

# Illinois Community College Board

## 357th Meeting Agenda and Materials



January 31, 2005

Harry L. Crisp II  
Community College Center  
401 East Capitol Avenue  
Springfield, Illinois

Printed by the Authority of the State of Illinois

Agenda  
357th Meeting of the  
Illinois Community College Board  
Harry L. Crisp II Community College Center  
401 East Capitol Avenue  
Springfield, Illinois

January 31, 2005

Committee Meetings

8:00 a.m. - Adult Education Committee - *Board Room, First Floor*  
8:00 a.m. - Budget and Finance Committee - *Library, Second Floor*  
9:00 a.m. - Strategic Planning Committee - *Board Room, First Floor*

10:00 a.m. - Business Meeting - Second Floor Conference Room

	<u>Page</u>
1. Roll Call and Declaration of Quorum	--
2. Announcements and Remarks by Guy Alongi, Chair	--
3. Recognition of Individuals for their Service to the Illinois Community College System	
3.1 Jake Rendleman for his Service as President of the Illinois Community College Trustees Association during fiscal year 2004	--
3.2 Terry Ludwig for his Service as President of the Illinois Community College Presidents Council during fiscal year 2004	--
3.3 Ellen Lindeen for her Service as President of the Illinois Community College Faculty Association during fiscal year 2004	--
4. Committee Reports	
4.1 Adult Education Committee	--
4.2 Budget and Finance Committee	--
4.3 Strategic Planning Committee	--
4.4 Joint Education Committee	--
5. President/CEO Report	--
6. Advisory Organizations	
6.1 Illinois Community College Faculty Association	--
6.2 ICCB Student Advisory Committee	--
6.3 Illinois Community College Trustees Association	--
6.4 Adult Education and Family Literacy Advisory Council	--
6.5 Presidents Council	--

Agenda  
357th Meeting of the  
Illinois Community College Board

		<u>Page</u>
7.	IBHE Results Report: Community College System Best Practice - Kishwaukee College Presentation	–
8.	Fiscal Year 2006 Illinois Community College Board System Budget Requests	1
8.1	Fiscal Year 2006 Community College System Operating Budget Request	
8.2	Fiscal Year 2006 Community College System Capital Budget Request	
8.3	Fiscal Year 2006 Adult Education and Family Literacy System Operating Budget Request	
8.4	Fiscal Year 2006 Career and Technical Education System Operating Budget Request	
9.	Fiscal Year 2006 Illinois Community College Board Office Budget Request	2
10.	Legislative Update	3
11.	Baccalaureate Access Committee Status Report	4-9
12.	Consent Agenda	
12.1	Minutes of the October 14-15, 2004 Meeting	10-20
12.2	Minutes of the November 15, 2004 Special Meeting	21-23
12.3	Review of Executive Session Minutes	24
12.4	New Units of Instruction	25-30
12.5	Proposed Amendments to Illinois Community College Board Rules Concerning Midterm Certification of Students for State Funding <i>(Final Approval)</i>	31-39
13.	Information Items	
13.1	Fiscal Year 2005 Financial Statements	–
13.2	Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2004	40-45
13.3	Proposed Amendments to Illinois Community College Board Rules Concerning Illinois Community Colleges Online (ILCCO) Program Sharing <i>(Future Consideration)</i>	46-47
14.	GED Illinois Demonstration	–
15.	Other Business	–
16.	Adjournment	

Agenda Item #8  
January 31, 2005

Illinois Community College Board

**FISCAL YEAR 2006 ILLINOIS COMMUNITY COLLEGE BOARD  
SYSTEM BUDGET REQUESTS**

An oral report will be presented at the Board meeting on January 31, 2005.

Agenda Item #9  
January 31, 2005

Illinois Community College Board

**FISCAL YEAR 2006 ILLINOIS COMMUNITY COLLEGE BOARD  
OFFICE BUDGET REQUEST**

An oral report will be presented at the Board meeting on January 31, 2005.

Agenda Item #10  
January 31, 2005

Illinois Community College Board

**LEGISLATIVE REPORT**

An oral report will be presented at the Board meeting on January 31, 2005.

Illinois Community College Board

**BACCALAUREATE ACCESS TASK FORCE STATUS REPORT**

In October, the Illinois Community College Board appointed a task force to review issues associated with baccalaureate degree access for community college students. The task force, comprised of 18 individuals and facilitated by Dr. David R. Pierce, President Emeritus of the American Association of Community Colleges, met for the first time on December 9, 2004, in the ICCB office in Springfield. A summary of the meeting is presented below for the Board's information. The task force is scheduled to meet again on March 1, 2005. In the meantime, staff are gathering information identified by the task force as pertinent to their work

**ICCB BACCALAUREATE ACCESS TASK FORCE  
DECEMBER 9, 2004 MEETING SUMMARY**

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

Geoff Obrzut, ICCB President/CEO, welcomed everyone and made comments regarding the Task Force. Introductions were made and Geoff introduced David Pierce, President Emeritus of the American Association of Community Colleges, who is serving as the facilitator of the Task Force.

Geoff Obrzut referenced the Charge to the Baccalaureate Access Task Force and encouraged the Task Force to focus on what will benefit the students the most. He encouraged each Task Force member to approach the issue with an open mind. David Pierce, Facilitator, advised that baccalaureate access has been an issue for many years. While baccalaureate access is better than it has been, the economy has changed and more people are needing the baccalaureate degree. He advised that Illinois should visit the issue of access to the baccalaureate periodically to see how community colleges need to address it. After the Task Force reviews the issues and makes recommendations, a report will be presented to the Illinois Community College Board and Illinois Board of Higher Education for their consideration. There is no particular form/process at this time on how and what will come out of this review and discussion. That will be developed following today's discussion. The project is expected to be completed in a year.

Virginia McMillan, ICCB Executive Vice President, has been named the Chair of the Task Force. She presented background on the issues leading to the establishment of this Task Force. The Task Force needs to consider what approach the group wants to take, identify issues, and identify information needed to address the issues. She explained that although impetus for formation of the Task Force stems from William Rainey Harper College's desire to offer selected baccalaureate

Agenda Item #11  
January 31, 2005

degrees, the Task Force will be looking at the issue in a broader context. Barriers to access should be examined and various approaches to eliminating these barriers identified and explored. The awarding of baccalaureate degrees by community colleges will be only one of those approaches.

Transfer and articulation issues have been addressed over the years. Illinois is a leader in articulation with the establishment of the Illinois Articulation Initiative. Although this initiative has been extremely successful, there are still issues remaining due to the challenges of coordinating two different education systems (community college and university) with similar yet different missions. Virginia identified some potential approaches that the Task Force could consider in its deliberations: the traditional transfer route, baccalaureate institutions offering more off-campus instruction, technology-based access, and access provided by expanding the authority to award degrees.

The publication "Improving Access to the Baccalaureate" prepared by the American Association of Community Colleges and American Association of State Colleges and Universities was distributed. The publication will be helpful in exploring access to baccalaureate degrees at community colleges. The Illinois Community College Trustees Association has passed a resolution requesting the ICCB and IBHE adopt the recommendations in the report. The Task Force members were encouraged to carefully review the document as the work of the group progresses.

### **Identification of Issues to be Addressed by the Task Force**

1. Resources - state and local
2. Programmatic Needs
  - a. Program availability
  - b. Capacity of senior institutions to provide access
  - c. Problems for AA/AS degree non-traditional students to pursue a baccalaureate in some areas of the state due to location and finances.
  - d. Universities not offering programs students
  - e. Avenues for AAS graduates to pursue further education
3. Financial Aid
4. Capital Facility needs
5. Workforce Development/Labor supply and demand
6. Baccalaureate completion on community colleges' campuses
7. Time to degree
8. MAP funding changes



Agenda Item #11  
January 31, 2005

9. Dual enrollment/credit. Dave Pierce commented on the Utah system as an example. Due to dual enrollment, many high school students go to a four-year institution as a junior. It is saving money for the state. Dual credit accelerates the baccalaureate degree process. Advising student support services at both high schools and higher education levels would help. It was mentioned that many counselors do not understand the concept and students do not realize the importance of dual enrollment.
10. 90/30 model. In the 90/30 model, three-fourths of the credit hours needed for a 120 hour baccalaureate degree are offered by the community college and the remainder by a four-year institution.
11. Human resources – would faculty load change if community colleges adopted offering baccalaureate degrees (typical load being 15-16 credit hours at community colleges)?
12. Funding - Universities and community colleges operate under different formulas. How would funding be affected if community colleges offer baccalaureate degrees or worked with universities to offer the degree?
13. Tuition - What is a reasonable practical tuition rate in the state? There is a big gap between community college and university tuition.
14. State Policy – What state policies should the Task Force examine? Does difficulty in university off-campus program approval an issue?
15. Geographical issues – Do offerings have to be provided within a local region? Example: SIU flies to Joliet for a certain program since it is needed in area and regional universities do not offer the program.
16. Adult Students - Are there differences in the issues for recent high school graduates and adult students?
17. Accreditation - What are the accreditation issues involved in various approaches to expanding baccalaureate access?
18. Higher education reactions to various approaches. For example, what is the perspective on baccalaureate degree transfer from teacher unions? Would the senior institutions say they needed more transfers.
19. Tuition issues. For example, private universities have been responsive to making programs available on community college campuses. However, their tuition makes access difficult for many students.

*General Comments*

It appears that access is inadvertently defined as availability when there are still access issues beyond availability due to financial and other barriers. Dual admissions would be helpful.

Indiana is low in proportion of adult participation in baccalaureate degrees. The Governor of Indiana determined the problem was that the state did not have a comprehensive community college system like the State of Illinois. Indiana is using Vincennes University (two-year institution) to provide the general education courses at each community college that has been converted from an IVY Tech campus. Vincennes University also recently received approval to offer seven baccalaureate programs.

Northern Illinois University is surrounded by 23 community colleges and has a long history of delivering courses off campus. Student services and financial aid issues are much bigger than one can imagine and trying to keep up with the daily operational issues is a challenge. It is hard to say what is and is not working due to problems of tracking students.

Is the focus on students needs that are not met or is the focus on meeting student needs? There is already a resistance to transfer. Baccalaureate access at community colleges may make it harder to transfer depending upon recommended approaches. The perceived need for a baccalaureate degree may not translate to the need for degrees in specific disciplines. Is there a high level need for a General Studies Baccalaureate (inverted model)?

**Information Needs, Resources, Data Needs of Task Force**

1. Possible presentations were identified
  - a. Carl Kuttler from St. Petersburg College, Florida
  - b. Others from states that have examined baccalaureate access
  - c. Jane Wellman
  - d. Indiana University
  - e. Accrediting through Higher Learning Commission – have someone from NCA give presentation
  - f. Harper's presentation at ICCCA
  - g. ECS
  - f. Rock Valley/NIU cooperative program
2. Actual models of community college baccalaureate degrees that work
3. State agencies configuration/agency relationships. However, every state has a different type of system and different configuration.

Agenda Item #11  
January 31, 2005

4. How and can we offer baccalaureate degrees at community colleges? What state law changes are needed, which state agencies need to be involved (such as ICCB and IBHE), what are the local government issues?
5. Scope of statewide problem dealing with numbers and percentages. Virginia McMillan advised that transfer degrees are awarded to 14,000 students annually, 10,000 students transfer from community colleges to universities annually, but half of those students do not have a degree. A survey on satisfaction for students who have gone through a community college to a baccalaureate degree was suggested. It may be worthwhile to do a quality control analysis. It was suggested that several colleges conduct informal follow-up studies of their baccalaureate/transfer students and that information from these studies might be helpful.
6. Baccalaureate completion programs on community college campuses now. A report has already been done on which community colleges have this. How is tuition charged? \
7. Information on AAS students who have capped out in their jobs.
8. Articles and other documents written on the subject. What did states look at as they moved toward baccalaureate degree completion at community colleges? There has been a study on the impact of state policy on baccalaureate access with six states and three states are identified as having model policies.
9. Data on number of qualifying persons in state turned away due to no availability in the program. (IBHE will check if data available). How many students were not admitted due to capacity issues?
10. Dual admissions data. (IBHE will check if data available)
11. Examples of Applied Baccalaureate Degree – curriculum/courses offered. (SIU has one)
12. History of associate degrees being offered at universities.
13. Institutional research regarding institutional policies that discourage associate degree completion prior to transfer

*General Comments*

Dave Pierce advised that Illinois has worked hard for the last 15 years to improve transfer and articulation to improve access to the junior level. Transfer centers help in this endeavor.

Franklin University offers online baccalaureate degrees to community college students and several of our community colleges participate with Franklin University. How many Illinois students participating?

Agenda Item #11  
January 31, 2005

Some community colleges have bridge programs such as Truman College and DePaul University in Chicago.

The following 11 states currently allow community colleges to offer selected baccalaureate degrees under certain circumstances: Florida, Utah, Nevada, Arkansas, Minnesota, Texas, New York, Pennsylvania, Vermont, Indiana, and Hawaii. Legislation is pending in New Mexico, Arizona and California. At least one Canadian province has allowed its community colleges to offer baccalaureate degrees since 1995. There is no general policy in any state to offer community college baccalaureate degrees.

Harper will share what studies it has done already, and IBHE should have information on baccalaureate access.

It is difficult to sort out why there are problems with transferability. It may be worthwhile to identify students who tried to transfer and what problems were encountered. However, this type of data is hard to obtain. Keith Miller offered to contact 12 or so alumni to see what, if any, problems were encountered in attempting to transfer. Other colleges offered to do this as well.

### **Next Steps**

A summary of the meeting discussions will be e-mailed to the Task Force for comments. It was suggested that the Task Force may want to focus its meetings on certain issues instead of addressing so many at one time. Following input from the Task Force members on the meeting summary, ICCB staff will organize the issues and approaches and provide a suggested process for the Task Force to follow. A suggestion was made that perhaps the Task Force could be broken into subcommittees to facilitate more involvement of individual members. Collection of needed information will commence immediately.

The next meeting will be on Tuesday, March 1, 2005, from 11:00 a.m. - 3:00 p.m. in the 2<sup>nd</sup> Floor Conference Room at the downtown ICCB office.

### **INFORMATION ONLY**

Agenda Item #12.1  
January 31, 2005

UNAPPROVED

Minutes of the 355th Meeting of the  
Illinois Community College Board  
October 14-15, 2004  
Parkland College  
D Building, Room D-244  
Champaign, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Guy Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, Christopher Denton, Marikay Hegarty, Rudolph Papa, and Judith Rake. Marjorie Cole, Larna Godwin, and Suzanne Morris were absent.

Item #2 - Announcements and Remarks by Chairman Alongi

Chairman Alongi thanked Parkland officials for hosting the meeting and for last evening's dinner events.

ICCB member Hermene Hartman resigned from the Board on October 6, 2004.

The Board members are asked to complete, sign, and return their time sheets to Joyce Chilton by the end of the meeting.

On today's agenda are resolutions for advisory representatives, Jake Rendleman, Terry Ludwig, and Ellen Lindeen recognizing their services to the Illinois Community College System during fiscal year 2004. Their recognition will be deferred until January 2005 when they will be available to join us. Rhonda Serafin, who serves for two years as chair of the Adult Education Advisory Council, will be recognized at the completion of her term in October 2005.

Dr. Gary Davis, Executive Director of the Illinois Community College Trustees Association, will retire on December 31, 2004. His retirement dinner will be held on November 12, 2004 in Chicago.

Item #3 - Remarks by Dr. Zelema Harris, President, Parkland College

President Harris welcomed the Board and guests to Parkland College and provided comments on several college initiatives.

Agenda Item #12.1  
January 31, 2005

Item #4 - Recognition of A. James Berkel for his Service as a Member of the Illinois Community College Board

Chairman Alongi reported that former Board member A. James Berkel is unable to join us today or in January 2005 to be recognized for his service as a member of the Illinois Community College Board. Mr. Berkel served from 1999 until his resignation in August 2004. The Board hereby recognizes Mr. Berkel with grateful appreciation for his outstanding service as a member of the Illinois Community College Board.

Item #5 - Recognition of Advisory Organizations for their Service to the Illinois Community College Board.

This item was deferred until January 31, 2005.

Item #6 - Awards for Excellence Presentation

Item #6.1 - Learning-Centered Instruction

Awards for Excellence in Learning-Centered Instruction were presented to William Rainey Harper College, Moraine Valley Community College, and Parkland College.

Item #6.2 - Workforce Development

Awards for Excellence in Workforce Development were presented to Black Hawk College, College of DuPage, and Parkland College.

Item #7 - Committee Reports

Item #7.1 - Adult Education Transition Committee

Judith Rake reported on the Adult Education and Family Literacy Funding Framework activities following the ICCB's September 17, 2004 adoption of recommendations of the Adult Education Funding Study Task Force.

The Adult Education and Family Literacy Advisory Council's first meeting for fiscal year 2005 will be held on October 25, 2004. Rhonda Serafin, the current chair of the Council, will continue her term during this fiscal year.

Ms. Rake also reported that proposals have been received for the GED Pretest Study project. Finalists will be announced in October.

Agenda Item #12.1  
January 31, 2005

The Board was briefed on the fiscal year 2005 Adult Education and Family Literacy Funding Allocations. Programs received approximately the same amount of funds for fiscal year 2005 as they did for fiscal year 2004.

Illinois was selected to participate as a part of an ESL Content Standards Project sponsored by the U.S. Department of Education. A kick-off meeting was held on October 7-8, 2004 in Washington D.C.

Illinois was one of six states chosen to participate in the STAR (Student Achievement in Reading) project sponsored by the U.S. Department of Education. An ICCB staff member participated in two days of training in Washington, D.C.

The ICCB is representing Illinois along with 11 other states participating in the STAIT-Tech 21 (State Technical Assistance for the User of Information Technologies) project sponsored by the National Center for Adult Literacy and the National Adult Education Professional Development Center. The ICCB Adult Education team participated in an opening session for the project on September 27, 2004.

Item #7.2 - Budget and Finance Committee

Rudolph Papa reported the Committee met this morning and reviewed fiscal year 2004 and 2005 financial statements. State General Funds, Special State Funds, Federal Funds, and Bond Financed Funds were reviewed in detail. Mr. Papa commended Ellen Andres on her duties as Chief Operating Officer.

Marikay Hegarty made a motion, which was seconded by Judith Rake, to accept the committee's review of the financial statement. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

The committee also discussed the ICCB Staff Salary Study. Information will be gathered from other centrally located colleges and state agencies for comparison with the ICCB.

Item #8 - President/CEO Report

Geoff Obrzut thanked the Board for its support of staff salary increases and conveyed staff appreciation.

President Zelema Harris and officials of Parkland College were thanked for their hospitality last evening with dinner and a presentation. Appreciation was also expressed to the college for hosting today's ICCB meeting.

Agenda Item #12.1  
January 31, 2005

Marjorie Cole and Suzanne Morris are absent today due to illnesses of their mothers. The Board and staff wish them both well.

On October 6, 2004, Hermene Hartman resigned as a member of the Illinois Community College Board.

Members of the Illinois Community College Board and staff have all successfully completed the Governor's Ethics Training program.

Mr. Obrzut distributed a legal opinion stating that when Board members are communicating via e-mail, the number of members in communication should be less than a quorum.

Heartland Community College was congratulated for its Workforce Development Center groundbreaking event on Friday, October 8, 2004.

An article in the October 12 edition of the *Chicago Tribune* addressed worker wages and low income families and Illinois' standing in this area. This article reinforces the importance of the Illinois Community College System's role in the offering of adult education programs.

Item #9 - Advisory Organizations

Item #9.1 - Presidents Council

Dr. Keith Miller reported that the community college system's equalization formula continues to be addressed by a committee composed of the fiscal year 2004 Finance Advisory Committee plus invited guests. The Presidents Council appreciates the efforts being taken.

At the September meeting, the Presidents Council hired a full-time lobbyist. Mr. Ed Duffy was selected for this position.

The Presidents Council is communicating with the Illinois Community College Trustees Association to discuss a future organizational structure. Consideration is being given to whether these organizations should combine into one or remain as two organizations.

The Presidents Council is conducting its annual Fall Retreat at Rend Lake on October 14-15, 2004.

Item #9.2 - Illinois Community College Faculty Association

Kent Sickmeyer, a Kaskaskia faculty member, reported the Faculty Association will hold its Teaching and Learning Conference on November 18-19, 2004 at the Springfield Renaissance Hotel. Board members received conference programs and will also receive personal invitations. Dr. Norton Grubb, UC-Berkeley, will serve as keynote speaker. ICCB member Rudolph Papa was an honored guest last year.



Agenda Item #12.1  
January 31, 2005

Item #9.3 - Student Advisory Committee

Christopher Denton reported this year's SAC met for the first time on September 10, 2004. The SAC Chair and Vice Chair were elected, and Chairs of each of the subcommittees were appointed.

A report was made on the activities of the various subcommittees.

SAC member Steven Lee of the College of Lake County was called to active duty and is currently serving in Iraq. At the November meeting of SAC, members will assemble care packages to send to Steven and his unit.

Item #9.4 - Illinois Community College Trustees Association

Kim Villanueva reported Executive Director Gary Davis is retiring on December 31, 2004. Michael Monaghan was selected to become the new ICCTA Executive Director on January 1, 2005.

The Trustees Association appreciates the system's efforts to resolve funding concerns.

The Trustees look forward to working with the ICCB in the coming year to address important initiatives for the Illinois Community College System.

Item #9.5 - Adult Education and Family Literacy Advisory Council

Rhonda Serafin reported on activities of the Council. During the summer, efforts have been made to improve the Council by adding six new positions, increasing membership from 24 to 30. Two new members are from community colleges, two are from community-based organizations, and two are from Regional Offices of Education or school districts.

Decisions have also been made on subcommittees for this year's Council. The five areas identified are curriculum and instruction; support services; workforce coordination; and policy studies, research, accountability; and professional development, training and marketing. Council members will be asked to study priorities in each of these areas.

The Council appreciates the opportunity to work with the ICCB on system initiatives.

The Council is meeting four times this coming fiscal year, and the first meeting is scheduled for October 25, 2004.

Agenda Item #12.1  
January 31, 2005

Item #10 - Consent Agenda

Rudolph Papa made the following motion, which was seconded by Marikay Hegarty:

Item #10.1 - Minutes of the September 17, 2004 Meeting

The Illinois Community College Board hereby approves the minutes of the September 17, 2004 meeting, as recorded.

Item #10.2 - Revised Calendar for Fiscal Year 2005 and Fiscal Year 2006

The Illinois Community College Board hereby adopts the following fiscal year 2005 and fiscal year 2006 calendar of meetings.

Fiscal Year 2005

- July 16, 2004 (Subject to Call)
- September 17 9:00 a.m. - ICCB Office, Lincoln Land Community College, Springfield  
(Work Session)
- October 15 9:00 a.m. - Parkland College, Champaign  
(Business Session)
- December 3 (Subject to Call)
- January 31, 2005 9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield  
(Business Session)
- February 18 9:00 a.m. - Southeastern Illinois College, Harrisburg  
(Business Session)
- May 20 9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield  
(Business Session)
- June 17 9:00 a.m. - Hyatt Regency McCormick Place, Chicago  
(Business Session)

Fiscal Year 2006

- July 15, 2005 (Subject to Call)
- September 16 9:00 a.m. - ICCB Office, Lincoln Land Campus, Springfield  
(Business Session)
- November 18 9:00 a.m. - Shawnee Community College, Ullin  
(Business Session)
- December 2 (Subject to Call)

Agenda Item #12.1  
January 31, 2005

January 20, 2006 9:00 a.m. - ICCB Office, James R. Thompson Center, Chicago  
(Business Session)

March 17 9:00 a.m. - Lake Land College, Mattoon  
(Business Session)

May 19 9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield  
(Business Session)

\*June 9:00 a.m. - (Day and location to be determined)  
(Business Session)

\* June meetings of the ICCB are held in conjunction with the ICCTA and the Presidents Council

Item #10.3 - New Units of Instruction

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

**PERMANENT PROGRAM APPROVAL**

Heartland Community College

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

Highland Community College

- ▶ Auto Body Repair A.A.S. degree (66 semester credit hours)

Illinois Central College

- ▶ CISCO Networking Specialist A.A.S. degree (68 semester credit hours)

John A. Logan College

- ▶ Interpreter Preparation A.A.S. degree (65 semester credit hours)

Lake Land College

- ▶ Paraprofessional Educator A.A.S. degree (66 semester credit hours)

Moraine Valley Community College

- ▶ Integrated Systems Technology A.A.S. degree (63 semester credit hours)

Item #10.4 - Certification of Eligibility for Special Tax Levy (Chapter 122, Paragraph 3-14.3)

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2004 or fiscal year 2005 and (2) had combined educational and operations and maintenance purposes tax rates less than 24.89 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 24.89 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Agenda Item #12.1  
January 31, 2005

Black Hawk College  
City Colleges of Chicago  
Heartland Community College  
Illinois Valley Community College  
Kankakee Community College  
Lake Land College  
Moraine Valley Community College  
Prairie State College  
Carl Sandburg College  
South Suburban College  
Southwestern Illinois College  
John Wood Community College

Item #10.5 - Appointments to the Baccalaureate Access Task Force

The Illinois Community College Board hereby authorizes its President/CEO, with concurrence of the Board Chair, to appoint a Baccalaureate Access Task Force to examine the issue of baccalaureate access and make recommendations to the Illinois Community College Board and the Illinois Board of Higher Education on what the Illinois community college position should be related to the baccalaureate degree access.

Item #10.6 - Revised ICCB Floating Holiday Schedule

The Illinois Community College Board hereby adopts the following list of holidays that the office will be closed: New Year's Day; Martin Luther King's Birthday; Presidents Day; Memorial Day; Fourth of July; Labor Day; Thanksgiving Day; Friday after Thanksgiving; and Christmas Day.

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

Item #11 - Status of Fiscal Year 2006 Illinois Community College Board Budget

Don Wilske provided the Board with an update of the Fiscal Year 2006 budget for the Illinois Community College System.

The "Big Picture" meeting will be held on Wednesday, November 3, 2004, at the ICCB office.

The Illinois Community College System's capital budget was not acted upon by the General Assembly last year, but will be listed on the agenda during this year's veto session.

Item #12 - Status of Finance Advisory Committee Review of Equalization Formula

Geoff Obrzut reported that the October 7, 2004 equalization meeting was very positive. A fair system formula is expected to be agreed upon in the near future.

Don Wilske provided the Board with an update on the progress of the task force. The next meeting of the task force is scheduled for November 4, 2004.

Item #13 - Illinois Community College Accountability

Item #13.1 - Follow-Up Study of Fiscal Year 2003 Career and Technical Education Graduates

Dr. Scott Parke reported on the results of the study's fiscal year 2003 graduates. Marikay Hegarty made the following motion, which was seconded by Judith Rake:

The Illinois Community College Board hereby adopts the following recommendations from the *Follow-up Study of Fiscal Year 2003 Career and Technical Education Graduates* report.

1. Recommendation: To recognize and promote student success. College officials are encouraged to continue implementing, developing, and refining computerized automated degree and certificate audit systems.
2. Recommendation: Colleges are encouraged to offer graduates who when surveyed were not able to locate a position in their field of study additional assistance in their job search activities. Although some economic signs are improving, the current economy presents individuals in the job market with challenges and some graduates may require more assistance than usual in locating suitable employment.
3. Recommendation: Colleges with follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer graduates.
4. Recommendation: Illinois community colleges are encouraged to continue actively partnering at the local level to address nursing shortages and other emerging workforce needs through the Illinois Critical Skills Shortage Initiative.

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

Agenda Item #12.1  
January 31, 2005

Item #13.2 - Accountability and Productivity in the Illinois Community College System - Fiscal Year 2004

Carol Lanning reported on accountability and productivity in the Illinois Community College System during fiscal year 2004. The annual program review process is to ensure that the colleges continue to provide high levels of quality programs and services while remaining cost effective.

Item #13.3 - Performance Report - Fiscal Year 2004

Virginia McMillan reported on the fiscal year 2004 *Performance Report* for the Illinois Community College System. In the fiscal year 1999 *Results Report*, goals were set forth in the *Illinois Commitment* to ensure that colleges meet particular needs of district citizens.

New performance indicators were adopted by the Illinois Board of Higher Education in 2002, and this year's *Results Report* reflects this information. The 2004 report will be presented to the IBHE as the community college system's Performance Report.

Item #14 - Presentation from the Illinois Community College System Foundation

The Foundation's Executive Director Ray Hancock commended the Illinois Community College Board for its work and remarked on his involvement with the Board for over 30 years.

Dr. Hancock's presentation included that the ICCB and its staff are largely responsible for the establishment of the Illinois Community College System Foundation. The Foundation was created in the early 1990's and the staff actually operated the Foundation for a number of years. In 1996, the Illinois Attorney General requested a separation between the two.

The purpose of the Foundation is to support the entire system, mostly with fundraising and developmental type activities. The Foundation owns and operates the Illinois Community College System office at 401 East Capitol Avenue, Springfield.

The Foundation currently administers two scholarships, Illinois Health Improvement and Illinois Fire Protection. Additional funding is being pursued from business and industry, and efforts are made not to infringe on local community college district fundraising activities.

The Foundation has a Board of Directors. Mission and Goals have been established to accommodate the future of the Illinois Community College System.

Dr. Hancock distributed preliminary materials on a partnership the Foundation has established with McKendree College to provide scholarships valued at \$10,000 per year (\$20,000 over two years) to two outstanding students from every community college in Illinois.

Agenda Item #12.1  
January 31, 2005

Item #15 - Information Items

Item #15.1 - Fiscal Year 2004 Financial Statements (Final Expenditures)

Financial Statements were provided for Board information.

Item #15.2 - Fiscal Year 2005 Financial Statements

Financial Statements were provided for Board information.

Item #16 - Other Business

As the ICCB representative, Judith Rake provided background information on the Board's membership with the Midwestern Higher Education Commission. Ms. Rake reported on the Commission's September 30, 2004 meeting in Chicago. Its national meeting is in November in Kansas City and she plans to attend.

Item #17 - Adjournment

Judith Rake made a motion, which was seconded by Marikay Hegarty, to adjourn the meeting at 12:00 noon. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

---

Guy H. Alongi  
Chairman

---

Geoffrey S. Obrzut  
President/CEO

Agenda Item #12.2  
January 31, 2005

UNAPPROVED

Minutes of the 357th Special Meeting of the  
Illinois Community College Board  
**via Telephone Conference Call**  
November 15, 2004  
Illinois Community College Board Office  
401 East Capitol Avenue  
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Guy 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, Marikay Hegarty, Suzanne Morris, and Judith Rake. Rudolph Papa was absent.

Item #2 - Announcements and Remarks by Guy Alongi, Chair

Chairman Alongi reported that the next meeting of the ICCB was moved from Friday, January 21, to Monday, January 31, 2005 in Springfield. Southeastern Illinois College will host the February 18, 2005 meeting of the ICCB in Harrisburg, Illinois.

Item #3 - Recommendations of the ICCB Finance Advisory Committee in Regard to Equalization Funding for the Illinois Community College System

Geoffrey Obrzut provided background information on the Committee's work to develop recommendations for an equalization funding formula for the Illinois Community College System.

Mr. Obrzut also reported that the funding formula was reviewed by the Presidents Council on November 12 and by the Illinois Community College Trustees Association on November 13.

On November 12, the presidents approved the funding recommendations by voice vote with one dissenting voice vote cast by Prairie State College President Paul McCarthy. Dr. McCarthy's concern was the formula's impact for Prairie State College. Mr. Obrzut will work with Dr. McCarthy to address his concern.

On November 13, the trustees voted unanimously in support of the formula. There were no dissenting votes.

The ICCB Student Advisory Committee, Illinois Community College Faculty Association, and Adult Education and Family Literacy Advisory Council all support the funding recommendations.



Agenda Item #12.2  
January 31, 2005

Laurna Godwin made the following motion, which was seconded by Judith Rake:

The Illinois Community College Board hereby approves the Recommendations of the ICCB Finance Advisory Committee in Regard to Equalization Funding for the Illinois Community College System as follows:

To provide equitable funding for all community college students in the state, the Committee offers five recommendations. The first four recommendations are interdependent and should be considered as a package.

1. The current *Equalization* formula calculating need based on Equalized Assessed Valuations (EAV) and credit hour production should not be changed.
2. The concept of tax base equalization will be enhanced by adding a new funding component, *Foundation Funding (Property Tax Extension)*. *Foundation Funding (Property Tax Extension)* should be implemented in fiscal year 2006. The purpose of *Foundation Funding (Property Tax Extension)* is to assure that colleges have comparable resources to support the education of students in their respective districts. A college would receive the higher of the current *Equalization* or the new *Foundation (Property Tax Extension)* formula calculated amount.

The calculation for *Foundation (Property Tax Extension)* funding is simple and straightforward and like the current *Equalization* formula is productivity-based. Colleges that are below the average in per credit hour production of local revenue would receive state funds to bring them up to the statewide average.

3. Additional resources are required for *Foundation (Property Tax Extension)* funding. The Committee assumes that the \$15 million allocated for City Colleges of Chicago in fiscal year 2005 will become permanent as part of the overall base for equitable funding. The Committee recognizes that fiscal year 2006 equalization needs (including foundation needs) will increase and require additional funds beyond the \$15 million to finance this change. The extent of this estimate for fiscal year 2006 cannot be determined exactly at this time but based on scenarios examined in fiscal year 2005, the Committee believes the amount will be approximately \$10.8 million. The amount will be determined as fiscal year 2006 data components are finalized. Using current year data, 4-5 colleges (PTELL and non-PTELL) districts qualify for *Foundation (Property Tax Extension)* funding. The number of qualifying institutions will fluctuate from year-to-year.

An overarching concern of the Committee is the need for additional resources to support *Foundation (Property Tax Extension)* funding; reallocations from other programs would be detrimental to the community college system. The Committee believes that it is important for all community colleges to work together to seek

Agenda Item #12.2  
January 31, 2005

resources to fund the program and also move forward in seeking resources for other important programs, including student credit hour grants, special initiatives, fully-funding equalization, Adult Education and Family Literacy and Career and Technical Education.

4. *Foundation (Property Tax Extension)* funding should be funded at the same relative percentage as *Equalization*. For example, if *Equalization* is funded at 90 percent of the total calculated need, then *Foundation (Property Tax Extension)* should be funded at 90 percent.
5. It is recommended that the following changes be made to PTELL legislation:
  - a) Modify the legislation so that it is indexed to the Employment Cost Index (EPI) or 5 percent, whichever is lower. Current legislation is indexed to the Consumer Price Index; the Employment Cost Index reflects more accurately the expenditure patterns of colleges, and
  - b) Modify the PTELL legislation to exclude protection, health, and safety operating and bond tax levies from the tax cap limitation.

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

Item #4 - Adjournment

At 10:19 a.m., Marjorie Cole made a motion, which was seconded by Marikay Hegarty, 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

Agenda Item #12.3  
January 31, 2005

Illinois Community College Board

**REVIEW OF EXECUTIVE SESSION MINUTES**

The Illinois Open Meeting Act requires public bodies to review, at least twice a year, minutes of executive sessions to determine if the content of such minutes continue to require confidentiality or if they may be made available for public inspection.

The last review of executive session minutes was held on June 18, 2004, and the next Board review of executive session minutes will take place on June 17, 2005.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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, 2004 and September 17, 2004 be made available for public inspection upon request. All other executive sessions minutes had been made available for public inspection.

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Illinois Central College

- ▶ 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)

## **BACKGROUND**

**Illinois Central College** and **Parkland College** have submitted applications to offer the Associate in Applied Science (A.A.S.) degree “Paraprofessional Educator” Statewide Model Curriculum. The 62-64 semester credit hour model curriculum consists of coursework including 18-22 credit hours of general education, 22-28 credit hours of career and technical course requirements, and 16-28 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.

**Southeastern Illinois College, Moraine Valley Community College, College of Lake County, and John A. Logan 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 credit hours of general education, 3-9 credit hours of professional education coursework, and 9-15 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. Proposals will be recommended at the next available meeting of the Illinois Board of Higher Education.

**Joliet Junior College** is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree in “Industrial Welding Technology”. This program will prepare individuals for employment in industrial welding maintenance, structural or pipe welding occupations. The curriculum consists of 15 semester credit hours of required general education coursework, 31 semester credit hours of required career and technical education coursework, and 18 semester credit hours of related technical electives. The career and technical component includes coursework in basic, flat & horizontal, vertical and overhead shielded metal arc welding, oxygen acetylene welding, cutting and brazing, gas tungsten arc welding (mild steel, aluminum and stainless steel), gas metal arc welding, flux cored arc welding, precision machine tool technology, non-destructive testing, blueprint reading, physical metallurgy and occupational safety. Furthermore, the welding-specific courses were developed according to American Welding Society (AWS) standards and completion of several groupings of courses will prepare students for optional AWS certification in various types of welding. Assessment of student learning will be accomplished through a performance-based test covering broad categories of welding such as shielded metal arc welding, oxygen acetylene welding, gas tungsten arc welding and gas metal arc welding. Performance will be evaluated by program faculty.

Labor market information provided by the college supports the interest in and need for educational ladder opportunities for students in existing welding certificate programs offered by the college. Within the district employment of welders is anticipated to grow faster than the average employment

Agenda Item #12.4  
January 31, 2005

for all occupations district wide through 2012, according to the Illinois Department of Employment Security. The college anticipates an enrollment of 10 part-time and five full-time students the first year, increasing to 15 part-time and 10 full-time by the third year. Two existing full-time and six existing part-time faculty will be required for the program during the first year. No new costs will be incurred to implement the program. The college anticipates a cost of approximately \$30,000 during the third year of program operation to upgrade and provide maintenance for equipment.

**Kankakee Community College** is seeking approval to offer a 30 semester credit hour “Emergency Management Specialist” certificate program. This program will provide cross-training opportunities for individuals currently employed in emergency response occupations with skills related to emergency management and homeland security. The primary target audience for this certificate will be existing fire service, law enforcement and local/state/federal employees. The curriculum consists of coursework in introductory emergency management, emergency management policy and planning, incident management systems, public awareness and community relations, hazardous assessment and mitigation, sociology of disaster recovery, and six semester credit hours in exercise design and evaluation. The curriculum was designed based on competencies identified by the Office of Federal Emergency Management Agency (FEMA) for emergency management personnel.

In addition, labor market information provided by the college supports the interest in and need for a formalized training program in emergency management. While this is a new and emerging occupational area both nationally and statewide, many current emergency response managers are looking for formalized education and training in policy, planning, assessment and exercise design. KCC has developed this curriculum to meet the direct needs of district emergency response personnel. The college anticipates an enrollment of six full-time and six part-time students the first year, increasing to 12 full-time and 12 part-time students by the third year. The program will require one existing full-time and eight 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 year.

**College of Lake County** is seeking approval to offer a 60 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Electronic Systems Technology”. This program will prepare students for employment as technicians who install, repair, and maintain a wide range of electronic systems, including industrial control systems, radio/television/satellite communication systems, personal computers, and consumer home audio and video entertainment systems. The program is available to all Lake County district students, however the college has specifically partnered with the Great Lakes Naval Base to provide this educational ladder opportunity for graduates of its Navy A Schools program. The curriculum consists of 15 semester credit hours of required general education coursework, 41 semester credit hours of required career and technical education coursework, and four semester credit hours of related technical electives. The career and technical coursework includes AC and DC theory and fundamentals, electronic lab technology, industrial control systems, applied analog and communication circuits, digital electronics, microwave systems and measurements, systems control theory, digital communications, electrical machinery, applied mathematics and either electronic systems or radar systems. Assessment of student learning

Agenda Item #12.4  
January 31, 2005

objectives will be accomplished through both a comprehensive written final exam administered and a cumulative final project both administered through EST 212 Systems Control Theory. Projects will be evaluated by program faculty and advisory committee members.

Labor market information provided by the college supports the need for a formalized training program in electronic technology within the college's district and statewide. Growth in the employment of "electronics technicians" is expected to grow slightly faster than the average for all occupations within the college's district through 2012, according to the Illinois Department of Employment Security. The college anticipates an enrollment of 10 full-time and 30 part-time students each year for the first three years. The program will require two new part-time, four existing full-time and six existing part-time students the first year. Costs of implementing this program will be approximately \$4,800 the first year, \$2,100 the second and third years.

**Lewis & Clark Community College** is seeking permanent approval to offer a 40 semester credit hour "Computer Graphics" certificate 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 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 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.*

**John A. Logan College** is seeking approval to offer an Associate in Fine Arts Degree with an option for students planning to obtain a baccalaureate major in music. In comparison to the Associate in Arts (A.A.), this degree features less general education and more music instruction to better accommodate the unique sequencing of coursework that occurs in this discipline. The proposed degree requirements fall within acceptable limits as defined by ICCB Rules and the IAI Music Major Articulation Panel. All courses that comprise the degree are IAI approved. Students seeking admission to this degree program will be required to meet admissions criteria equivalent to other transfer degree programs.

The College is clearly equipped to offer art instruction. Classrooms and laboratories provide adequate space and up-to-date equipment and technology for existing course offerings. Since the proposed program is composed entirely or almost entirely of courses already offered by the college, there is no need for additional space, equipment or instructional materials. Full-time faculty hold master's degrees and are accomplished and active musicians. An evaluation process is in place for full-time instructors.

Agenda Item #12.4  
January 31, 2005

**Sauk Valley Community College** is seeking approval to offer a 64 semester credit hour “Microcomputer Applications” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment in a variety of field utilizing microcomputer applications specialists. Graduates of this program will be skilled in a broad variety of software packages including word processing, spreadsheets, databases, presentations, web browsers and operating systems. The curriculum consists of 19 semester credit hours of general education coursework, 38 semester credit hours of required career and technical coursework, and seven semester credit hours of related career and technical electives. The career and technical component includes introduction to microcomputer applications, word processing applications, database applications and management systems, spreadsheet applications, desktop publishing, presentation graphics, operating systems, systems design, special topics/issues in computer information systems, and financial/managerial accounting, in addition to a related work-based learning seminar and internship. Assessment of student learning objectives will be accomplished through the completion and evaluation of students’ cumulative final project through the course CIS 260 Systems Design Practicum. Students will select a final project reflective of their training and future career interests. Projects will be evaluated by program faculty and advisory committee members to the program.

Labor market information provided by the college supports the interest in and need for additional educational ladder opportunities for students within the college’s district. Currently the college offers several related certificate training programs in microcomputer applications. The college anticipates an enrollment of seven full-time and 19 part-time students the first year, increasing to 12 full-time and 26 part-time students by the third year. The program will require three existing full-time faculty the first year. No new costs will be incurred for the implementation of this program, as faculty, equipment, software and recently updated instructional materials are already in place.

**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

- ▶ Microsoft Office Specialist - Word Preparation Certificate (3.5 semester credit hours)
- ▶ Microsoft Office Specialist - Powerpoint Preparation Certificate (3.5 semester credit hours)
- ▶ Microsoft Office Specialist - Excel Preparation Certificate (3.5 semester credit hours)
- ▶ Microsoft Office Specialist - Access Preparation Certificate (3.5 semester credit hours)
- ▶ Montessori Early Childhood Certificate (15 semester credit hours)
- ▶ Montessori Infant/Toddler Certificate (15 semester credit hours)

Lewis & Clark Community College

- ▶ Computer Graphics Certificate (22 semester credit hours)

Lincoln Trail College

- ▶ Computer Security Certificate (15 semester credit hours)



Agenda Item #12.4  
January 31, 2005

Oakton Community College

- ▶ CISCO Certified Network Associate Certificate (16 semester credit hours)

Sauk Valley Community College

- ▶ EMT-Intermediate Certificate (15 semester credit hours)

Illinois Community College Board

**PROPOSED AMENDMENTS TO  
ILLINOIS COMMUNITY COLLEGE BOARD RULES CONCERNING  
MIDTERM CERTIFICATION OF STUDENTS FOR STATE FUNDING**  
*(Final Approval)*

A major driver of funding within the Illinois Community College funding formula is credit hours generated by students attending classes. Credit hours are reported in the instructional credit hour claim report as SU and SR records. Illinois Community College Board (ICCB) administrative rules 1501.501 (Definitions) and 1501.507 (Credit Hour Grants) define and outline requirements for submission of the SU/SR claims. These rules have been modified from time to time to reflect changing requirements. However, the whole midterm certification concept has been predicated on hard copy midterm class lists and hard copy instructor signatures on those midterm class lists. Technology has changed significantly in the past ten years and provides some opportunities for designing operational efficiencies into the colleges processes. Many districts have been exploring the possibilities of using electronic methods to obtain instructor signatures on their midterm class lists and final grade sheets. ICCB rules have not changed since their inception with regard to the manner in which the districts obtain the signature of the instructor. These proposed rule changes would allow districts to modify their practices and procedures to design systems that would eliminate the need for districts to physically distribute midterm class lists or final grade sheets to instructors, collect the signed forms, and store multiple pieces of paper in a file cabinet.

The following proposed rule modifications were presented to the Board and the system in the February 20, 2004 agenda for review and comment and again in the June 18, 2004 agenda for initial approval. No opposition to the proposed changes has been received. The item is, therefore, presented for the Board's final approval to be forwarded to the Joint Committee on Administrative Rules.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

## **SUBPART E: FINANCE**

### **Section 1501.501 Definition of Terms**

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

- 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.

Agenda Item #12.5  
January 31, 2005

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:

- 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.

Agenda Item #12.5  
January 31, 2005

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.

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:
  - 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.

Agenda Item #12.5  
January 31, 2005

- 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;
  - 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

Agenda Item #12.5  
January 31, 2005

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 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.



Agenda Item #12.5  
January 31, 2005

- 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
  - 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.

Agenda Item #12.5  
January 31, 2005

- 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.

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS  
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM  
FISCAL YEAR 2004**

The externally attached annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 2004 data for students as provided by the colleges at the close of the fiscal year. For comparison with past enrollments and completions, summary data for the four previous fiscal years (2000-2003) are also presented. Detailed tables comparing fiscal year 2003 and fiscal year 2004 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. Additionally, the report contains information on the characteristics of students participating in noncredit courses. The following background material includes highlights from the report.

**BACKGROUND.** Annual student enrollment and completion (A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for the small number of individuals who graduate but are not officially enrolled during the fiscal year. As in last year's report, completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded but will be provided in the 2005 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 2004 is the sixth year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course specific information on the wide range of noncredit instruction the colleges provide. Between fiscal years 1994 and 1998, only aggregate noncredit enrollment data were gathered through the use of a yearly survey. For fiscal year 2004 the N1 database was exclusively used for noncredit information.

**Overview of Student Enrollments**

- ▶ The Illinois community college system recorded a total of 959,018 students in credit and noncredit courses in fiscal year 2004, a decrease of 1.2 percent since fiscal year 2003.
- ▶ Credit-generating students accounted for 72.9 percent of the overall fiscal year 2004 headcount.
- ▶ During fiscal year 2004, the 48 public community colleges in Illinois enrolled 698,707 students in instructional credit courses. This is a slight increase of 0.8 percent from the previous year. The full-time equivalent (FTE) enrollment was 245,184, an increase of 2.6 percent since fiscal year 2003.
- ▶ Statewide, 26,363 noncredit course sections were conducted during fiscal year 2004.
- ▶ For fiscal years 2003 to 2004, the number of individuals receiving instruction through noncredit course offerings decreased 6.1 percent to 260,374 students.

Agenda Item #13.2  
January 31, 2005

- ▶ Statewide, 31,484 students of all 959,081, enrolled in both credit and noncredit courses during fiscal year 2004 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

**Credit Enrollments.** Students enrolled in courses that are eligible for state credit hour reimbursement grants include baccalaureate/transfer, career and technical education, vocational skills, remedial/developmental, adult basic education, adult secondary education and English as a Second Language. These courses must meet state standards as defined by the ICCB.

- ▶ Females comprised 55.9 percent of the fiscal year 2004 student population enrolled in credit-generating programs.
- ▶ Representation of minority (non-white) students remained virtually unchanged from 2003 at 35.7 percent. Black student representation rose slightly from the previous year to 14.6 percent. Representation of Hispanic students decreased slightly to 15.8 percent. Asian representation remained constant at 4.5 percent. Foreign/non-resident alien participation dropped slightly at 0.5 percent.
- ▶ The median age of credit-generating students was 26.3 during fiscal year 2004, slightly younger than the previous year. Likewise, the average age decreased slightly to 30.9 years.
- ▶ Baccalaureate/transfer remained the largest credit instructional program area enrolling 37.7 percent of fiscal year 2004 Illinois community college system students. Enrollments in baccalaureate/transfer programs increased 1.9 percent from last year.
- ▶ Statewide, career and technical education credit program enrollments accounted for more than one-quarter of all credit students (27.3 percent). Enrollments in career and technical education programs increased 2.1 percent from the previous year.
- ▶ Although 37.7 percent of the fiscal year 2004 credit student population was enrolled in the baccalaureate/transfer area, only 29.5 percent of all students indicated an intent to transfer.
- ▶ Students enrolled in adult education courses in community colleges comprised 18.1 percent of the credit generating students. Enrollment in adult education decreased by 3.9 percent over fiscal year 2003.
- ▶ Of the students in adult education, approximately 58.3 percent were enrolled in English as a Second Language (ESL) courses. This is down from 58.7 percent in fiscal year 2003.
- ▶ More than one-half (52.0 percent) of the fiscal year 2004 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college with a focus on taking courses instead of degree or certificate completion decreased by 2.7 percent over last year.

Agenda Item #13.2  
January 31, 2005

- ▶ Nearly three out of four credit students attended on a part-time basis during both the fall (70.9 percent) and spring (72.9 percent) semesters in fiscal year 2004.
- ▶ Over 18 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 38,090 who earned a bachelor's degree or higher which is an increase of 370 over last year.
- ▶ Illinois community college students were enrolled in 7,355,508 credit hours throughout fiscal year 2004 and earned 76.3 percent of those hours.
- ▶ Accumulated credit hours were available for 69.6 percent of the fiscal year 2004 student population. About one-third (33.4 percent) had accumulated 30 or more college-level hours (sophomore level).
- ▶ Cumulative grade point average data were reported for nearly two-thirds (66.4 percent) of the fiscal year 2004 students. Over 46 percent (46.4) held an A-B average.

**Noncredit Enrollments.** Noncredit courses are not eligible for state credit hour reimbursement grants and include those designed for and funded by special groups such as a specific business or industry as well as those offered for social and personal development for the general public. Noncredit course enrollment figures in the report for fiscal year 2004 come from the Noncredit Course Enrollment Database (N1).

- ▶ Fiscal year 2004 unduplicated noncredit headcount decreased 6.1 percent over last year. The duplicated headcount or "seat count" was 7.9 percent lower than the previous year. Fewer students took fewer classes.
- ▶ Reasons for the recent declines in noncredit activity and participation vary by locality. Part of the reason for these declines may be traced to the economy. State and national economies have been in a recessionary period over the last two years. Some individuals and businesses have fewer discretionary funds and are searching for ways to cut their expenses. Additionally, selected colleges may still be encountering some resistance from participants in noncredit courses about providing complete information to create the Noncredit Course Enrollment Data submission (N1). Likewise, noncredit coursework is offered by multiple entities within each college. Reporting may be more complete from some entities within the college than others. Records were not added to the noncredit database unless the category of activity information was supplied – business/industry contract; professional/vocational development; personal/social development; and youth programs. The noncredit database requires detailed reporting.
- ▶ Female students accounted for 57.1 percent of 2004 noncredit enrollments for which gender data were reported.

Agenda Item #13.2  
January 31, 2005

- ▶ Minority students accounted for 24.6 percent of individuals enrolled in noncredit programs who supplied racial/ethnic data.
- ▶ Just over one-half (50.1 percent) of the noncredit students were 40 years of age or above, based on the individuals who supplied this information.
- ▶ Fifty-four percent of the noncredit offerings (duplicated) were in the personal and social development category of activity. Nearly 30 percent of the noncredit coursework was dedicated to developing workplace skills: professional/vocational (20.6 percent) and business and industry contractual training (9.2 percent). The remaining 16.2 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, etc.).
- ▶ Across all categories of activity, eight programs (two-digit CIP) had over 8,000 noncredit students enrolled. Combined, these program areas accounted for 65.2 percent of the students enrolled in noncredit courses for which CIP data were reported. Thirty-eight percent of the enrollments were in work-related programs: business management (19.2 percent), transportation workers (10.1 percent), health professions (4.7 percent) and computer information systems (4.0 percent).
- ▶ Instructional site information shows that 61.2 percent of the noncredit courses offered in fiscal year 2004 were held on college main campuses.

**Overview of Student Completions**

- ▶ A total of 47,986 collegiate-level degrees and certificates were awarded to students at Illinois community colleges in fiscal year 2004, 5.9 percent more than in fiscal year 2003.
- ▶ Baccalaureate/transfer degrees were earned by 14,022 students during the fiscal year 2004. This was up 3.1 percent from a year ago. Baccalaureate/transfer degrees accounted for 29.2 percent of all completions.
- ▶ Nearly 69 percent of all fiscal year 2004 collegiate degrees and certificates were earned through completion of career and technical education programs.
- ▶ Students successfully completed 33,080 career and technical education degrees and certificates in Illinois community colleges during fiscal year 2004, a 7.2 percent increase from the previous year.
- ▶ Approximately 26.4 percent of the career and technical education award recipients in fiscal year 2004 earned associate in applied science degrees.
- ▶ Females accounted for 57.0 percent of all completions during fiscal year 2004. A similar proportion was reflected in the career and technical education program areas. In the baccalaureate/transfer programs females accounted for 61.2 percent of the completions.

Agenda Item #13.2  
January 31, 2005

- ▶ The largest number (9,546) of male completers of a specific degree or certificate was in the category of career and technical education certificates of less than one year program. Males made up the majority of those receiving these certificates (50.8 percent).
- ▶ Although small in number (103), the Associate in Engineering Science program had the highest proportion of male graduates (81.6 percent).
- ▶ Minority students earned nearly 30 percent of the collegiate-level degrees and certificates granted in the Illinois community college system during fiscal year 2004. Black students achieved 15.1 percent, Hispanic students earned 8.2 percent, and Asians earned 5.7 percent of the degree and certificates.
- ▶ Minorities accounted for nearly 20 percent of the total baccalaureate/transfer degree recipients. Black students accounted for 8.6 percent, 6.8 percent were Hispanic, and 3.2 percent were of Asian origin.
- ▶ More than four times as many minority graduates completed career and technical education degrees and certificates (11,242) than baccalaureate/transfer degrees (2,724).
- ▶ Among the largest minority groups, Black students completed 3,312 more collegiate-level programs than Hispanic students.
- ▶ Approximately 12.3 percent of the students who were awarded degrees and certificates during fiscal year 2004 were less than 21 years of age. The age groups with the largest percentages of graduates were the 21 to 24 (30.7 percent), 25 to 30 (18.4 percent), and 40 to 55 year olds (18.4 percent).
- ▶ In general, the proportion of career and technical education graduates increased as age advanced.
- ▶ Nearly three-quarters of the students who successfully completed baccalaureate/ transfer degrees in fiscal year 2004 indicated an intent to transfer to a four-year institution.
- ▶ Nearly 22 percent of fiscal year 2004 AAS degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

Community colleges as a whole experienced a moderate increase in completions (5.9 percent). Remarkably, this is the fifth consecutive year of increase in the number of community college system graduates. Of the 47,986 completions during fiscal year 2004, 49.3 percent were associate degrees, and 50.7 percent were certificates. Fiscal year 2004 was the first time that certificates awarded outnumbered associate degrees. The incidence of more associate degrees being awarded

Agenda Item #13.2  
January 31, 2005

than certificates persisted over the previous five fiscal years, despite the fact that by definition acquiring a certificate always involves a shorter program of study. The reason for this reversal is partly due to the additional efforts to encourage students to obtain the certificates they earn once they have completed the required coursework.

In an era of increased accountability, fully capturing and reporting graduates through the Annual Enrollment and Completion Submission (A1) is becoming increasingly important. At the same time, it is recognized that there are individuals served by community colleges who attend with an exclusive interest in completing particular courses to provide specific skills for success in their chosen field. Fiscal year 2004 data show that 52.0 percent of all students identify themselves as not pursuing a formal award. Approximately 34.4 percent of the career and technical education students reported attending to complete one or several courses. Yet, there are individuals attending community colleges who meet certificate and sometimes degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal academic award. To promote student success, each achievement should be recognized as it is accomplished.

Systemwide over the past two years, in conjunction with a Postsecondary Perkins initiative, community colleges have been undertaking projects to develop, implement, or expand upon local computerized automated degree and certificate audit systems. These efforts will continue through the next fiscal year. Results of these systemwide efforts are contributing to positive results as the number of certificates awarded has nearly doubled over the past five fiscal years. Over the same time period, the system has seen an increase of nearly 38 percent in the total number of certificates and degrees awarded. Computerized certificate and degree audits are useful in recognizing student accomplishments and helping students reach their goals. The implementation of automated degree audits has an up-front cost and requires an ongoing commitment to keep these computerized systems updated as degree and certificate requirements can change frequently and the list of permitted electives tends to be extensive. Yet, investing in processes that promote student success and student outcomes are a priority for community colleges.

Overall, the large number of students served through credit and/or noncredit courses affirms that the Illinois Community College System continues to adapt to the evolving educational needs of the communities each college serves. Recognizing and encouraging student progress and outcomes is a priority. Student completions are being captured more fully. Ongoing efforts to promote degree and certificate completion for students with an interest in earning a formal academic award is paying dividends for students, area employers, and the colleges. The number of community college system graduates has increased for each of the past five years.

**INFORMATION ONLY**



Illinois Community College Board

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

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 is offered for discussion purposes at this time and will be presented in February for initial approval.

**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

Agenda Item #13.3  
January 31, 2005

- 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.

**INFORMATION ONLY**