meet the model guidelines endorsed by the Illinois Community College Board and the Board of Higher Education. *The Illinois Community College Board indicated in its action on October 17, 2003, that colleges meeting these guidelines would be granted approval without further Board action required. Proposals will be recommended at the next available meeting of the Illinois Board of Higher Education.*

Illinois Central College is seeking approval to offer a 64-65 semester credit hour “Human Services” Associate in Applied Science (A.A.S.) degree program with options in Aging Services, Child Development, Family/Youth Services, Generalists, and Mental Health Services. These curricula will prepare individuals for entry-level employment and advancement opportunities in the field of human services. Each option will prepare individuals for employment in governmental agencies or not-for-profit organizations whose clients have specialized needs for assistive services, including counseling, therapy, and work-based learning. The curriculum includes 22-24 required credit hours of general education coursework, while career and technical education requirements and technical elective coursework varying according to each option. The college will assess achievement of student learning objectives in three ways: once a student has completed 30 semester credit hours of human services related coursework a committee of college faculty and administrators will review the student’s achievement of defined learning objectives through the evaluation of an educational portfolio, a comprehensive written test covering basic principles of human services, and performance during assessment scenarios.

The “Aging Services Paraprofessional” option will prepare individuals for employment in long-term care and related facilities that deal directly with the senior citizen population. The career and technical component of this option includes 29 semester credit hours of coursework in introductory

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human services, human services applications, cultural competence, legal issues of human services, community resources and entitlement programs, understanding dementia, issues of abuse and care giving, and a human services internship. This option includes 13 semester credit hours of related technical electives.

The “Child Development” option will prepare individuals for employment in child care/development centers and assistance agencies for working with young children and their families. The career and technical component of this option includes 43 semester credit hours of coursework in introductory child development, human growth and development, creative activities, child, family and community, special needs children, nutrition education, program planning, introductory human services, human services applications and a child development internship.

The “Family/Youth Services” option will prepare individuals for employment in state and local human services agencies and/or not-for-profit organizations that deal directly with families and youth in need. The career and technical component of this option includes 26 semester credit hours of coursework in introductory human services, human services applications, cultural competence, legal issues of human services, community resources and entitlement programs, family systems, issues of abuse and neglect, and a human services internship. This option includes 16 semester credit hours of related technical electives.

The “Generalists” option will prepare individuals for employment in state and local human services agencies and/or not-for-profit organizations that deal with a broad range of clients with special needs. The career and technical component of this option includes 13 semester credit hours of required coursework in introductory human services, human services applications and a human services internship. Twenty-nine (29) semester credit hours of related technical electives must be selected from specific categories of human services courses, such as life span development, special needs populations, criminal justice, substance abuse, mental health, health services, family/youth services, social and behavioral issues, and language proficiency.

The “Mental Health Services” option will prepare individuals for employment in state and local human services agencies and/or not-for-profit organizations that deal directly with people who have mental disabilities or severe mental illness and their families. The career and technical component of this option includes 30 semester credit hours of coursework in introductory human services, human services applications, psychiatric health, psychiatric rehabilitation, and a human services internship. Twelve (12) semester credit hours of related technical electives must be selected from specific categories of human services courses, such as addiction studies, aging issues, cultural competence, family/youth services, social and behavioral issues, and human development.

Labor market information provided by the college supports the need for and interest in formalized education programs in the various specialized fields of human services. According to the Illinois Department of Employment Security, employment of “social and human services assistants” within the college’s district is expected to increase by over 43% through 2012. Employment growth of related occupations such as “mental health, substance abuse, and behavioral workers” is also

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expected to increase much faster than the average for all occupations within the college's district through 2012. Furthermore, a local needs survey conducted by the college supports the strong interest in postsecondary education at the two-year college level by district human services agencies and related organizations.

The college anticipates an enrollment of 30 full-time and 50 part-time students across all five options of the Human Services A.A.S. degree program. The program will require one (1) new full-time faculty and six new part-time faculty the first year. Costs for implementing this program will be approximately \$71,495 the first year.

Kankakee Community College is seeking regional approval to offer a 62 semester credit hour "Emergency Management Specialist" Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for entry-level employment in the emergency management and homeland security fields. The curriculum consists of 29 semester credit hours of general education requirements, 30 semester credit hours of career and technical education requirements, and three (3) semester credit hours of related career and technical electives. Career and technical coursework includes introductory emergency management, emergency management policy and planning, incident management systems, public awareness and community relations, hazardous assessment and mitigation, sociology of disaster recovery, exercise design and evaluation, and legal and social environment of business. The curriculum was designed based on competencies identified by the Federal Emergency Management Agency (FEMA) for emergency management personnel. The college will assess achievement of student learning objectives through a curriculum capstone project as well as observation of student performance during pre-planned disaster scenarios. The program coordinator and advisory committee members will take part in the evaluation of student's projects and performance. The college has also made contact with Western Illinois University regarding articulation of coursework towards its Emergency Services baccalaureate program.

State and national initiatives support the development of emergency management and homeland security programs at the community college level. A recent article of the *Research Brief of the American Association of Community Colleges* reports training related to homeland security and emergency disaster response has become a high priority for community colleges. The Federal Occupational Outlook Handbook describes "emergency management specialists" as one of the "fastest growing occupations with postsecondary vocational training" through 2012. This program was developed to address the need for individuals possessing this specialized training both within the college and surrounding districts. The proposed region includes Kankakee Community College, Joliet Junior College, Prairie State College, Heartland Community College, Illinois Valley Community College, Moraine Valley Community College, Morton College, Richland Community College and South Suburban College.

The college anticipates an enrollment of 10 full-time and 10 part-time students the first year, increasing to 14 full-time and 14 part-time students by the third year. The program will require one (1) existing full-time and eight (8) new part-time faculty the first year. Costs of implementing this program will be approximately \$16,650 the first year, \$16,400 the second year, and \$16,300 the third

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year. The college also plans to renovate an industrial manufacturing facility for housing the program and conducting emergency management activities.

Kaskaskia College is seeking approval to offer a 67 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Paramedicine”. This program will prepare individuals for employment as “Paramedics” or Emergency Medical Technicians-Paramedic (EMT-P) level. The program was developed according to the standards outlined by the Illinois Department of Public Health (IDPH) for EMT-Paramedic training programs. The curriculum will prepare graduates for the required IDPH licensure examination. The curriculum consists of 17 semester credit hours of general education requirements, and 50 semester credit hours of required career and technical education coursework. Career and technical coursework includes EMT-Basic level skill training, patient assessment, anatomy and physiology of disease, cardiovascular and respiratory systems, pharmacology, special needs patients, multi-system trauma injuries, system disorders and an integrated work-based learning component. The college plans to assess achievement of student learning objectives through a practice exam based on the IDPH licensure examination as well as through evaluation of performance during the work based learning experience of the student’s final semester.

Labor market information provided by the college supports the need for a formalized training program at the EMT-Paramedic level. The college currently collaborates with Greenville Regional Hospital to provide EMT-Basic and Intermediate level training. According to the Illinois Department of Employment Security, employment of “emergency medical technicians” is expected to increase much faster than the average for all occupations through 2012 in the college’s district and statewide. The college anticipates an enrollment of 10 full-time and eight (8) part-time students the first year, increasing to 20 full-time and 18 part-time students by the third year. The program will require two (2) existing part-time faculty the first year. Costs of implementing this program will be approximately \$44,000 the first year, \$50,000 the second year, and \$53, 000 the third year.

College of Lake County is seeking approval to offer a 63 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Paralegal Studies”. This program will prepare individuals for employment as paralegals or legal assistants capable of working in private practice attorney offices, group practices, and corporations or agencies with legal departments . This curriculum was developed according to guidelines established by the American Bar Association (ABA) for paralegal education programs. The college plans to seek ABA approval for this program following the required two year operational period. The curriculum consists of 21 semester credit hours of general education requirements, 24 semester credit hours of career and technical requirements and 18 semester credit hours of related technical electives. The career and technical component includes coursework in paralegal studies, legal research and writing, litigation, contract law, real property law, tort law and a required work-based learning experience. Graduation from the associate degree program will prepare students for several optional certifications, including the National Association of Legal Assistant’s (NALA) “Certified Legal Assistant” (CLA), or the National Federation of Paralegal Association’s (NFPA) “Paralegal Competency Exam” (PACE). The college plans to assess achievement of student learning objectives through a comprehensive practice exam

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established by the American Bar Association for paralegals and through evaluation of the work-based learning experience.

Labor market information provided by the college supports the need for a formalized paralegal associate degree training program within the college's district. Furthermore, according to the Illinois Department of Employment security demand for "paralegals and legal assistants" statewide is expected to increase much faster than the average for all occupations through 2012. The college anticipates an enrollment of 15 part-time students the first year, increasing to 45 part-time students by the third year. The program will require one new full-time faculty member the first year. Costs for implementing the program will be approximately \$70,500 the first year, \$72,700 the second year, and \$74,988 the third year.

Lewis & Clark Community College is seeking permanent approval to offer a 65 semester credit hour "Computer Graphics" Associate in Applied Science (A.A.S.) degree program. This program was approved on a temporary basis April 30, 2002 for a period of three years. The college identified enrollments, completions and placements as benchmarks for this program. According to information provided by the college they have surpassed their projected benchmarks in all three areas. The college has revised the original curriculum to maintain currency with the field, including the addition of digital photography, marketing electronic portfolios and computer animation courses as technical electives. The curriculum currently consists of 22 semester credit hours of general education requirements, 37 semester credit hours of career and technical education coursework and six (6) semester credit hours of related career and technical electives. Career and technical coursework includes basic drawing, basic design, history of art, photography/digital photography, introductory and advanced graphic design, desktop publishing, portfolio creation, Adobe applications and a computer graphics cooperative experience. The college will assess achievement of student learning objectives through the evaluation of a portfolio containing artifacts from the student's educational and cooperative experiences.

The college indicates that while the majority of their students are already employed in information technology or a related field, students that enter this program with the intent of gaining employment after completion have been quite successful. The college furthermore made several recommendations for this program such as adding affordable 3D software, developing an introductory video course, developing an advanced Photoshop course, and increasing the flexibility of course offerings to better accommodate part-time students. *Based on a review of the college's request, staff recommend permanent approval of this program.*

Sauk Valley Community College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program titled "Networking Specialist". This program will prepare individuals for entry-level employment in networking, with a specialization in networking applications. The curriculum consists of 19 semester credit hours of general education requirements, 30 semester credit hours of required career and technical education courses, and 15 semester credit hours of related career and technical electives. Career and technical coursework includes computer information systems, introductory networking, internetworking operating systems, local area

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networks (LANs), wide area networks (WANs), network administration, and networking design and installation. Graduates of this program will be prepared for the optional CISCO Certified Network Associate (CCNA) exam. The college plans to assess achievement of student learning objectives through a curriculum capstone project and the evaluation of their performance during work-based learning exercises at the end of their course sequence.

Labor market information provided by the college supports the need for training of networking specialists and technicians at the two-year level. Locally, employment of “network technicians” is expected to grow faster than the average employment growth for all occupations through the year 2012, according to the Illinois Department of Employment Security. Furthermore, the college currently offers two related certificate programs for existing IT professionals. The proposed degree program will provide an excellent educational ladder for the graduates of these certificate programs interested in pursuing education and employment in the specialization of networking. The program will require three (3) existing full-time and three (3) existing part-time faculty the first year. No new costs will be required to implement this program during the first three years.

Southeastern Illinois College is seeking approval to offer a 34 semester credit hour “Cosmetology Teacher” certificate program. This program will prepare licensed cosmetologists for teaching in cosmetology programs and will provide an educational ladder for graduates of the college’s existing “Cosmetology” certificate program. The curriculum consists of 12 semester credit hours of general education requirements, and 22 semester credit hours of cosmetology teacher instruction. Career and technical coursework includes over 500 contact hours of work-based learning instruction. The curriculum was developed according to Illinois Department of Financial and Professional Regulation (IDFPR) guidelines for cosmetology teacher training programs and will prepare graduates for licensure as cosmetology teachers. Southeastern Illinois College is currently approved by IDFPR for providing cosmetology and cosmetology teacher instruction. Labor market information provided by the college supports the interest in and need for an additional cosmetology teacher training program in the Southern Illinois area. Currently, two neighboring community colleges offer this program, however, due to strict student to instructor ratio requirements, enrollments are limited and waiting lists for admission into the program exist at both colleges. The college anticipates an enrollment of one full-time student the first year. One existing full-time faculty member will be required for the program during the first year. No new costs are associated with the implementation of this certificate over the first three years.

The Southern Illinois Collegiate Common Market (SICCM) Colleges, including John A. Logan College, Rend Lake College, Shawnee Community College and Southeastern Illinois College, are seeking permanent approval to offer a 67-69 semester credit hour “IBEW Inside Professional Wireman” Associate in Applied Science (A.A.S.) degree program. This program was granted temporary approval in October 2001 for a period of three years. The college has successfully partnered with the International Brotherhood of Electrical Workers (IBEW) Local Union #702 to offer this program to students within the SICCM college districts.

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The curriculum was designed by the Joint Apprenticeship and Training Committee (JATC) and will prepare individuals for employment as journeymen electricians. The curriculum consists of 15-17 semester credit hours of general education requirements and 52 semester credit hours of required career and technical education coursework in professional electrician theory, practical application, welding and history of labor. The work-based learning component of this curriculum includes approximately 8,000 contact hours of practical instruction. Assessment of student learning objectives is achieved through both written and performance examination of the students covering all apprenticeship years of training. Both college faculty and Local Union journey-level electricians will be involved in the end of program assessment of students.

Over the past three years the colleges have enrolled a total of 42 students, meeting their initial benchmarks of 14 students per cohort class for enrollment in this program. The colleges have also met their benchmarks for retention of students with at least 90% of students enrolling in subsequent years. The demand for journey-level electricians remains constant throughout the IBEW Local Union #702 area, which includes all four of the SICCM college districts. Statewide demand for “electricians” remains high as well. According to the Illinois Department of Employment Security, growth in the employment of “electricians” across the state is expected to increase at over twice the average for all occupations through 2012.

The colleges have maintained the curriculum as it was originally approved and indicate that it serves as an excellent opportunity for students and existing apprentices in all participating districts. *Based on a review of the college’s request, staff recommend permanent approval of this program at John A. Logan College, Rend Lake College, Shawnee Community College and Southeastern Illinois College.*

Spoon River College is seeking approval to offer a 65 semester credit hour “Electronic Design” Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as website designers, desktop publishers and related electronic design and publishing occupations. The curriculum consists of 15 semester credit hours of general education requirements, 38 semester credit hours of required career and technical education coursework including six (6) semester credit hours of related work-based learning, and 12 semester credit hours of related technical electives. The college plans to assess achievement of student learning objectives through the evaluation of a comprehensive portfolio that will include evidence of the student’s skills over the course of their education. Both college faculty and local employers of electronic design personnel will be involved in the end of program evaluation of students.

Labor market information provided by the college supports the need for and interest in hiring individuals with a broad range of electronic design skills. Information provided by local employers indicates the desire for individuals with both website design and print media design backgrounds. According to the Illinois Department of Employment Security, the growth in employment of “multi-media artists and other designers” is expected to increase at least twice as fast as the growth for all occupations both statewide and within the college’s district through 2012. In addition, the proposed degree program will provide an educational ladder for students in the college’s existing Graphic

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Design and Website Design certificate programs. The college anticipates an enrollment of five full-time and eight part-time students the first year increasing to eight full-time and 11 part-time students by the third year. The program will require one existing full-time and one existing part-time faculty member the first year. Costs of implementing this program will be approximately \$12,000 the first year, and \$7,000 the second and third years. Higher first-year costs reflect the initial purchase of equipment for the program.

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:

Permanent Program Approval

Elgin Community College

- ▶ Electrical Systems Certificate (11 semester credit hours)
- ▶ Mechanical Systems Certificate (12 semester credit hours)
- ▶ Automated Electronics Systems Certificate (9 semester credit hours)

Kankakee Community College

- ▶ Tower Construction & Maintenance Certificate (5 semester credit hours)

College of Lake County

- ▶ Paralegal Studies Certificate (21 semester credit hours)

Lincoln Trail College

- ▶ Pharmacy Technician Certificate (21 semester credit hours)

Sauk Valley Community College

- ▶ Networking Specialist Certificate (12 semester credit hours)

Shawnee Community College

- ▶ Direct Support Provider Certificate (8 semester credit hours)

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Illinois Community College Board

**PROPOSED AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES CONCERNING
ILLINOIS COMMUNITY COLLEGES ONLINE (ILCCO) PROGRAM SHARING**
(Initial Approval)

Three years following input from a systemwide task force on online learning, the Illinois Community College Board established Illinois Community Colleges Online (ILCCO), a program designed to encourage the development and use of online delivery of courses and programs in community colleges. A federal grant was obtained to assist in the development costs of the new initiative. Up to this time, much of the activity on ILCCO has been the delivery of shared courses. However, from the beginning, one of the major objectives of the initiative was to expand the delivery of community college degree and certificate programs by allowing students who live in one district that does not have a specific program to access a program from another community college district in the state through computerized delivery. ILCCO, working as a consortium of colleges allows goal is to allow a student to achieve this through a seamless path from his/her own community college. The proposed rule change expands the Illinois Community College Board administrative rules for cooperative agreements to allow one college to award a degree or certificate offered by another community college through cooperative agreement. The degree or certificate could only be offered through the online cooperative agreement. If that agreement was no longer in effect, the college would not be approved to award the degree or certificate on its own.

The proposed amendment was provided to the Board and system in January for input and discussion. No objections to the proposal have been received. Therefore, the proposed amendment is being offered for initial approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

SUBPART C: PROGRAMS

Section 1501.307 Cooperative Agreements and Contracts

- d) Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's program(s)/course(s) upon approval by the ICCB.
- 1) Criteria for the approval of interdistrict agreements for instruction shall be:
 - A) accessibility of instruction to students
 - B) labor market need
 - C) comprehensiveness of available programs for students
 - D) cost-effectiveness in providing instructional programs
 - E) impact on regional and statewide programs
 - F) impact on programs at neighboring community college districts
 - 2) The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program, but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.
 - 3) Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement may specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. ICCB approval for such agreements will be based on the following:
 - 1) a request for approval must be filed in a format specified by the ICCB;
 - 2) the request must be accompanied by a draft cooperative agreement and a signed statement of agreement that the program/course will be offered only through online delivery and that both the sending and receiving institutions agree that the sending institution will be the institution of academic control of the course/curriculum.
 - 3) the receiving institution must notify ICCB if and when the cooperative agreement is no longer operational so that the program/course can be removed from the approved ICCB program/course file.

Illinois Community College Board

**EXTENSION OF COURSES AND CURRICULA
OUT-OF-STATE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the out-of-state extension of Heartland Community College courses in English as a Second Language and the college's Associate of Arts with a concentration in Business to students in Dalian, Liaoning Province, People's Republic of China in cooperation with Lianoning Normal University.

BACKGROUND. Heartland Community College is requesting approval to offer courses in English as a Second Language and its Associate of Arts with a concentration in Business to students in Dalian, Liaoning Province, People's Republic of China. The college will be offering these courses and curricula on the campus of Lianoning Normal University in Dalian. The extension will promote two key goals of the institution in diversity and critical thinking learning outcomes that relate to analysis of problems from multiple perspectives. U.S. faculty will teach in the program, returning to Heartland with a greater understanding of diverse cultures; U.S. students could complete part of their program in China; and Chinese students will learn American Culture and business principles. Courses will be taught by Heartland Community College faculty teaming with Lianoning Normal University faculty.

Eighty-five students are expected to enroll in the ESL courses in fall 2005 and spring 2006. Approximately 70 students are anticipated in the Associate in Arts degree program in fall 2006 and spring 2007. Projected expenses are \$248,270 for fiscal year 2006, \$354,354 for fiscal year 2007, and \$461,833 for fiscal year 2008. Revenues are expected to exceed these expenditure for each of the years. The program will be completely funded through the tuition and fees derived from students who participate in the program, and no state or local tax funds will be used to support the program.

Illinois Community College Board

**P-16 INITIATIVE GRANT REPORT
FISCAL YEAR 2004**

Purpose of Grant

P-16 Initiative Grant funding is intended to allow community colleges to address the need to strengthen student preparation within the P-16 education spectrum in two ways:

1. **Dual Credit/Dual Enrollment:** Expand their service to high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework (formerly known as the Accelerated College Enrollment Grant). Funds are to be used primarily to support in-district high school students. In instances where students from outside the college district are being served, a written agreement must be in place between the community college providing the instruction and the student's home community college;
2. **Teacher Preparation and Professional Development:** Implement and/or expand programs and services that relate to teacher preparation (certification) and professional development (recertification). The intent is to allow colleges to enhance or expand current activities.

Dual Credit/Dual Enrollment

In support of the dual credit/dual enrollment component of the P-16 Initiative Grant, colleges are eligible to receive the expense of course tuition and universal fees associated with the coursework of dual credit/dual enrollment students. College districts will receive credit for eligible midterm student enrollments at their local in-district tuition and universal fee rate, up to the total amount allocated to the district. The college may use these funds for full or partial coverage of the high school student's tuition and universal fees. Funds may not be used for coursework in Adult Basic or Adult Secondary Education (ABE/ASE), English as a Second Language (ESL), General Educational Development (GED), or Remedial/Developmental (i.e., the courses must be approved by the ICCB as funding category: Baccalaureate, Business, Technical, or Health).

Fiscal Year 2004 Results. In fiscal year 2004, \$1,279,000 was allocated to the system through the P-16 Initiative Grant. The bulk of the grant was used to support the dual credit/dual enrollment component, serving 17,895 secondary students who enrolled in a total of 10,426 college-level courses. This is a slight reduction in reported enrollments from fiscal year 2003. The grant served approximately 47 percent of the 38,179 total dual credit/dual enrollment students statewide in fiscal year 2004.

Enrollment in dual credit/dual enrollment courses occurred most frequently at secondary school sites, with 29,698 students (81 percent) participating in this manner. On-campus enrollments totaled 6,593 (16 percent), distance learning totaled 2008 (2 percent), and internet course enrollments totaled 1414 (1 percent).

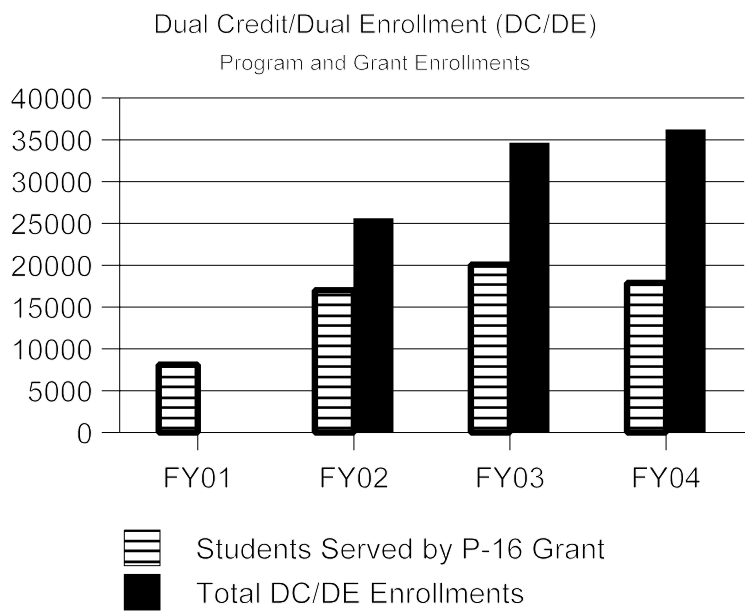
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Of the 36 community college districts reporting, all indicated that they offered academic/transfer courses for dual credit, and 34 of the 36 reported that they offer career and technical education courses for dual credit/dual enrollment. Students were selected to participate in these programs based on a variety of factors including academic performance, recommendations, and college admissions testing. Course placement was dependent on many factors as well, including subject area testing, prerequisite course success and entry exams.

Reported secondary school participation decreased slightly in these programs in fiscal year 2004. A total of 435 high schools (66 percent of the 661 total public high schools in Illinois) offered dual credit courses, and 408 (62 percent) offered dual enrollment options to their students. Community colleges established 41 new dual credit agreements with area high school, with 73 more expected in fiscal year 2005.

Comparison of Dual Credit/Dual Enrollment Grant Outcomes for Fiscal Years 2002-2004

	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>
Total Dual Credit/Dual Enrollment Students Served by Grant	17,006	20,057	17,895
Total Student Enrollments	27,124	34,835	36,663
enrolled at secondary site	18,945	24,820	29,698
enrolled on-campus	7,123	6,593	5,891
enrolled via distance learning	687	2,008	754
enrolled via internet	369	1,414	320
Total Dual Credit/Dual Enrollment Courses Offered	6,969	6,676	10,426
High Schools Engaged in Dual Credit	483	519	435
High Schools Engaged in Dual Enrollment	375	478	408



P-16 Grant/Dual Credit/Dual Enrollment Program Issues and Comments. Colleges were overwhelmingly positive when asked to comment on the P-16 grant and their dual credit/dual enrollment programs. Cited often as a strength was the way dual credit helped introduce students early to the demands of college level courses and more fully utilize their senior year in high school. P-16 grant funds have become an integral part of the success of many students as they transition from high school to college, especially for students that had not previously considered college as a viable option. Colleges also stated that these programs help build strong relationships with area high schools and the public, and provide a good opportunity for college faculty to network with high school teachers.

Concerns mentioned include the difficulty in coordinating conflicting high school and community college schedules, as well as problems arranging student transportation. Other areas of concern include the lack of sufficient grant funds to offer benefits to all interested students, the reluctance of certain universities to accept dual credit for transfer, and issues related to home schooled student access to dual credit programs and grant monies.

Teacher Preparation and Professional Development

In recognition of the vital role that community colleges play in teacher preparation and professional development, this component of the P-16 Initiative allows colleges to use funds to expand or enhance related activities. Fiscal year 2004 was the second year in which grant funds were available for this purpose. As reported above, colleges used the bulk of their P-16 Initiative grant funds to provide continuing support to dual credit/dual enrollment initiatives that were in place as a result of the former Accelerated College Enrollment grant. However, seven colleges indicated they used a total of \$50,582, or 9.5% of the total allocation, for the P-16 Initiative grant to support activities related to teacher preparation and/or professional development, including:

- A Summer Teachers' Institute, offering 49 tuition-free courses to 210 area teachers, to whom more than 1400 CPDUs toward recertification were awarded.
- Upgraded EDU 210 (Instructional Technology) to meet new ISBE & IBHE standards and improve coordination with senior institution.
- Upgrading materials to accommodate the new curriculum requirements of the Associate of Arts Degree for Paraprofessionals in Education.
- Summer Technology Workshops

It is anticipated that more funds will be allocated for the teacher preparation component of the grant during fiscal year 2005 as colleges are developing and implementing new Associate of Arts in Teaching Degrees.

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Table 1

**FISCAL YEAR 2004
P-16 INITIATIVE GRANT FUNDING**

BLACK HAWK	\$ 25,907
CHICAGO	\$ 102,022
DANVILLE	\$ 15,000
DUPAGE	\$ 113,685
ELGIN	\$ 54,675
HARPER	\$ 75,123
HEARTLAND	\$ 17,701
HIGHLAND	\$ 15,000
ILLINOIS CENTRAL	\$ 36,765
ILLINOIS EASTERN	\$ 15,000
ILLINOIS VALLEY	\$ 16,575
JOLIET	\$ 62,524
KANKAKEE	\$ 15,459
KASKASKIA	\$ 15,000
KISHWAUKEE	\$ 15,000
LAKE COUNTY	\$ 72,862
LAKE LAND	\$ 21,339
LEWIS & CLARK	\$ 23,599
LINCOLN LAND	\$ 35,239
LOGAN	\$ 15,000
MC HENRY	\$ 29,007
MORAIN VALLEY	\$ 58,838
MORTON	\$ 15,000
OAKTON	\$ 46,917
PARKLAND	\$ 26,656
PRAIRIE STATE	\$ 45,944
REND LAKE	\$ 15,000
RICHLAND	\$ 15,000
ROCK VALLEY	\$ 31,367
SANDBURG	\$ 15,000
SAUK VALLEY	\$ 15,000
SHAWNEE	\$ 15,000
SOUTH SUBURBAN	\$ 34,920
SOUTHEASTERN	\$ 15,000
SOUTHWESTERN	\$ 48,109
SPOON RIVER	\$ 15,000
TRITON	\$ 24,214
WAUBONSEE	\$ 34,552
WOOD	<u>\$ 15,000</u>
Totals	\$1,278,999
Rounding	\$ 1
TOTAL	<u><u>\$1,279,000</u></u>

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
FISCAL YEAR 2004**

The Illinois Community College Board provided \$7.5 million in Workforce Development Grants to community college districts in fiscal year 2004. The Workforce Development Grant includes three components: Business and Industry Services, Education-to-Careers, and Welfare/Low-Income Support Services. The following report shows that colleges have used these grants to provide a comprehensive array of services to businesses and economic development entities, local Education-to-Careers partnerships, welfare recipients, low-income individuals and the working poor.

The reports for Education-to-Careers and Welfare/Low-Income Support Services are the last grant reports for these two components. These grants were not funded in fiscal year 2005 due to budgetary limitations. While some colleges may have been able to continue part of the activities that were previously supported by these grants without funds from the ICCB, others have not.

Highlights of accomplishments in each area of the Workforce Development Grant in fiscal year 2004 are provided below. The complete report on each grant will be distributed to the Illinois Community College Board at its meeting on April 22, 2005.

Business and Industry Services Component: Community colleges served 128,704 people through contract training for businesses, entrepreneurship seminars and workshops, individualized counseling and management assistance, employment workshops/seminars/courses for unemployed or underemployed individuals, public noncredit training courses, and testing and assessment services.

Education-to-Careers Component: Community colleges were integral in sustaining local education-to-career partnerships by increasing work-based learning opportunities for students, expanding career exploration programs and resources, offering professional development opportunities for educators, supporting lifelong learning activities, expanding articulation agreements, delivering career awareness programs, and supporting career development through local Illinois Employment Training Centers (IETCs).

Welfare/Low-Income Support Services Component: Community colleges provided an infrastructure to support welfare recipients and the working poor in gaining the education and training necessary to become employed or to improve their wage earning ability. In partnership with the Illinois Department of Human Services, 25,063 individuals were served with an array of basic skills and occupational programs.

Illinois Community College Board

**A SUMMARY OF CAPITAL PROJECTS APPROVED
BY THE PRESIDENT/CEO DURING
CALENDAR YEAR 2004**

ICCB Rules 1501.602 and 1501.516 grant authority to the President/CEO of the ICCB to approve locally funded and state-funded capital renewal projects and, subsequently, report such actions to the Board. Locally funded projects include: 1) any project financed with either a protection, health, and safety tax levy; or 2) a nonmaintenance project financed with operating tax/bond proceeds or available fund balance with a cost of \$250,000 or more, or 3) any state-funded capital renewal project regardless of the dollar amount. The following report summarizes 104 new projects totaling \$60.5 million that were granted such approval during calendar year 2004. This is less than the 115 totaling \$86.2 million from the previous year due primarily to fewer larger locally funded initiatives.

Of the 104 projects approved by the President/CEO during the year, 12 were locally funded in eight districts with sources other than protection, health, and safety levy proceeds; 12 were capital renewal-funded projects in nine districts; 68 were funded with protection, health, and safety tax levy proceeds in 18 districts; eleven were funded with protection, health, and safety bond issues in four districts; and one was funded with ADA Access for All funds (only appropriated in fiscal year 2000).

No requests for approval of leases were considered during the year.

In addition, nine budget and scope modification requests to existing projects were approved during the year for seven districts (one district had multiple requests). Two requests were for protection, health, and safety projects not requiring additional tax levy authority; one request was for a protection, health, and safety project requiring both additional tax levy authorization, as well as using some remaining funds from a completed project; one request was for a capital renewal (state)-funded project; and five requests were for locally funded projects modified using additional local funds. The modifications totaled \$2,306,247 and are not included in the attached report.

INFORMATION ONLY

Illinois Community College Board
Capital Projects Approved by the President/CEO
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ADA-Access for All

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
10/28/2004	Spoon River	ADA Doors and Sidewalk Entrances	0014-1004	\$
			Category Sub-Total	

PHS Bond Issue

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
2/10/2004	Lewis and Clark	Energy Conservation/Code Compliance/Various	1580-0204	\$2
			Category Sub-Total	\$

Excess PHS Bonds

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
5/27/2004	IECC-Frontier	Roadway/Parking Safety & Access	1594-0504	\$
2/24/2004	IECC-Lincoln Trail	Carpet Replacement	1582-0204	\$
2/24/2004	IECC-Wabash Valley	Ceiling Replacement Science/Theater/Library	1585-0204	\$
12/8/2004	IECC-Wabash Valley	Roof Replacement Science Building	1654-1204	\$
2/24/2004	Illinois Eastern	Sidewalk Replacement/Upgrade	1583-0204	\$
2/24/2004	Illinois Eastern	Fire Alrm/Lighting Upgrades at OCC,WVC,& FCC	1584-0204	\$
2/5/2004	Southeastern	Water Tank Refurbishing	1579-0204	\$
7/20/2004	Spoon River	Stairwell Repairs and Upgrades-Engle	1596-0704	\$
7/20/2004	Spoon River	ADA Entry-Canton Campus Centers Bldg	1597-0704	\$
7/20/2004	Spoon River	Stair Replacement-canton Campus Taylor	1598-0704	\$
			Category Sub-Total	\$

Local

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
4/2/2004	Elgin	Events Center Addition/Renovation	0024-0404	\$6
4/2/2004	Elgin	Student Resource Center Addition & Remodeling	0025-0404	\$4
2/13/2004	Illinois Valley	Remodeling for Lab and Classroom Space	0014-0204	\$
2/11/2004	Lake County	South Lake Classroom Building Construction	0020-0204	\$10
9/16/2004	McHenry	Shamrock Lane Land & Property Acquisition	0018-0904	\$3
11/9/2004	Parkland	Illinois Equestrian Center Ph I	0019-1004	\$3

Illinois Community College Board
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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
5/21/2004	Rock Valley	Support Services Storage Blding	0014-0504	\$
4/2/2004	Sandburg	Renovate Space for Adult Educ & Family Litera	0017-0204	\$
4/2/2004	Sandburg	Allied Health Building Construction	0018-0204	\$1
4/2/2004	Sandburg	Renovate Space for Cosmetology Prog-Main Str.	0019-0204	\$
4/2/2004	Sandburg	Renovate Space for CABI Prog on Main Street	0020-0204	\$
1/13/2004	Waubonsee	Hoyt Block Acquisitions in Aurora	0023-0104	\$1
			Category Sub-Total	\$

Capital Renewal

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
11/8/2004	Danville	Entrance Drive Asphaltng	0030-1104	\$
4/2/2004	Elgin	Roof Replacement on Math & Science Center	0026-0404	\$
7/30/2004	IECC-Olney Central	Stairwell Improvements & Lighting Replacement	0030-0704	\$
3/26/2004	Illinois Central	Library/Administration Remodeling	0020-0304	\$
3/23/2004	Illinois Eastern	FY 2004 Capital Renewal Improvements	0029-0304	\$
5/14/2004	John Wood	Roof Replacement on Agriculture Center	0015-0504	\$
2/11/2004	Lake County	Lakeshore ADA Door Replacements	0021-0204	\$
2/11/2004	Lake County	Provide Emergency Generator for C Wing	0022-0204	\$
2/11/2004	Lake County	Water Main Improvements at Grayslake Campus	0023-0204	\$
2/13/2004	McHenry	Multi Purpose Room Floor Replacement	0017-0204	\$
12/20/2004	Oakton	Lavatory Renovations - Phase IV	0017-1204	\$
12/3/2004	Prairie State	Counseling Remodel & Info.Ctr. Relocation	0012-1204	\$
			Category Sub-Total	\$

PHS Tax Levy

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
10/25/2004	Black Hawk	Sidewalk,Drainage,Parking Lot(Phase 2)	1607-1004	\$
10/25/2004	Black Hawk	Electrical& Ext. Lighting Upgrades Campuswide	1608-1004	\$
10/25/2004	Black Hawk	Indoor Air Quality Testing	1609-1004	\$
10/25/2004	Black Hawk	Tuckpointing & Exterior wall upgrades	1610-1004	\$

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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
11/16/2004	Harper	Campus Wide Asbestos Abatement- Phase II	1647-1104	\$
11/16/2004	Harper	Fire Alarm Replacement Ph. II	1648-1104	\$
5/27/2004	Heartland	Exterior Lighting & Sidewalk Safety Project	1593-0504	\$
9/10/2004	Highland	Sidewalk & Replacement Upgrade-Campus wide	1600-0904	\$
11/16/2004	Illinois Central	Parking lots A&B-Phase III East Campus	1633-1104	\$
11/16/2004	Illinois Central	Loading Dock Repair	1634-1104	\$
11/16/2004	Illinois Central	Science Lab Upgrades	1635-1104	\$
11/16/2004	Illinois Central	Chilled Water System Upgrades	1636-1104	\$
11/16/2004	Illinois Central	Fire Alarm System Upgrades-Exterior Speakers	1637-1104	\$
11/16/2004	Illinois Central	Roof Replacement-Arbor and Elm Hall	1638-1104	\$
11/16/2004	Illinois Central	Fire Alarm System Upgrades-Arbor Hall	1639-1104	\$
11/16/2004	Illinois Central	Exterior Lighting Upgrades-Phase II	1640-1104	\$
11/16/2004	Illinois Central	Fire Sprinkler Upgrades-Arbor Hall	1641-1104	\$
11/16/2004	Illinois Central	Elevator Upgrades	1642-1104	\$
11/16/2004	Illinois Central	Storm Sewer Repairs	1643-1104	\$
11/16/2004	Illinois Central	Fire Door Hardware & Security Upgrades-Ph I	1644-1104	\$
11/16/2004	Illinois Central	Fire Door Hardware & Security Upgrades-Ph II	1645-1104	\$
11/16/2004	Illinois Central	Fire Retardant Curtain Replacement	1646-1104	\$
9/14/2004	Illinois Valley	Roof Replacements Bldings A,B,C,D,E,G	1602-0904	\$
9/14/2004	Illinois Valley	Elevator Installations at Bldings A & E	1603-0904	\$
9/14/2004	Illinois Valley	Air/Moisture Infiltration Ph.VI	1604-0904	\$
9/14/2004	Illinois Valley	Ceiling & Light Replacement: Bldings D & E	1605-0904	\$
9/14/2004	Illinois Valley	Light & Pole Replacement (street side)	1606-0904	\$
11/3/2004	Illinois Valley	Wiring Modif. & Fire Damper-Bldings D/E- Ph I	1623-1104	\$
11/4/2004	Kaskaskia	East Parking lot Safety Repairs	1626-1104	\$
11/4/2004	Kaskaskia	Lighting & Ceiling Replacement in Gymnasium	1627-1104	\$
11/4/2004	Kaskaskia	Unit Ventilator Replacement in Library Blding	1628-1104	\$
11/4/2004	Kaskaskia	Heating System Improvements	1629-1104	\$
11/4/2004	Kaskaskia	Emergency Generator in Gymnasium Building	1630-1104	\$

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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
11/4/2004	Kaskaskia	Drainage & Accessibility -North of Gymnasium	1631-1104	\$
10/29/2004	Lake Land	Roadway & Drainage Improvements	1614-1004	\$
10/29/2004	Lake Land	Accessibility/Infrastructure to Field House	1615-1004	\$
10/29/2004	Lake Land	Electrical Improvements -Classroom Building	1616-1004	\$
10/29/2004	Lake Land	Pedestrian Way Improvements -Ball Field	1617-1004	\$
11/4/2004	Lincoln Land	Elevator Cylinder/ Onboard Comm.Sys. Upgrades	1624-1104	\$
11/4/2004	Lincoln Land	Exterior Curtain Wall Replacement	1624-1104	\$1
11/3/2004	Logan	Mechanical & Electrical Upgrades Campus-Wide	1622-1104	\$
11/8/2004	Moraine Valley	Air Handler Replacement at Building B	1632-1104	\$
12/16/2004	Parkland	Drainage Improvements -Phase VI	1655-1204	\$1
12/16/2004	Parkland	Campus Computer Safety Monitoring Sys- Ph III	1656-1204	\$
12/16/2004	Parkland	Chemical Containment & Storage-Grounds	1657-1204	\$
4/28/2004	Rock Valley	Asbestos Abatement -Stenstrom Ctr Classrooms	1590-0404	\$
4/28/2004	Rock Valley	Electrical Syst Campus-Wide Upgrade/Modif	1591-0404	\$
4/28/2004	Rock Valley	Bleacher & Grandstand Code Modifications	1592-0404	\$
7/9/2004	Rock Valley	Replacement of Chillers	1595-0704	\$1
11/3/2004	Sauk Valley	Roof Replacement T2 & Admissions Ratio Roof	1618-1104	\$
11/3/2004	Sauk Valley	Electrical Upgrades/Basement& Rooftop Equip	1619-1104	\$
11/3/2004	Sauk Valley	Parking Lot & Sidewalk Improvements	1620-1104	\$
11/3/2004	Sauk Valley	Window Replacement Project	1621-1104	\$
10/27/2004	South Suburban	Courtyard Window Replacement & Related Work	1611-1004	\$
10/27/2004	South Suburban	Elevator Upgrades	1612-1004	\$
12/8/2004	Southwestern	Site Drainage Renovation-Parking Lot C	1649-1204	\$
12/8/2004	Southwestern	Parking Lot Lighting-Lot C	1650-1204	\$
12/8/2004	Southwestern	North Detention Basin-Phase I	1651-1204	\$
12/8/2004	Southwestern	Electrical Distribution Upgrade-Phase I	1652-1204	\$
12/8/2004	Southwestern	Heating & Cooling Plant Upgrade-Phase I	1653-1204	\$
10/29/2004	Triton	Campus Asbestos Abatement -Ph III	1613-1004	\$
			Category Sub-Total	\$

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Excess PHS

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Appro</u>
2/13/2004	Illinois Valley	Exterior ADA Compliance	1581-0204	\$
4/7/2004	Illinois Valley	Security Upgrade (Card Readers & Cameras)	1587-0404	\$
4/4/2004	Illinois Valley	Roof Replacements on Bldings 6 & 12	1588-0404	\$
4/4/2004	Illinois Valley	Central Exhaust System for Welding Shop	1589-0404	\$
9/8/2004	Logan	Floor Tile & Mastic Replacement	1599-0904	\$
9/10/2004	Rend Lake	Blding Locks & Security Devices-Phase I	1601-0904	\$
3/16/2004	Rock Valley	Sewer Connection-Falcon Road Center	1586-0304	\$
			Category Sub-Total	
			Grand Total Approved Projects	\$

Illinois Community College Board

ICCB RECOGNITION CYCLE FOR FISCAL YEARS 2006-2010

The new *Recognition Manual for the Illinois Public Community College Districts – Fiscal Years 2006-2010* is externally attached for the Board’s information. 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 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that colleges are in compliance with these standards. All colleges are evaluated on a select number of standards during the same five-year cycle.

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

Recognition Continued - The district generally meets ICCB standards.

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

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

Fiscal year 2006 begins a new five-year cycle. Each five-year cycle focuses on a set of selected standards. Over the period of five years all 48 community colleges will be judged against this set of standards. Standards identified for focused review during the fiscal years 2006 through 2010 cycle will be selected from the following broad categories:

Instruction
Student Services/Academic Support
Finance/Facilities
Accountability

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

1. Determine district compliance with standards established by the Public Community College Act and ICCB Administrative Rules.

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2. Provide assistance to districts in achieving compliance with the Act and Administrative Rules.
3. Identify issues which may be of concern to the community college system and gather basic data about these issues.
4. Identify exemplary district practices/programs that can be shared with other districts.

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

The district receives a draft report to which it has a specified period of time in which to reply. The ICCB staff then brings to the ICCB a recommended status for the district.

Appendix A

APPLICABLE STATUTES - RECOGNITION

Sections 2-12 and 2-15 of the Public Community College Act provide the bases for recognition:

2-12. The State Board shall have the power and it shall be its duty:

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

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

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standards thus determined, of a community college offering the basic subjects of general education and suitable vocational and semiprofessional and technical curricula.

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

INFORMATION ONLY

Illinois Community College Board

FISCAL YEAR 2005 SALARY REPORT

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 *Fiscal Year 2005 Salary Report* reflect the census date of October 1, 2004. 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 2004 salaries actually paid to faculty, administrators, other (nonteaching) 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 2005 Salary Report

1. Fiscal year 2004 Weighted Average Total Salary Actually Paid –These salaries include all overloads and compensation for extra assignments paid to full-time employees between July 1, 2003 and June 30, 2004.

Faculty (9 and 12 month).....	\$63,534
Administrative (12 month).....	\$70,897
Other (Nonteaching) Professional (9 and 12 month).....	\$42,734
Classified.....	\$30,356

2. Fiscal Year 2004 Average Cost of Fringe Benefits for Full-Time Employees.

Faculty (9 month).....	\$ 9,710
Administrative (12 month).....	\$10,351
Other (Nonteaching) Professional (9 month).....	\$ 8,990
Classified (12 Month).....	\$ 9,246

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3. Fiscal Year 2005 Weighted Average Contractual Salaries – The contractual salary is the base salary paid to full-time personnel.

Faculty (9 month).....	\$58,376
Administrative (12 month).....	\$74,732
Other (Nonteaching) Professional (9 month).....	\$56,576

4. Fiscal Year 2005 Average Faculty Rates.

Part-Time Faculty Rates.....	\$514/credit hour
Full-Time Faculty Overload Rate.....	\$643/credit hour
Full-Time Faculty Summer Rate.....	\$759/credit hour

5. Fiscal Year 2005 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).....	\$34,868
Master's Degree, Plus Zero Hours (5 Years Experience).....	\$40,004
Master's Degree, Maximum Hours (5 Years Experience).....	\$47,390
Doctorate Degree, Maximum Hours (Maximum Experience).....	\$80,860

Additional copies of this report may also be obtained at the Illinois Community College Board website – <http://www.iccb.state.il.us/HTML/pdf/reports/salaryrpt05.pdf>.