

Illinois Community College Board

360th Meeting Agenda and Materials

September 16, 2005

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



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Agenda
360th Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, Illinois 62701

September 16, 2005

Committee Meetings

8:00 a.m. - Adult Education & Family Literacy Committee

8:00 a.m. - Budget and Finance Committee

9:00 - 12:00 noon

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40th ANNIVERSARY UPDATE

An oral report will be presented to the Board at the Board meeting on September 16.

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Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE FOUNDATION AND HORIZON REPORT

An oral report will be presented to the Board at the Board meeting on September 16.

Illinois Community College Board

ASSOCIATE OF ARTS IN TEACHING EARLY CHILDHOOD EDUCATION

In March 2001, the Illinois Community College Board (ICCB) endorsed an initiative to enhance the role of community colleges in teacher preparation and quality improvements. One of many activities undertaken as a result of the Board's endorsement has been the development of Associate of Arts in Teaching (AAT) degree models to facilitate a smooth transition for and enhanced preparation of community college students as they transfer into university teacher education programs.

Since September 2002, a steering committee has worked with hundreds of faculty, administrators, and agency representatives to propose AAT models in high need teaching disciplines. To date, AAT degree models in Secondary Mathematics and Secondary Science have been approved. Work has now been completed on an AAT in Early Childhood Education model, and the model is being presented to the ICCB for its approval.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the proposed Associate of Arts in Teaching Early Childhood Education degree model.

**ASSOCIATE OF ARTS IN TEACHING EARLY CHILDHOOD EDUCATION
DEGREE MODEL**

Background

In September 2002, in cooperation with the Illinois Community College Board, the Illinois Board of Higher Education, the Illinois State Board of Education, and the University of Illinois formed a steering committee through its P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models. The steering committee includes representatives of universities, community colleges, and the three state education agencies.

In October 2003, the ICCB endorsed the following General Principles for model AAT degrees that were developed by the AAT steering committee to guide the work of the initiative:

1. A degree model provides a general framework within which community colleges may develop specific degrees in accordance with institutional policies and priorities.

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2. For most teaching specialties, the IAI General Education Common Core with one additional mathematics course will be appropriate. For some teaching specialties, it may be necessary to identify specific courses within the general education core, or the core may need to be modified.
3. Core language arts standards and standards related to global diversity and multiculturalism should be met through the general education component of the degree. Core technology standards may be met with an educational technology course, or may be infused throughout the general education component. Every college will be responsible for addressing the core technology standards, whether through a specific course or infusion in the curriculum.
4. Passing the Enhanced Test of Basic Skills will be a requirement for program completion. It is recommended that the test be administered no later than the point at which students have accumulated 45 semester hours and that remediation be provided for students who are not successful in their first attempt to pass the test.
5. Alignment of Illinois State Board of Education and National Council for the Accreditation of Teacher Education standards with AAT degree models will be done by groups of community college and university faculty.
6. Early field experiences need to begin in the first two years of a future teacher's preparation, regardless of whether a student begins at a community college or a university. It is strongly suggested that the field experiences be related to the student's selected specialty area.
7. Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.
8. It will be critical that close communication is maintained between community college and university teacher education programs in order to provide smooth articulation and address problems as they arise. Each institution should formally identify a contact person to ensure that there is a clear pathway for this communication to occur.

Development of the Model

The Associate of Arts in Teaching Steering Committee identified early childhood education as a high need teaching discipline. The need for an AAT in Early Childhood Education was further underscored by House Resolution 845, adopted in June 2004, which directs the Illinois P-16 Initiative to develop a model AAT degree in Early Childhood Education. The AAT Steering Committee convened a working group that included community college and university faculty, as well as representatives from other early childhood constituencies, in June 2004 to develop a degree model. The group reviewed the seventeen Illinois state standards for early childhood education and selected the standards and indicators that are appropriate to be addressed at the freshman/sophomore level.

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The resulting model is aligned to those standards. The working group completed its recommendations in January 2005. Following a public comment period, the degree model was finalized and is now presented for the Board's consideration. Model course syllabi, a standards matrix and other detailed materials that support the degree model are available on the ICCB website: www.iccb.org/HTML/what/aat.html.

Associate of Arts in Teaching Early Childhood Education Degree Model

General Education Component* 40 semester credits

Communication: 9 semester credits
(Two-course writing sequence and one course in oral communications.)

Mathematics: 6 semester credits

Physical and Life Sciences: 7 semester credits
(To include physical sciences, life sciences, environmental sciences, and earth and space sciences. One course must be a laboratory course.)

Humanities & Fine Arts: 9 semester credits
(To include music, drama, dance and visual arts.)

Social and Behavioral Sciences: 9 semester credits
(To include history, geography, economics, and political science.)

*A college may require a greater number of general education hours than the model suggests, but consideration should be given to the total number of hours in the degree and the possibility that additional hours may not be accepted in transfer.

Professional Education Component 6 - 9 semester credits

Required:

Introduction to Education (with a clinical component*)
Child Growth and Development

May choose 3 additional credits from:

Educational Technology
Educational Psychology
Students with Disabilities in the Schools

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*The clinical component should include field experiences in a variety of educational settings. For students intending to pursue an AAT Early Childhood degree, it would be appropriate for half the number of hours to be spent in early childhood environments. A variety of assignments and activities should be included, with artifacts and assessments documented. A minimum of 15 contact hours of field experience is required.

The required contact hours of field experience may be embedded in the Introduction to Education course, or may be part of a separate one credit hour field experience course. If the required contact hours are part of a separate field experience course, the student must be required to take the two courses concurrently and to document the assignments and activities with artifacts and assessments. Students should be aware that a one credit hour field experience course may not be transferable.

Major Area – Early Childhood

15 to 21 semester credits

Required:

Introduction to Early Childhood Education

The remaining semester credits must include identified standards in the following areas:

Learning Experiences
Learning Environment
Relationships: Child, Family, Community
Assessment

Please note: Additional field experience hours may be incorporated into courses in the major area of early childhood education. A separate, one-hour course focusing solely on field experience activities may be included, as well; however, students should be aware that such a course may not be transferable.

Successful completion of the Illinois Enhanced Test of Basic Skills is a degree requirement.

Total semester credit hours for the degree:

64 semester credits

Illinois Community College Board

ASSOCIATE OF ARTS IN TEACHING SPECIAL EDUCATION

In March 2001, the Illinois Community College Board (ICCB) endorsed an initiative to enhance the role of community colleges in teacher preparation and quality improvements. One of many activities undertaken as a result of the Board's endorsement has been the development of Associate of Arts in Teaching (AAT) degree models to facilitate a smooth transition for and enhanced preparation of community college students as they transfer into university teacher education programs.

Since September 2002, a steering committee has worked with hundreds of faculty, administrators, and agency representatives to propose AAT models in high need teaching disciplines. To date, AAT degree models in Secondary Mathematics and Secondary Science have been approved. Work has now been completed on an AAT in Special Education model, and the model is being presented to the ICCB for its approval.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the proposed Associate of Arts in Teaching Special Education degree model.

**ASSOCIATE OF ARTS IN TEACHING
SPECIAL EDUCATION MODEL**

Background

In September 2002, in cooperation with the Illinois Community College Board, the Illinois Board of Higher Education, and the Illinois State Board of Education, the University of Illinois formed a steering committee through its P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models. The steering committee includes representatives of universities, community colleges, and the three state education agencies.

In October 2003, the ICCB endorsed the following General Principles for model AAT degrees that were developed by the AAT steering committee to guide the work of the initiative:

1. A degree model provides a general framework within which community colleges may develop specific degrees in accordance with institutional policies and priorities.

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2. For most teaching specialties, the IAI General Education Common Core with one additional mathematics course will be appropriate. For some teaching specialties, it may be necessary to identify specific courses within the general education core, or the core may need to be modified.
3. Core language arts standards and standards related to global diversity and multiculturalism should be met through the general education component of the degree. Core technology standards may be met with an educational technology course, or may be infused throughout the general education component. Every college will be responsible for addressing the core technology standards, whether through a specific course or infusion in the curriculum.
4. Passing the Enhanced Test of Basic Skills will be a requirement for program completion. It is recommended that the test be administered no later than the point at which students have accumulated 45 semester hours and that remediation be provided for students who are not successful in their first attempt to pass the test.
5. Alignment of Illinois State Board of Education and National Council for the Accreditation of Teacher Education standards with AAT degree models will be done by groups of community college and university faculty.
6. Early field experiences need to begin in the first two years of a future teacher's preparation, regardless of whether a student begins at a community college or a university. It is strongly suggested that the field experiences be related to the student's selected specialty area.
7. Community colleges should adopt a process for admission to AAT programs for purposes of advising and career development.
8. It will be critical that close communication is maintained between community college and university teacher education programs in order to provide smooth articulation and address problems as they arise. Each institution should formally identify a contact person to ensure that there is a clear pathway for this communication to occur.

Development of the Model

The Associate of Arts in Teaching Steering Committee identified special education as a high need teaching discipline and convened a working group that included community college and university faculty in June 2004 to develop a degree model. The working group reviewed Illinois standards for Professional Educators, as well as national standards from the Council for Exceptional Children, and related performance indicators. Based on that review, the working group identified the standards and related performance indicators that are appropriate for the freshman/sophomore level and indicated the professional education and content courses in which they should be included.

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The resulting model is aligned to those standards. The working group completed its recommendations in October 2005. Following a public comment period, the degree model was finalized and is now presented for the Board's consideration. Model course syllabi, a standards matrix and other detailed materials that support the degree model are available on the ICCB website: www.iccb.org/HTML/what/aat.html.

Associate of Arts in Teaching Special Education Degree Model

General Education Component* (40-44 semester credits)

- **Communication:** 9 semester credits
(two-course writing sequence and one course in oral communications)
- **Mathematics:** 6-9 semester credits
(Mathematics for Elementary Teaching (M1 903) and one other course required)
- **Physical and Life Sciences:** 7-8 semester credits
(one course from the life sciences and one course from the physical sciences, and at least one laboratory science)
- **Humanities and Fine Arts:** 9 semester credits**
(at least one course selected from humanities and at least one course from the fine arts.)
- **Social and Behavioral Sciences:** 9 semester credits**
(courses selected from at least two disciplines; Introduction to Psychology and American Government are recommended)

* A college may require a greater number of general education credits than the model suggests, but consideration should be given to the total number of hours in the degree and the possibility that additional hours may not be accepted in transfer.

** A non-Western course should be selected from humanities or social sciences.

Note: Foreign language is a graduation requirement at some institutions. Consult your advisor.

Professional and Special Education Component (18-21 semester credits)

Required:

Introduction to Education (with a clinical component*)
Educational Technology
Students with Disabilities in School
Educational Psychology

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Development (Colleges may use existing courses such as Child Development, Life Span Development, or Child or Adolescent Psychology, so long as the course includes the standards identified in the AAT Super Matrix and the model syllabus.)

One or two of the following courses may be selected:

Diversity in Schools
Language Development
Introduction to the Foundations of Reading

* The clinical component should include field experiences in a variety of school settings. For students intending to pursue an AAT in Special Education degree, it would be appropriate for half the number of hours to be spent in a special education environment. A variety of assignments and activities should be included, with artifacts and assessments documented. A minimum of 15 contact hours of field experience is required.

The required contact hours of field experience may be embedded in the Introduction to Education course, or may be part of a separate one credit hour field experience course. If the required contact hours are part of a separate field experience course, the student must be required to take the two courses concurrently and to document the assignments and activities with artifacts and assessments. Students should be aware that a one credit hour field experience course may not be transferable.

Please Note: Additional field experience hours may be incorporated into other professional education coursework.

Degree Requirements:

1. Successful completion of the Illinois Enhanced Test of Basic Skills
2. Initiation of a standards-based portfolio that includes, at a minimum, evidence of successful early clinical experience in schools, evidence of demonstrated disposition for the profession, and personal philosophy of teaching

Total semester credit hours (61-62 semester credit hours)

Illinois Community College Board

**EVALUATION OF THE STATEWIDE PROGRAM REVIEW SYSTEM
OF THE ILLINOIS COMMUNITY COLLEGE BOARD**

Over the past year and a half, a team of consultants has been engaged in an evaluation of the Illinois Community College Board program review system. The results of the evaluation were presented to ICCB staff in July 2005 in a report titled "Findings and Recommendations: Evaluation of the Program Review System of the Illinois Community College Board," which is included as an external attachment. The report and recommendations are now being presented to the Board for its consideration.

RECOMMENDED ACTION:

It is recommended that the Illinois Community College Board adopt the following motion:

The Illinois Community College Board accepts and endorses the recommendations of the Program Review Evaluation Project consultant team and charges the President/CEO and staff with implementing the revised program review process.

BACKGROUND. Program review is the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Since ICCB's program review process was redesigned in the early 1990s, community colleges and the community college system in Illinois have changed substantially, including expanded responsibilities for adult education and workforce development, as well as increased emphasis on transfer and articulation and efforts to assure the quality of career and technical programs. In addition, various reporting requirements have been added to program review to address colleges' contributions to achievement of broad statewide goals and objectives, for which other reporting mechanisms now exist. In light of these changes, ICCB engaged a team of consultants to evaluate the current program review system and recommend appropriate revisions to ensure that the system is focused and not duplicative of other accountability efforts. The consultants for the project are Dr. Kathleen Kelly and Dr. Ivan Lach, both independent higher education consultants, and Dr. Sharon Kristovich, Director for Institutional Research, Evaluation and Planning at Parkland College. The consultants conducted the evaluation in collaboration with the ICCB staff and a working group of college representatives. Input from the colleges was received throughout the evaluation through the use of surveys, meetings and focus groups.

RECOMMENDATIONS. Based on empirical and anecdotal data gathered from the providers and users of statewide program review information the consultants developed the following recommendations regarding the ICCB program review system:

Clarification of the purposes of program review and the roles of the colleges and ICCB:

1. The purposes of statewide program review are:
 - a. To support campus-level planning and decision-making related to:
 - Assuring the continuing need and improving the quality and cost-effectiveness of instructional programs;
 - Assessing, improving and updating programs on a regular basis;
 - Discontinuing programs when there is no longer sufficient demand, quality cannot be maintained at an acceptable level, or they are no longer cost-effective.
 - b. To demonstrate the accountability of the community college system in maintaining high quality, cost-effective programs that are responsive to the needs of students, businesses and industries in Illinois.
 - c. To identify best practices, exemplary innovations, and program issues that need to be addressed at the state level by the ICCB.
2. Individual colleges should have the primary responsibility to evaluate instructional programs, to make decisions about improvement and continuation, assure that program review results are considered in campus planning and budget development, and to report results to the Illinois Community College Board.
3. The Illinois Community College Board should have the responsibility to assure that each college has an appropriate review process, to coordinate and report on accountability efforts, to support local program review processes, to collect and disseminate information about best practices, and to identify and develop solutions for statewide programmatic issues.

Integration of program review with existing campus planning and quality improvement processes:

4. A manual of instructions for program review should be developed and revised once every five years.
5. All ICCB follow-up studies and any special requests related to program review should be made available to the colleges one year prior to the date for submission of program review reports (by the September preceding the August submission date). Special requests should be limited to occasional critical statewide issues related to instructional programs.

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6. Colleges may use the most recent audited state-level data available from ICCB at the time they begin their annual program review process or at appropriate times in a continuous quality improvement process.
7. A five-year program review schedule for programs and instructional areas should be maintained. With prior approval by ICCB staff, colleges may use alternative schedules for justifiable reasons, such as accommodating more frequent program reviews and campus planning cycles or coordinating accreditation evaluations.

Development of a Web-based information and reporting system:

8. An on-line information system should be developed to support continuous access to the most recent statewide data available and to allow colleges to obtain data that best meet their needs.
9. The on-line information system should provide access to wage and labor databases such as the Occupational Employment Statistics (OES), Illinois occupational supply and demand data, and Clearinghouse information on transfer students.
10. A Web-based reporting system should be developed to allow colleges to submit program review reports electronically.
11. Unit cost data will continue to be available but colleges may use locally developed cost data. While this makes statewide comparisons difficult, program-level data from the ICCB Unit Cost Study are not useful for review of some programs.

Development of guidelines and schedules for reviews

12. A five-year program review schedule for occupational programs should be maintained. The current schedule should be amended to reflect the transition to the revised Classification of Instructional Programs (CIP 2000).
13. Reviews of academic disciplines should occur on a five-year schedule and focus on the quality and learning outcomes of individual courses and clusters of courses. General education and other courses designed for transfer should be examined. Remedial courses should also be included in the reviews as appropriate.

Academic Discipline Reviews

Year 1	Written & Oral Communications
Year 2	Mathematics
Year 3	Physical & Life Sciences
Year 4	Humanities & Fine Arts
Year 5	Social & Behavioral Sciences

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14. Cross-disciplinary reviews should occur on a five-year schedule and focus on the college-wide objectives for selected instructional areas and examine the extent to which desired outcomes are being achieved.

Cross-Disciplinary Reviews

Year 1	General Education
Year 2	Adult Education and English as a Second Language
Year 3	Remedial/Developmental
Year 4	Vocational Skills
Year 5	Transfer functions and programs, including the AA, AS, AAT, other specialized transfer degree programs, and the AGS degree program

15. Courses designed for transfer in majors, such as business, education and engineering, may be reviewed as appropriate with related occupations programs, academic disciplines, or cross-disciplinary reviews on schedules determined by each college.
16. Each college should evaluate student and academic support services, including advising/counseling, financial aid, library, admissions, and registrar functions, at least once during each five-year cycle. Colleges should determine their own schedules within the five-year program review cycle for reviews of student and academic support services.
17. A brief summary of the review of student services should be provided to the ICCB on a template designed for that purpose.

Revision of reporting requirements and sharing best practices

18. Summary program review reports submitted to ICCB should focus on the results of program review, presentation of best practices and exemplary innovations, and identification of programmatic issues that need to be addressed at the state level.
19. While colleges should be expected to address need, quality, and cost of all instructional programs in their reviews of individual programs, detailed reports for local use on these reviews need not be submitted to ICCB. Instead, summary review reports should be designed for use in campus-level decision making and should be examined by ICCB staff in the recognition process.
20. The program review summaries submitted by colleges to the ICCB should be simplified in substance and format to minimize paperwork for colleges and facilitate analyses by ICCB staff, using templates designed for that purpose. It is recommended that reports should include:

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- a. A list of all occupational programs included in the reviews for that year with identification of the types of actions taken using a standard set of classifications such as “retained, substantially improved, designated for follow-up, designated inactive, or eliminated.”
 - b. A list of actions (continued with minor improvements, significantly modified, discontinued, placed on inactive status, scheduled for further review) arising from planning and quality improvement processes related to occupational programs that were not included in the review that year.
 - c. A list of the academic disciplines and cross-disciplinary instructional areas reviewed with a brief summary of the actions taken.
 - d. Descriptions of innovations or improvements to selected occupational programs, discipline areas, or cross-disciplinary programs that resulted in exemplary improvements in quality, cost-effectiveness, or responsiveness to community needs.
21. Whether colleges use the ICCB five-year schedule or review programs more frequently, results of reviews of all occupational programs, academic disciplines, and cross-disciplinary programs conducted during the preceding academic year should be reported. In addition, colleges should report any major changes made to instructional programs during the year as a result of other planning or quality improvement processes.
22. ICCB staff should organize workshops so that colleges could share best practices and strategies for incorporating program review in assessment, planning and budget systems.

Implementation Schedule

23. Fiscal year 2006 will be a pilot year for the revised ICCB program review system. Colleges may choose to implement some or all of the revised system or to use the current program review system for the program reviews to be submitted in August 2006.
24. The following schedule is proposed for implementation by ICCB:
- | | |
|----------------|---|
| September 2005 | Report to Illinois Community College Board |
| Fall 2005 | * Presentations at fall conferences – Introduction/overview |
| | * Development and distribution of Program Review Manual |
| Spring 2006 | * Implementation of Web-based reporting system |
| | * Training sessions |

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SUMMARY AND CONCLUSIONS. The ICCB program review system was developed in the 1980s and last revised in 1993. The past 11 years have brought changed – increased emphasis on accountability, changes in approaches to accreditation, and development of performance indicators. Information systems have been developed and improved at college and system levels. Most colleges have developed comprehensive program review processes and coordinated them with systematic procedures for academic planning, budget development, assessment, and other quality improvement processes.

This report described recommended revisions to the state-wide program review system of the Illinois Community College Board. The recommendations are designed to clarify the purposes of the system, enable colleges to integrate program review into on-campus planning and quality improvement processes, improve data systems supporting program review, and streamline reporting requirements.

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Illinois Community College Board

BACCALAUREATE ACCESS TASK FORCE UPDATE

An oral report will be presented to the Board at the Board meeting on September 16.

Illinois Community College Board

HOMELAND SECURITY INITIATIVE STATUS REPORT

In cooperation with the Office of the Governor and the Department of Commerce and Economic Opportunity, the Illinois Community College Board has undertaken efforts to address the educational, training, and business support services required to meet state and national homeland security needs. In order to retain and recruit businesses and industries that provide homeland security products and services, the Illinois Community College Board has identified eight colleges as demonstration sites for innovative strategies in five homeland security priority areas identified by the Office of the Governor. The priority areas are: Bio-Technology and Public Health; Manufacturing; Information Technology; Agro-Security/Food Safety and Security; and First Responder, Security, and Emergency Services.

The colleges which are demonstration sites will serve as models for business partnership and support, educational program development, and technical training. Businesses and industries interested in establishing a presence in Illinois or seeking assistance in homeland security-related business services or training will work with the community colleges to develop customized and innovative programs and services to fit their specified needs. After the demonstration period, other colleges can replicate the demonstration project, seek input and assistance from the demonstration site, or customize the training for their own business partners using the demonstration model as a starting point. The homeland security demonstration sites are as follows:

Harper College

Harper College is very active in information technology (IT) security. The college currently offers a number of credit and noncredit courses in the area of computer security and is in the process of expanding its credit offerings in this field. With the entire curriculum in place or under development, Harper College is working to develop a Computer Security Training Center. This will enable organizations, including government, private, and non-profit entities, to receive training in current IT security methods and prepare individuals to sit for related national certification exams.

Harper has developed a TECH Program which focuses on the continuing education of IT professionals. Harper TECH provides instruction in the latest information technologies. Courses and programs are being developed and supervised by affiliated vendors such as Microsoft, Sun Microsystems, Oracle, and CompuForensics.

Through a Homeland Security Demonstration Project, Harper College intends to provide training in IT security (cyber security) to K-12 institutions, higher education institutions, industry, and government. The college will also complete the development of its credit courses and make these available, along with the associate degree and certificates, to other colleges across the state through the Internet Course Exchange system. In addition, the college will continue to ensure the applicability and currency of the program by supporting professional development opportunities for instructors in the program.

Illinois Central College

Working with business partners, Illinois Central College (ICC) developed a table of “worst case scenarios,” some related to terrorist activities and others related to natural disasters. They identified 24 potential scenarios for which first responders should be prepared to act. Common “core competencies” needed for effective and efficient first responders were then identified and converted to major categories or skill sets related to homeland security. These were:

- Emergency Communications
- Command and Control
- Crisis Response and Management
- Crime Scene Management/Preservation (Risk Analysis)
- Disaster Planning and Practice
- Inter-Agency Roles and Responsibility

The business group also identified 16 additional competencies for which curriculum development teams are evaluating course goals and objectives along with the development of related integrated simulations. These 22 categories will lead ICC to the next step in the process that will be addressed in this project.

The Homeland Security Demonstration project will evaluate current ICC homeland security-related courses utilizing identified core competencies to determine gaps in practice and/or theory. The college will create simulations in which an integrated response is necessary and evaluate first responders’ performance related to the core competencies. The college will then identify gaps between performance during simulation and the competencies. The college also plans to upgrade courses and initiate training programs that reflect the core competencies and/or alternative training opportunities.

Kankakee Community College

The Homeland Security Demonstration Project at Kankakee Community College consists of a two-phased action plan to train district constituents on the National Incident Management System (NIMS).

Phase One will include classroom instruction to train government and non-government organizations to coordinate services and work together during domestic incidents. This training will provide the purpose, principles, key components, and benefits of NIMS. It also contains activities for participants and organizations to practice planning tasks.

Phase Two will consist of a hands-on simulated incident during which participants will be able to use the skills acquired through phase one NIMS training to mitigate emergency and/or disaster situations. It is anticipated that completers of Phase Two training will be able to serve as liaisons within their companies or organizations and within the community at large.

College of Lake County

The College of Lake County's Business and Industry Services and Community Education Departments, in partnership with Michigan State University, are working together on a Homeland Security Demonstration project that will provide training for Lake County businesses entitled "Enhancing Your Business's Emergency Preparedness through Forming Alliances."

Participants will be presented with best practices in creating strong partnerships with public agencies, such as police, fire, EMS, health, and emergency management departments to reduce and/or mitigate the impact of critical incidents, such as fires, accidents, terrorist attacks, and disasters in their organizations. Topics will include emergency preparedness, incident command systems and risk assessment. The training culminates with a simulated disaster scenario in emergency response and recovery.

Trainers with extensive experience in developing public-private partnerships for emergency preparedness around the nation based on the "Critical Incident Protocol: A Public and Private Partnership" program will be partnering with the College of Lake County. The initial training consists of an eight-hour workshop. An additional year-long program is being developed and will incorporate evaluation information from the initial training.

Moraine Valley Community College

As a Homeland Security Demonstration Project, Moraine Valley Community College plans to establish a Homeland Security Facilitation and Research Center in which community college staff are dedicated to researching and coordinating the investigation and proliferation of homeland security technologies, services, and products. The state will benefit through greater preparedness, and will also benefit economically by serving as a leader in the production and sale of these technologies and services. The center will research these technologies and related services, promote and increase awareness, and act as an agent between the users and developers of homeland security products and services.

The project would be based on two primary goals:

Goal 1: Establish a statewide advisory committee composed of individuals from organizations that use homeland security technologies and related services to increase readiness and to protect their organization. The committee will review the state's current homeland security and economic development status and make recommendations for improvements.

Goal 2: Establish a homeland security product and services panel to bring together companies from within and beyond Illinois to coordinate and promote awareness of new and emerging technologies and services related to homeland security and to recruit new companies to conduct business in Illinois.

Richland Community College

As a strong center of agricultural economic development, Richland Community College proposed a Homeland Security Demonstration Project that addresses Agro-security. Agro-terrorism, agro-security and bio-security are priority areas of concern in Illinois, but also a global concern as agriculture is a global industry.

Four basic steps can be built into any homeland security protocol or educational program. They are:

- Monitor (the object, process, storage facility, etc.)
- Observe (any change)
- Identify (the threat)
- Communicate (the findings)

Many similarities in training and education exist, but the skills required for implementation of a “security system” are different for various producers and industries. Training must be detailed and refined by employers to address specific needs and built into specialized education and training modules.

While some individual companies have developed protocols and procedures for themselves or their facilities, a need exists to create a better mechanism for broad-based communication, cooperation, and information sharing among different segments of the agricultural industry. To address this need, development of an Agro-security Information Clearinghouse will be undertaken as part of this project.

The primary activities of this project are:

- The establishment of a statewide educational coalition in Agro-Security, Food Safety and Security, and Biotechnology Resources.
- Conduct an Agro-Security Summit.
- Develop an information clearinghouse on Agro-Security, Food Safety and Security, and Biotechnology Resources.
- House the Illinois Food Systems Policy Council to develop policies around food access and security.

Wilbur Wright College

Wilbur Wright College’s Homeland Security Demonstration Project will develop and deliver a training program for the Chicago Transit Authority’s (CTA) management and executive team that addresses their organizational needs for Emergency Response Preparedness. This program will respond to the need of the Agency to develop an organizationally specific Incident Commander Certification Program that reflects state-of-the-art understanding of the Incident Command process.

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The project, developed in cooperation with the CTA, will be made available to other transit authorities throughout the State of Illinois. In an effort to disseminate information and training about emergency response preparedness, the CTA is willing to include management and executive personnel from other local transportation agencies as participants in the training sessions developed for this program.

The Environmental Technology Program at Wilbur Wright College has been under contract to provide health, safety and environmental training to the CTA for the past six years. During this time Wright College has presented hazardous materials management training for hundreds of CTA management and supervisory employees. The General Manager for Training and Instruction and the Senior Manager for System Safety and Environmental Affairs have committed the CTA to work with Wright College to develop this project.

Illinois Eastern Community Colleges

The Illinois Eastern Community Colleges (IECC) Homeland Security Demonstration Project is focused on coal mining. Coal mining is a thriving industry in Illinois and an important fuel resource for the nation. The National Strategy for Homeland Security focuses on six key areas, with two of these areas impacting coal mining in Illinois: protecting critical infrastructure and emergency preparedness and response. Mine sites, both active and abandoned, present very real potential hazards. At risk are water supplies, dams and impoundments, ventilating fans and essential air flow, chemicals used to mine and process coal, and the lives of miners and those living near mining operations.

The IECC Coal Mining Technology Program offers three certificates: Coal Mining Technology Production Management, Coal Mining Maintenance I, and Coal Mining Maintenance II and an associate degree in Coal Mining Technology. The program is also offered through cooperative agreements at the following community colleges: Southwestern Illinois College, John A. Logan College, Kaskaskia College, Lake Land College, Lewis and Clark Community College, Lincoln Land Community College, and Southeastern Illinois College. The Illinois Department of Mines and Minerals, the U.S. Bureau of Mines, Mine Safety and Health Administration (MSHA), United Mine Workers of America, and various coal companies collaborate closely with IECC and Wabash Valley College in the development and maintenance of these programs.

As part of this project, IECC plans to broaden the training and focus of the coal mining programs to expand activities related to homeland security. These activities will include training additional faculty to be OSHA-authorized instructors, upgrade training resources, and support coal companies' efforts in simulated disaster-preparedness exercises.

The IECC will build on existing partnerships with regulating bodies (MSHA and Illinois' Office of Mines and Minerals), labor organizations (the United Mine Workers of America and the Illinois Laborers' and Contractors' Joint Apprenticeship and Training Program), and a host of diverse industries. The IECC also has partnerships with 21 coal mining companies in Illinois and Kentucky.

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Illinois Community College System Homeland Security and Emergency Response Institute

The ICCB is working with college leaders and agency partners to plan an Illinois Community College System Homeland Security and Emergency Response Institute to be held February 21-22, 2006 in Springfield at the Crowne Plaza Hotel.

Conference sessions and speakers are being solicited from the community college system, disaster relief and emergency response agencies, security agencies, business partners and national experts. The goal of the Institute will be to create awareness of campus security issues; identify the connection between homeland security, emergency response and workforce and economic development; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs. The planning committee hopes the conference will begin a comprehensive dialogue on campuses to think about community colleges' role in meeting regional and statewide needs in homeland security and disaster preparedness and management.

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GED TESTING ADMINISTRATION

On May 31, 2005, a bill transferring state administration of the GED Testing Program from the Illinois State Board of Education (ISBE) to the Illinois Community College Board was passed by the Illinois General Assembly. Effective July 6, 2005, administration of the Illinois GED Testing Program was implemented at the ICCB.

A team of ICCB staff will work during the next six months to implement a smooth transition. Jennifer Foster will serve as Interim State Director of the GED Testing Program until a permanent Director is selected. Sarah Hawker, Vice President for Adult Education and Workforce Development; David Baker, Associate Director for Adult Education- Staff Development/ Training and Marketing; and Roz Petrilli, a consultant and former State Director of the GED Testing Program at ISBE will work together to structure and implement administration of the program within the agency and with external constituents.

Adult Education staff have developed a transition work plan outlining the tasks required for effective transfer of the program and have met with staff of the ISBE to obtain all information and records related to GED testing. Staff will continue to work with Regional Offices of Education, the Cook County GED Testing Center, and the American Council on Education/GED Testing Service to ensure a successful transfer of the program.

A GED Administration Transition Advisory Committee has been established consisting of representatives of the Regional Offices of Education (ROE), who are the local test administrators, and other key stakeholders in the program. The Committee is working with the ICCB to identify and address transition and program issues. They met for the first time on August 31, 2005, to discuss issues surrounding GED test administration, such as expanding access to testing opportunities, the cost of operating the program across the state, and the requirement that Illinois GED test takers pass a State constitution test. Rosella Wamser, Superintendent of the St. Clair County Regional Office of Education and a member of the Transition Committee, will join the statewide Adult Education Advisory Committee to represent GED and transition issues. The next meeting of the Transition Advisory Committee will be held on Thursday, October 6, 2005, at the ICCB in Springfield.

Illinois Community College Board

**WORKFORCE INVESTMENT ACT INNOVATION GRANTS
FISCAL YEAR 2005**

Under the Workforce Investment Act, Adult Education and Family Literacy and the postsecondary portion of Carl Perkins Career and Technical Education (both administered by ICCB) can qualify the state to receive incentive funds from the U. S. Department of Labor by meeting or exceeding federal performance targets. For 3 years, full incentive funding has been received by Illinois. The ICCB, collaborating with the Department of Commerce and Economic Opportunity, the Illinois State Board of Education, and the Illinois Department of Employment Security, designated these funds for community colleges and other program providers to design and pilot test innovative education strategies to meet Illinois' workforce needs.

The Illinois Community College Board chose to focus on meeting the healthcare shortages across the state, mostly in the nursing profession, by providing grants to community colleges to develop pilot initiatives. The grants gave colleges the opportunity to address capacity, pipeline, technology, and public-private venture issues in healthcare education. Community colleges were able to be creative and flexible in developing their pilot initiatives. Three regions of the state were the focus of the funds: the Northeast, Central, and Southeastern. The grant period ended June 30, 2005. This year-end report summarizes the innovations that were pilot tested and their results.

The collaborative nature of the initiatives brought colleges together to address four major healthcare shortage issues:

- On-line Hybrid Associate Degree Nursing Programs
- Fast-Track Nursing Programs
- Rural Hospital Healthcare Programs
- Healthcare Bridge Programs

Online Hybrid Associate Degree Nursing Programs

Harry S. Truman College, Triton College, and Kankakee Community College came together to develop on-line nursing curricula which will increase the pipeline and expand capacity by allowing more non-traditional students to have access to nursing programs. The colleges were also able to purchase state-of-the-art technology to create and share the on-line curricula, develop web links, create videos, and develop an on-line library. Although not in the original scope of work, Triton was able to pilot-test with 28 students to get early feedback to make refinements to their courses. Triton paid tuition and fees for the students. Faculty were very pleased with the initiative and plan to continue the development of additional courses.

The colleges received a total of \$226,995.

Fast-Track Nursing Programs

The College of DuPage, Joliet Junior College, and South Suburban College collaborated to develop coordinated pilots designed to expand nursing programs. Each of the three colleges approached the accelerated nursing program issue using different strategies. The College of DuPage worked on accelerating the program by developing a summer session. Additionally, College of DuPage partnered with five hospitals and three additional clinical sites and recruited 18 masters prepared hospital nurses as faculty members for the expanded program. As a result, DuPage admitted an additional 24 students into its nursing program.

Joliet Junior College developed an evening program. Joliet planned to enroll 20 students in the LPN/RN evening program, but has enrolled 23 students. Joliet was also able to purchase software to help students better prepare for the National Council Licensure Examination (NCLEX). During the grant, Joliet used the software with over 300 students. Results will be available as students graduate and take the NCLEX.

South Suburban also worked on an accelerated program to eventually include a weekend format and has created an online orientation manual, marketing materials, and assessment/screening tools.

The colleges received a total of \$243,500.

Rural Healthcare Programs

Two colleges, Lincoln Land Community College and Illinois Eastern Community Colleges, piloted models designed to address rural healthcare needs, specifically adult education such as ESL and GED. Both initiatives are continuing.

Lincoln Land Community College developed two projects—one in Beardstown and one in Hillsboro. The Beardstown initiative focused on the large Hispanic community, although Lincoln Land is now also working with the French speaking African community. The pilot is designed to provide ESL and GED instruction integrated with workforce training in healthcare occupations such as Certified Nursing Assistant. The pilot was planned to serve 62 and has served 106 participants. Additionally, 184 students are continuing some combination of ABE/GED/ESL. The Beardstown initiative has received additional funding to expand and continue.

The Hillsboro initiative was designed to develop a Healthcare Training initiative focusing on expanding access to training programs in the Nursing Career Ladder and Emergency Medical Services. The Certified Nursing Assistant (CNA) program enrolled 79 students with a plan of 72; Licensed Practical Nursing (LPN) program enrolled 10 students with a plan of 10; and the Emergency Medical Training (EMT) program enrolled 15 students with a plan of 28.

Lincoln Land received \$300,000.

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Illinois Eastern Community Colleges designed their initiative to prepare incumbent workers in healthcare fields to move from CNA to LPN and from LPN to Registered Nurse (RN) and to prepare healthcare workers for licensure at the next level. One entire program will be offered on-site at a hospital allowing greater flexibility for incumbent workers. Illinois Eastern planned to enroll 50 incumbent healthcare workers. The need was much greater than they anticipated and they have enrolled 168 healthcare workers in five rural healthcare facilities.

The Illinois Eastern Community Colleges received \$250,000 and the pilot is still in progress.

Healthcare Bridge Programs

Seven community colleges developed various bridge models linking adult education services such as ESL and ABE with various occupational trainings. The colleges were Harper College, Waubonsee Community College, Prairie State College, McHenry County College, Oakton Community College, City Colleges of Chicago, and College of Lake County.

- Harper College created two new initiatives, Bridge to Success and the Nursing Student Retention Program which were designed to improve the retention rate of nursing students—41 students were enrolled.
- Waubonsee developed intensive ESL sessions in medical terminology leading to training in Basic Nursing Assistant or Healthcare Interpreter—38 students were enrolled.
- Prairie State focused on the retention rate of students by developing a program designed to provide special services to support students who may be at high risk of non-completion—12 students were enrolled and 11 students received scholarships through the grant.
- McHenry County College focused on building a career pathway for immigrant and low-income populations to develop foundational skills necessary for successful healthcare employment; providing a significant amount of support, guidance and practical knowledge—26 students were enrolled.
- Oakton Community College worked with potential nursing students, pre-nursing and graduates of foreign nursing schools to provide competency in English enabling them to successfully complete a nursing program and attain licensure—76 students were enrolled.
- City Colleges of Chicago trained over 40 adult education instructors to incorporate healthcare vocabulary and awareness into their adult education curricula.
- College of Lake County built a three phase bridge program to enhance opportunities for those entering Allied Health—a total of 57 students were enrolled.
 - ▶ phase 1 is recruiting, advising and assessing potential students,
 - ▶ phase 2 is preparing and assisting students for success in course work and certification exams, and
 - ▶ phase 3 is securing employment and developing career paths leading to other healthcare occupations.

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The colleges received a total of \$474,500.

Overall Outcomes

There have been several additional positive outcomes as a result of the grants:

1. Community college internal department collaboration and cooperation;
2. Continued collaboration among community colleges across district boundaries;
3. Enhanced faculty development;
4. Leveraging of college funds, resources, and in-kind contributions to expand the grant and to sustain initiatives after the grant ended;
5. Programs and initiatives can be shared among colleges;
6. New state-of-the-art equipment became available that allows colleges to continue course development.

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Illinois Community College Board

**LIONGITUDINAL STUDY OF THE CLASS OF 2002 ILLINOIS HIGH SCHOOL
GRADUATES PRESENTATION BY DR. JENNIFER PRESLEY, DIRECTOR OF THE
ILLINOIS EDUCATION RESEARCH COUNCIL**

An oral report will be presented to the Board at its meeting on September 16.

Agenda Item #16.1
September 16, 2005

UNAPPROVED

Minutes of the 359th Meeting of the
Illinois Community College Board
Business Session
June 17, 2005
Hyatt Regency McCormick Place
2233 South Martin Luther King Drive
Chicago, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:15 a.m. Roll call was taken with the following members present: Guy Alongi, Christopher Denton, Suzanne Morris, Judith Rake, Roberto Rivera, John Aurand, Marjorie Cole, John Donahue, and Marikay Hegarty. Rudolph Papa and Larna Godwin were absent.

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

Chairman Alongi welcomed the three new board members, John Donahue and John Aurand were appointed on Wednesday, April 20, 2005. Roberto Rivera was appointed on Friday, April 22 and joined the Board at its last meeting on April 22, 2005.

Chairman Alongi sent out a warm thank you on behalf of the board to all the staff members for a great job and all the hard work they have been doing for the ICCB.

Today will be Don Wilske's last meeting. He has served the ICCB for nearly eight years as Chief Financial Officer.

Rudy Papa could not join the meeting today due to the passing of his brother. If anyone would like to send cards, contact Ann Chandler who has all the information.

Chairman Alongi introduced Elliot Regenstein, the Deputy Governor for Education Reform, who joined the meeting.

Item #3 - Acknowledgments

Item #3.1 - Resolution Honoring the Retirement of Virginia McMillan

Judy Rake read and presented a resolution to Virginia McMillan, the former Executive Vice President, who officially retired on April 30, 2005. Virginia was unable to attend the April meeting due to family illness.

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Illinois Community College Board
Resolution in Honor of
VIRGINIA McMILLAN

WHEREAS, Virginia McMillan began working for the Illinois Community College Board in 1983;
and

WHEREAS, during Ms. McMillan's career with the Illinois Community College Board she advanced to Executive Vice President, displaying leadership, organizational skill, and professional demeanor;
and

WHEREAS, Ms. McMillan served the Illinois Community College Board supervising many agency functions, including Program Approval and Review, Instructional Technology, and Policy Studies;
and

WHEREAS, Ms. McMillan represented the Illinois Community College Board on a variety of professional boards, commission, and organizations, including being responsible for state-level community college planning initiatives, coordinating the development of the Illinois Community College System strategic plans VISION 2000 and PROMISE FOR TOMORROW, serving as a member of Advisory Board to the National Center for Educational Statistics, the Governor's Advisory Council on Teacher Quality, the Project Director for the Role of Community Colleges in Teacher Preparation, the Illinois Consortia for Preparing Tomorrow's Teachers to Use Technology, and the Education Commission of the States' Aligned Plan initiatives, and numerous other community college-related activities.; and

WHEREAS, Ms. McMillan has served both the members of the Illinois Community College Board and the entire Illinois Community College System, with the utmost professionalism and attention to detail and duty; and

WHEREAS, Ms. McMillan has chosen to retire from her duties at the Illinois Community College Board after more than 22 years of faithful and excellent service;

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

Illinois Community College Board
June 17, 2005

Guy H. Alongi, Chairperson
John Aurand, Jr.
John Donahue
Marikay Hegarty
Judith Rake
Christopher Denton, Student Member

Suzanne Morris, Vice Chairperson
Marjorie P. Cole
Laurna Godwin
Rudolph J. Papa
Roberto Rivera
Geoffrey S. Obrzut, President/CEO

Agenda Item #16.1
September 16, 2005

Item #3.2 - Resolution Honoring the Retirement of Don Wilske

Judy Rake read and presented a resolution to Don Wilske, Chief Financial Officer, who will officially retire on August 31, 2005.

Illinois Community College Board
Resolution in Honor of
DONALD L. WILSKE

WHEREAS, Donald Wilske began working for the Illinois Community College Board in 1997; and

WHEREAS, Donald Wilske quickly assumed a leadership role in the Illinois Community College System with the experience he gained from his twenty-six years of combined employment at Black Hawk College and the Illinois Community College Board; and

WHEREAS, Mr. Wilske served as the Illinois Community College Board's first Chief Financial Officer; and

WHEREAS, Mr. Wilske served on the Executive committees of both the National Association of College and University Business Officers and the Central Association of College and University Business Officers; and

WHEREAS, Mr. Wilske represented the Illinois Community College Board on a variety of professional boards, commission, and organizations, including chairing the Metropolitan Community College Financial Emergency Task Force; and

WHEREAS, Mr. Wilske spent numerous hours staffing over 50 System Funding Task Force meetings and over 30 Equalization Funding Task Force meetings; and

WHEREAS, Mr. Wilske has chosen to retire from the Illinois Community College Board after nearly eight years of faithful and excellent service;

THEREFORE, we, the members of the Illinois Community College Board, do hereby honor Donald L. Wilske in appreciation of his service and express our sincere best wishes for his future undertakings.

Illinois Community College Board
June 17, 2005

Guy H. Alongi, Chairperson
John Aurand, Jr.
John Donahue
Marikay Hegarty
Judith Rake
Christopher Denton, Student Member

Suzanne Morris, Vice Chairperson
Marjorie P. Cole
Laurna Godwin
Rudolph J. Papa
Roberto Rivera
Geoffrey S. Obrzut, President/CEO

Agenda Item #16.1
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Item #3.3 - Recognition of GED Bill Sponsor Senator Ed Maloney

Randy Barnette, Vice President for External Affairs, read and presented a certificate to Senator Ed Maloney who sponsored SB 463, the transfer of GED from the Illinois State Board of Education to the Illinois Community College Board. This bill was a priority of the system and Senator Maloney helped make it a reality.

Item #3.4 - Certificates Presented to Phi Theta Kappa Student(s)

Geoff Obrzut presented certificates on behalf of the ICCB to the five Phi Theta Kappa students who were part of the first, second, and third teams of the USA Today All-USA Community and Junior College Academic Teams. Caraleigh Holverson from Triton College and Marsela Jorgolli from College of DuPage were part of the first team. Alison Howard from Oakton Community College and Wravenna Phipps from Black Hawk College were part of the second team. Deidre Merriman from Harry S Truman College was part of the third team. Caraleigh Holverson was present to receive her award.

Item #3.5 - Recognition of Christopher Denton, Student Member

Suzanne Morris presented Christopher Denton with a certificate for his services representing the students on the Illinois Community College Board. Christopher's term expires on June 30, and this will be his last meeting. Christopher is graduating from Danville Area Community College and will be attending Western Illinois University this fall to major in Accounting with plans to complete an MBA. Congratulations were extended on his upcoming marriage in March 2006.

Item #4 - Committee Reports

Item #4.1 - Adult Education & Family Literacy Committee

Judy Rake thanked Senator Maloney for his help with the passing of the GED bill. The committee discussed a variety of other legislative issues, including the GED Illinois online program. It is now allowed for the ICCB to sell this product to other agencies as long as the money is put back in to further develop the program. They discussed the advisory council. There are vacancies and those have to be filled.

Item #4.2 - Budget and Finance Committee

Marikay Hegarty reported that the ICCB is level funded this year. Since 2001, there has been an almost 15 percent decrease in agency funding, and there continues to be several staff vacancies that are not filled yet. A need also exists to fund the new GED online program; however, there is less money to work with.

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Item #5 - President/CEO Report

Geoff Obrzut welcomed the three new Board members and reported that their “initiation” was last evening, Thursday, June 16. The three-hour orientation went very well. Everyone is very pleased that they have joined the Board.

Mr. Obrzut thanked Christopher Denton for his contribution to the Board and for a job well done this past year. Jenna Altadonna, a sophomore from Kaskaskia College, was introduced as the new student member for fiscal year 2006. Her term begins June 30, 2005, and will expire on June 30, 2006. The ICCB is happy to have her on board.

Geoff Obrzut announced that today is Jon Astroth’s last meeting as president of the Presidents Council.

Overall, we are very pleased the agency received level funding. There was a concern half way through the session that the ICCB might receive a 5-10 percent budget reduction. Fortunately, that did not occur.

The Homeland Security Committee has met several times. Planning is currently underway for a conference scheduled for early next year.

The Baccalaureate Access Task Force’s next meeting will be held Monday, June 27, 2005. Virginia McMillan has agreed to continue as Chair of the Task Force.

Geoff Obrzut noted that Randy Barnette, Vice President for External Affairs, will be presenting a report later in the meeting on 40th Anniversary activities of the ICCB.

Virginia McMillan has also agreed to continue her work with the Strategic Planning Committee. The charge of this Committee is to update the Strategic Plan, and a report will be presented to the Board at a future meeting.

Geoff Obrzut reported that Lieutenant Governor Pat Quinn is scheduled to be the luncheon speaker today. The topic of his address will be how campuses can be more environmentally friendly.

Geoff Obrzut thanked Virginia McMillan and Don Wilske for their hard work and dedication to the ICCB. He noted that they will certainly be missed.

Geoff Obrzut reported that there have been some changes with the presidents of the community colleges: Tom Hines from Spoon River College, Richard Behrendt from Sauk Valley Community College, Gretchen Naff from the College of Lake County, and Jack Daniels from Lincoln Land Community College have retired.

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Item #6 - Advisory Organizations

Item #6.1 - Adult Education and Family Literary Advisory Council

Jennifer Foster reported for Rhonda Serafin, was unable to attend. The Council's last meeting for this fiscal year was June 9, 2005. The Council's next meeting will be in September 2005, which will be Rhonda's last meeting as Chair of the Council.

Item #6.3 - Student Advisory Committee

The new members for fiscal year 2006 were introduced to the Board. The SAC member's term begins on July 1, 2005, and will expire on June 20, 2006. Christopher Denton was again acknowledged for his services to the Board over the past year.

Item #6.5 - Presidents Council

Jon Astroth reported that the Council's retreat was held Thursday, June 16, 2005. The Council expressed its support for the 40th Anniversary PR campaign. Jon noted that Kankakee Community College is active in the Homeland Security area, and that the Council will most likely consider this important topic at a future meeting. Dr. Astroth also announced that Alice Jacobs, President at Danville Area Community College, will be his successor as president of the Presidents Council for 2005-2006.

Item #7 - Homeland Security

Item #7.1 - Presentation by Rebecca Miller, Intelligence Analyst, FBI

Rebecca Miller, Intelligence Specialist for the FBI (and former ICCB staff member), gave a short slide show presentation highlighting particular points that students, faculty, and administrators should be aware of when dealing with terrorism. Rebecca noted that most colleges and universities involved in animal or environmental research are targets. Other topics discussed included Domestic and International Terrorism, tattoos to look for that might stand for white supremacy groups, and the types of terrorist groups (Al-Queda, Hamas, A.L.F., E.L.F., and other Islamic Extremists). Rebecca plans to provide a more in-depth presentation on terrorism at the Homeland Security Conference scheduled for early next year.

Item #7.2 - Update Report on Homeland Security Initiative

Sarah Hawker, Vice President for Workforce Development and Adult Education, updated the Board on the current status of the Homeland Security Committee. The Committee members are scheduled to meet with spokespersons from the Governor's Office and the Illinois Board of Higher Education. The Governor's Office has identified five priority areas for a statewide comprehensive homeland security economic development initiative.

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Priority areas include Bio-Technology and Public Health; Manufacturing; Information Technology; Agro-Security/Food Safety and Security; and First Responder, Security, and Emergency Services. Currently, Illinois community colleges are actively engaged with programs and services in all five priority areas.

Community colleges already provide an array of courses and programs in emergency and disaster management. Many community colleges are connecting their various offerings into more comprehensive homeland security programs. For example, a college with a Criminal Justice or Public Safety program is now establishing the vital link with the Allied Health and Information Technology programs.

In order to retain and recruit business and industry that supports the need for homeland security products and services to Illinois, the Illinois Community College Board has identified five colleges as demonstration sites for each of the five focus areas described above. Having already addressed one or more of the focus areas regarding homeland security, these colleges will serve as models for business partnership and support, program development, and technical training in their specified areas.

Businesses and industries interested in establishing a presence in Illinois or seeking assistance in homeland security-related business services or training will work with the community colleges to develop customized and innovative programs and services to fit their specified needs. The five demonstration sites are as follows: Bio-Technology/Public Health and Manufacturing (Wilbur Wright College), Information Technology (William Rainey Harper College), Agro-Security/Food Safety and Security (Richland Community College), First Responder and Security (Illinois Central College), and Emergency and Disaster Services (Kankakee Community College).

Item #8 - Legislative Report

Randy Barnette, Vice President for External Affairs, introduced and thanked Bridget Dougherty, legislative liaison, and ICCB staff members Ellen Andres, Steve Morse, and Sarah Hawker for their hard work and assistance during this year's session.

The biggest piece of legislation passed for the ICCB SB 463, the transfer of the GED program from the Illinois State Board of Education to the ICCB. A heartfelt thank you was extended to Elliot Regenstein, Deputy Governor for Education Reform, who helped out tremendously.

HB 2515 also passed which requires the IBHE to develop an internet based system to assist students, advisors, and faculty in obtaining consistent and accurate information about courses and their applicability toward degree completion. The bill was amended to include language requiring this only if an appropriation is made also. The ICCB will follow-up with IBHE since no money was appropriated. ICCB likes the idea of the bill.

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Randy also reported on the current status of 40th Anniversary of the Illinois Community College System activities. The ICCB was founded in July 15, 1965, and a program is currently being developed to honor this event. The Governor has been invited to attend the event and present a proclamation to the Illinois Community College System. Other ideas include a fifteen minute infomercial and having billboards donated. Randy will keep the Board posted as events are scheduled.

Item #9 - Budget Report

Don Wilske reported that overall the ICCB fared well with level funding this year. The only downfall was that the equalization solution did not receive funding.

Item #10 - Illinois Community College System Programs and Services for Underrepresented Groups

Scott Parke, Senior Director for Policy Studies made a presentation in underrepresented groups in the community colleges.

Based on his report, Suzanne Morris made a motion, which was seconded by Roberto Rivera, to approve the following recommendations:

1. The Illinois Community College Board and colleges should make the pursuit of additional funding to provide services and support to underrepresented groups a priority.
2. Steps to assist additional minority and other underrepresented students in their efforts to arrive college ready and enroll full-time would benefit all students. Better secondary academic preparation can position students for more timely degree or certificate completion for those individuals interested in pursuing formal awards. Similarly, better secondary preparation provides individuals seeking workplace skills the opportunity to reach their goals at an accelerated pace.
3. The Illinois Community College Board and partners should collaboratively pursue with the Department of Human Services' Division of Rehabilitation Services (DHS DRS) additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities.
4. State and local discussions aimed at dedicating additional resources to support Students with Disabilities in the Community College System should continue. A return to funding levels by the DHS DRS similar to what was available two years ago would be a positive step. Earlier funding levels represented a more balanced partnership between the colleges and DHS DRS collaborators and Students with Disabilities benefitted.

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5. College officials are encouraged to fully cooperate with additional information requests about the types of disabilities which individuals possess who are enrolled in community colleges.
6. College officials are asked to develop action plans and continue efforts to improve underrepresented student performance on outcome measures at the local level including Graduation Rates, Combined Outcome Rates (graduation, transfer, and persistence), and Fall to Fall Adjusted Retention Rates.
7. The colleges and the Illinois Community College Board should continue collaborating with partners in the delivery of high skills, high demand education and training programs. As a part of these initiatives, an emphasis should be placed on expanding access and revitalizing support systems that promote student success particularly for those individuals from traditionally Underrepresented Groups who can benefit.

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

Item #11 - Baccalaureate Access Task Force Update

Geoff Obrzut reported that the next meeting of the Task Force will be held on Monday, June 27, at Lincoln Land Community College. A report on Task Force activities will be provided at the September 16 Board meeting.

Item #12 - Consent Agenda

Marjorie Cole made a motion, which was seconded by John Aurand, to approve the following items.

Item #12.1 - Minutes of the April 22, 2005 Meeting

John Donahue made a motion, which was seconded by Roberto Rivera, to approve the amended minutes of the April 22, 2005 meeting.. The minutes were amended to reflect that a second vote was taken after executive session to ensure that a quorum was present.

Item #12.2 - 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

Highland Community College
Web Design A.A.S. degree (60 semester credit hours)

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Illinois Central College

Developmental Disabilities Certificate (35 semester credit hours)

Kaskaskia College

Associate of Arts in Teaching: Secondary Mathematics (60-64 semester credit hours)

Waubonsee Community College

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

Advanced Welding Certificate (37 semester credit hours)

Item #12.3 - Extension of Courses and Curricula Out-of-State

It is hereby recommended that the following motion be adopted:

The Illinois Community College hereby approves the out-of-state extension of the Tower Construction and Maintenance Certificate curriculum for Kankakee Community College to be offered upon request at various locations.

Item #12.4 - Authorization to Enter Into Fiscal Year 2006 Contracts

The Illinois Community College Board hereby approves the following fiscal year 2006 contractual agreements except for the Human Resources Contract. This position will expire and be reconstructed:

<u>Vendor</u>	<u>Purpose of Contract</u>	<u>FY 2006 Estimated Annual Cost</u>
Illinois Community College System Foundation - Renewal	Rental of Office Space	\$261,600
Lincoln Land Community College-renewal	Rental of Office Space	\$54,590
Dougherty, Bridget - renewal	State Legislative Services	\$45,000
Kerber, Eck & Braeckel	Annual GAAP Statements	\$24,500
Virginia McMillan	Baccalaureate Task Force Strategic Planning	\$25,000
Sorling Law Offices	Legal Services	\$25,000**
Career and Technical Education Terry Clark	Liaison Services	\$45,000*

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Bernie Ferreri		\$36,000*
Sue Petrilli		\$32,800*
Dan Segebarth		\$36,000*
Sarah Aughenbaugh	Human Resources Contract	\$37,000*
Valdez and Associates	Grant Writing Minority Retention	\$25,000
Roz Petrilli	GED Testing Consultant	\$20,000*

* Billed daily, annual cost is estimated but will not exceed a set maximum

** Billed hourly, estimated annual cost

Item #12.5 - Authorization to Enter Into Interagency Contracts and Agreements

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2006.

Item# 12.6 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its President/CEO to transfer funds among fiscal year 2006 appropriated operating line items, as needed.

Item #12.7 - Authorization to Set Salary Levels and Ranges

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to set fiscal year 2006 staff salary levels and to adjust salary ranges, as necessary.

Item #12.8 - Review of Executive Session Minutes

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002, September 20, 2002, October 18, 2002, January 17, 2003, May 15, 2003, November 13-14, 2003, November 18, 2003, December 8, 2003, June 18, 2004, September 17, 2004, and April 22, 2005, are to remain confidential. All other executive session minutes have been made available for public inspection.

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Item #12.9 - Illinois Community College Board Recognition of Community Colleges

The Illinois Community College Board hereby grants a status of “recognition continued” to the College of Lake County, Heartland Community College, Lewis and Clark Community College, Oakton Community College, Southeastern Illinois College, Spoon River College, and John Wood Community College.

Item #12.10 - Cooperative Agreement for Instruction

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Illinois Eastern Community Colleges and John A. Logan College.

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

Item #13 - Information Items

Item #13.1 - Fiscal Year 2005 Financial Statements

Financial Statements were provided for the Board’s information and review.

Item #13.2 - Update of ICCB Program Review Process

Information was provided to the Board for its review.

Item #14 - Other Business

Suzanne Morris made a motion, seconded by Judith Rake, to approve Geoff Obrzut’s new contract beginning January 16, 2006. Mr. Obrzut’s contract will be extended for two years; the contract will expire on January 16, 2008; and his salary will increase from \$140,000 to \$155,000.

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

Item #15 - Executive Session

At 11:15 a.m., Roberto Rivera made a motion, which was seconded by Judith Rake, to go into Executive Session. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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At 11:45 a.m., Marjorie Cole made a motion, which was seconded by John Aurand, to adjourn the Executive Session meeting and return to the regular board meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item # 16 - Adjournment

At 12:30 p.m., John Donahue made a motion, seconded by Roberto Rivera, 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

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

BACKGROUND

Black Hawk College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics
- ▶ Massage Therapy & Bodywork Certificate (40 semester credit hours)

College of DuPage

- ▶ Mecontronics A.A.S. degree (68 semester credit hours)

Joliet Junior College

- ▶ Health Information Management Technology A.A.S. (68 semester credit hours)
- ▶ Radiology Technology A.A.S. degree (68 semester credit hours)

Kishwaukee College

- ▶ Aviation Flight A.A.S. degree (62 semester credit hours)

Lewis & Clark Community College

- ▶ Paralegal Certificate (39 semester credit hours)
- ▶ Paralegal A.A.S. degree (66 semester credit hours)

Lincoln Trail College

- ▶ Building Trades Certificate (36 semester credit hours)

Prairie State College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics

Southwestern Illinois College

- ▶ Aviation Management (65 semester credit hours)

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Spoon River College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics
- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Science

Triton College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Science

Waubensee Community College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics
- ▶ Exercise Science Certificate (30.5 semester credit hours)

BACKGROUND

Black Hawk College has submitted a proposal to offer the Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credit hours of professional education coursework and 9-15 semester credit hours in major content area coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Black Hawk College is also seeking approval to offer a 40 semester credit hour certificate program in “Massage Therapy and Bodywork”. This program will prepare individuals for employment as massage therapists. The curriculum consists of coursework in introductory and advanced massage therapy theory, anatomy and physiology, kinesiology, pathology, CPR and first aid, massage therapy practices, and introductory and advanced massage therapy techniques. Students will complete 600 contact hours of massage therapy practice during the program. The proposed curriculum meets the requirements for approval by the Illinois Department of Financial and Professional Regulation and will prepare students for required certification through the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) and for licensure in the State of Illinois and neighboring Iowa. Assessment of student learning objectives will be achieved through evaluation of the student’s performance in a comprehensive final practical exam. Labor market information provided by the college supports the interest in and need for a formalized massage therapy program within the college’s district. The college anticipates an enrollment of 27 full-time students the first year, increasing to 30 full-time students by the third year. The program will require one (1) existing full-time and one (1) existing part-time faculty the first year. No new costs will be incurred for implementation during the first three years for this program.

The **College of DuPage** is seeking permanent approval to offer a 68 semester credit hour Associate of Applied Science (A.A.S.) degree program in “MECOMTRONICS”. The program was approved on a temporary basis in May 2001 for a period of three years. This program is an integration of curriculum in the areas of mechanical and electronics technology, computer hardware and software, and telecommunications. The program prepares individuals for employment as technicians in industrial environments that utilize skill sets in mechanical and electronics technology, computer maintenance and telecommunications. The curriculum consists of 27 semester credit hours of

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required general education coursework, and 41 semester credit hours of required career and technical education coursework. The career and technical component includes studies in semiconductor electronics, communication electronics, electronic instruments, measurements and controls, wireless fundamentals and systems, industrial controls, digital fundamentals, statistical process control, programmable logic control, automated manufacturing, introductory networking, computer maintenance, technical mechanics and physics of mecomtronics, in addition to a required work-based learning experience. Assessment of student learning objectives is accomplished through a portfolio evaluation reviewed by program faculty and advisory committee members, as well as an evaluation of the student's performance during their work-based learning experience.

Labor market information provided by the college indicates a strong local need for such an integrated mixture of career and technical areas. The college's Technology Advisory Committee and those program advisory committees for each of the separate programs involved in the development of this curriculum have identified a unique need for students with an associate's degree education in such a cross-disciplinary field. Industry partners of the college include Fermi National Accelerator Laboratory, Global Wireless, and Caterpillar. The program has met its benchmarks for enrollments, completions, placements and student satisfaction. Fourteen (14) students enrolled in this curriculum during the first year, seven (7) completed the program within two years, and five (5) additional completed the program within another year. Ten of the twelve graduates have been placed with local employers, for an average placement rate of 86%.

No new faculty were required and no new costs were incurred for the implementation of this program. The college plans to begin a focused marketing and recruiting campaign for the MECOMTRONICS program, which will include allowing dual credit coursework with local high schools. *Permanent approval of this program is recommended based on program outcomes.*

Joliet Junior College is seeking approval to offer a 68 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Health Information Management Technology". This program will prepare individuals for employment as health information technicians. The curriculum includes 16 semester credit hours of required general education coursework, 46 semester credit hours of required career and technical education coursework, and six (6) semester credit hours of required work-based learning in health information management. The career and technical component consists of courses in medical terminology, introductory and advanced medical records technology, medical transcription, ICD-9-CM Coding and CPT Coding, clinical classification systems, current healthcare applications, healthcare reimbursement, quality management in healthcare, principles of diseases, and health information pharmacology. The curriculum was developed according to competencies established for entry-level employment as a Registered Health Information Technician (RHIT) by the American Health Information Management Association (AHIMA) and will prepare graduates for the optional national RHIT credentialing exam. The college will assess achievement of student learning objectives through a professional simulation during the work-based learning experience, as well as through an RHIT pre-test. Program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) is required for graduates to sit

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for AHIMA exams. Because the college utilized AHIMA competency standards for curriculum development, they can apply for CAAHEP accreditation immediately after receiving the appropriate state level approvals.

Labor market information provided by the college supports the need for and interest in a degree program in health information management technology. Locally and statewide the demand for “medical records and health information technicians” is expected to increase much faster than the average for all occupations through 2012, according to the Illinois Department of Employment Security (IDES). The college anticipates an enrollment of 20 full-time and 40 part-time students the first year. The program will require one (1) new full-time and five (5) existing part-time faculty the first year. Costs for implementing this program will be approximately \$52,500 the first year, \$750 the second year, and \$10,750 the third year. Higher first year costs reflect the hiring of a full-time program coordinator, while third year costs reflect upgrades to equipment.

Joliet Junior College is also seeking approval to offer a 68 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Radiology Technology”. This program will prepare individuals for entry-level employment as radiologic technologists in a variety of health care settings including hospitals and offices of physicians. This program was developed according to standards outlined for registration through the American Society of Radiologic Technologists (ASRT). The curriculum consists of 23 semester credit hours of required general education coursework, and 45 semester credit hours of required career and technical education coursework. The career and technical component of the program includes medical terminology, radiologic science and health care, fundamentals of radiology, radiographic physics, introductory through advanced level radiography applications, and a required radiography practicum. Assessment of student learning objectives will be achieved through observation during the required clinical experiences.

Graduates will be prepared for the registration/certification examination offered by the American Registry of Radiologic Technologists (ARRT). In Illinois, registration/certification is required for licensure by the Illinois Department of Nuclear Safety (IDNS). Program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) - JRCERT is optional. The college plans to seek accreditation for this program once all state approvals have been received and one class of students has graduated the program.

Labor market information provided by the college supports the interest in and need for a radiology technology program within the college’s district. According to the Illinois Department of Employment Security, “radiology technicians” is considered one of the State’s Top Ten Occupations for associate degree level training. Employment in this occupation is expected to increase faster than average both statewide and within the college’s district through 2012. The college anticipates an enrollment of 10 full-time students the first year, increasing to 20 full-time students by the third year. The program will require one (1) new full- and one (1) new part-time faculty the first year. Costs of implementing this program will be approximately \$41,900 the first year, \$44,500 the second year, and \$45,700 the third year.

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Kishwaukee College is seeking approval to offer a 62 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Aviation Flight”. This program will prepare individuals for piloting commercial aircraft. The curriculum was developed according to the requirements outlined by the Federal Aviation Administration’s (FAA) Federal Aviation Regulations (FARs) for licensure as a commercial aircraft pilot. The curriculum consists of 15 semester credit hours of required general education coursework, 41 semester credit hours of required career and technical coursework, and six (6) semester credit hours of related career and technical electives. This includes integrated practical flight instruction. General education and pilot ground instruction will be offered through the college, while basic flight hours will be offered through one of four approved flight training sites within the district. The program will prepare individuals for the FAA’s commercial pilot license examination, as well as the private pilot and instrument ratings, both required for licensure as a commercial pilot. Assessment of student learning objectives will be accomplished through observation of the student’s performance by college faculty during their practical flight hours.

Labor market information provided by the college supports the interest in a formalized two-year educational program for commercial pilots in the college’s district and surrounding metropolitan areas. The college anticipates an enrollment of two (2) part-time and three (3) full-time students the first year, increasing to 10 part-time and 10 full-time by the third year. The program will require one (1) new and four (4) existing full-time faculty, and five (5) new part-time faculty the first year. Costs of implementing this program will be approximately \$30,644 the first year, \$28,830 the second year, and \$29,600 the third year.

Lewis & Clark Community College is seeking approval to offer a 39 semester credit hour “Paralegal” certificate and a 66 semester credit hour A.A.S. degree program. The certificate program will prepare individuals for entry-level employment as legal assistants, provide existing legal office staff with formalized training and an educational ladder, and offer cross-training to individuals working as office assistants in related fields, such as health care. The degree program will prepare individuals for employment as “paralegals” and will provide advancement opportunities for those currently working in the field.

The certificate curriculum consists of nine (9) semester credit hours of general education requirements and 30 semester credit hours of career and technical education requirements. The career and technical component of this program includes coursework in legal terminology, introductory paralegal practice, legal research and writing, legal procedures, court procedures, criminal law, tort law, litigation and business and legal environments. The degree curriculum consists of 21 semester credit hours of required general education, and 45 semester credit hours of required career and technical coursework. Career and technical coursework mirrors that of the certificate program and includes additional coursework in word processing, spreadsheet and database software applications, office management and a paralegal work-based learning experience. Both curricula were developed according to the competencies identified by the American Association for Paralegal Education. Assessment of student learning objectives will be evaluated using a portfolio of the student’s educational achievements and through observation during the work-based learning assignment.

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Labor market information provided by the college supports a strong interest in and need for both an entry-level training program and an educational ladder in this field. The college anticipates enrollment in the certificate program of four (4) full-time and four (4) part-time students the first year, increasing to eight (8) full-time and 10 part-time students by the third year. Enrollment in the degree program is projected at 15 full-time and five (5) part-time students the first year, increasing to 25 full-time and eight (8) part-time by the third year. The program will require one (1) new part-time faculty, three (3) existing full-time, and four (4) existing part-time faculty the first year. The cost of implementing this program will be approximately \$6,800 the first year, and \$17,000 per year the second and third years.

Lincoln Trail College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 36 semester credit hour “Building Trades” Certificate program. This program will prepare individuals for entry-level employment in building trades and general construction. The curriculum consists of coursework in introductory construction, basic and intermediate carpentry, basic and intermediate painting and finishing, basic masonry and concrete finishing, residential wiring, construction blueprint reading, technical mathematics, and a required internship in construction. Labor market information provided by the college supports the interest in and need for a formalized training program in general construction within the college’s district as well as statewide. The college anticipates an enrollment of five (5) full-time and 10 part-time students the first year, increasing to 10 full-time and 18 part-time students by the third year. The program will require one (1) new part-time faculty member the first year. The cost of implementing this program will be approximately \$28,200 the first year, \$259,700 the second year, and \$51,700 the third year. Higher second year costs reflect the purchase of shop tools, equipment, training simulators, and related lab supplies.

Prairie State College has submitted a proposal to offer the Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credit hours of professional education coursework and 9-15 semester credit hours in major content area coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Southwestern Illinois College is seeking approval to offer a 65 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Aviation Management”. This program will prepare individuals for employment and advancement opportunities in the professional field of aviation, including the services of flight operations, air traffic control, and government regulations. This program is of particular interest to existing aviation professionals within the college’s district and among the military workforce at Scott Air Force Base. The curriculum consists of 29 semester credit hours of general education and 36 semester credit hours of career and technical education requirements. The career and technical component of the program consists of coursework in aviation history, aviation meteorology, Federal Aviation Administration regulations, civil aviation, flight theory, introductory and advanced aviation management, airport planning and management, air traffic control systems, aircraft systems and components and a required aviation internship.

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Assessment of student learning objectives will be accomplished through evaluation of a portfolio, containing artifacts of the student's educational achievements, and observation during their internship assignment.

Labor market information provided by the college supports the need for and interest in a two-year degree program in aviation management. Currently, the college offers related programs in aviation flight and maintenance technology. This program was also developed for smooth articulation into Southern Illinois University at Carbondale's (SIU-C) capstone Bachelor of Science degree program in Aviation Management. The college anticipates an enrollment of eight (8) full-time and eight (8) part-time students the first year, increasing to 12 full-time and 14 part-time students by the third year. The program will require one (1) new part-time and two (2) existing full-time faculty the first year. Costs of implementing this program will be approximately \$5,000 the first year, \$5,200 the second year, and \$5,500 the third year.

Spoon River College has submitted two Associate of Arts in Teaching (A.A.T.) degree proposals. The first is a proposal to offer the A.A.T. - Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credit hours of professional education coursework and 9-15 semester credit hours in major content area coursework. The college also has submitted a proposal to offer the A.A.T. - Secondary Science. This, too, is patterned after a Statewide Model Curriculum. The 60-64 semester credit hour curriculum consists of 35-38 semester hours of general education coursework, 18-23 credit hours of courses in the major content area, and requires 3 semester credits in professional education coursework. Both proposals meet the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Triton College has submitted a proposal to offer the Associate of Arts in Teaching (A.A.T.) Secondary Science Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 35-38 semester hours of general education coursework, 18-23 credit hours of courses in the major content area, and requires 3 semester credits in professional education coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Waubonsee Community College has submitted a proposal to offer the Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credit hours of professional education coursework and 9-15 semester credit hours in major content area coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Waubonsee Community College is also seeking approval to offer a 30.5 semester credit hour certificate program in "Exercise Science". This curriculum will prepare individuals for entry-level employment as personal trainers, group fitness instructors and planners, and general recreation workers in fitness training facilities. The curriculum consists of coursework in nutrition, human

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structure and function, psychology, personal wellness, fitness training, principles of resistance training, exercise for special populations, fitness assessment and exercise programming, first aid and emergency care, small business creation and management, and an exercise science internship. Completion of this program will prepare students for the Certified Personal Trainer (CPT) certification exam offered by the American College of Sports Medicine (ACSM). Labor market information provided by the college supports the interest in and need for a formalized training program for entry-level fitness trainers. According to the Illinois Department of Employment Security, employment demand for “fitness trainers” is expected to increase much faster than the average for all occupations both statewide and within the college’s district through 2012. The college anticipates an enrollment of three (3) full-time and eight (8) part-time students the first year, increasing to eight (8) full-time and 10 part-time students by the third year. The program will require one (1) existing full-time and two (2) new part-time instructors the first year. Costs of implementing this program will be approximately \$8,000 the first year, and \$10,500 each year during the second and third years.

TEMPORARY PROGRAM APPROVAL

Truman College

- ▶ Bioinformatics Certificate (32 semester credit hours)

BACKGROUND

Harry S. Truman College, one of the City Colleges of Chicago, is seeking temporary approval for a period of three years to offer a 32 semester credit hour certificate program in “Bioinformatics”. Bioinformatics is a cross-disciplinary field that uses research, development and application of information technology for expanding the use of biological, pharmaceutical, medical, behavioral, bio-hazard and other health data for research and analysis purposes. This program will prepare existing professionals in the fields of computer information systems, biology and other related sciences for employment in this new and emerging field. Employment is currently found with major educational institutions, research companies and hospitals, government and private business. The curriculum consists of coursework in advanced biology, biotechnology, molecular biology, molecular genetics, bioinformatics theory, special topics in bioinformatics, a capstone symposium in bioinformatics, and a required internship. The college anticipates an enrollment of 25 students for the first semester cohort, with an 80% completion rate by the end of the three year period. Labor market information provided by the college supports the strong interest in and need for a program that cross-trains existing professionals in bioinformatics. Temporary approval is being requested due to the new and emerging nature of this career field, and will also provide the college with time to analyze its continued viability at the end of the three year period. *Permanent approval of this program will be recommended after a period of three years, based on program outcomes.*

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

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

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Permanent Program Approval

Illinois Central College

- ▶ Automotive Fundamentals Certificate (24 semester credit hours)

Kishwaukee College

- ▶ Medical Billing and Coding Certificate (21 semester credit hours)
- ▶ Private Pilot Training Certificate (17 semester credit hours)

Olney Central College

- ▶ Phlebotomy Certificate (10 semester credit hours)

Shawnee Community College

- ▶ Computer Forensics & Investigations Certificate (27 semester credit hours)

Triton College

- ▶ Home Technology Integrator Certificate (12 semester credit hours)

John Wood Community College

- ▶ Geriatric Care Specialist Certificate (16 semester credit hours)

Illinois Community College Board

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805/3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2005 or fiscal year 2006 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2005 or fiscal year 2006 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.15 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.15 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
City Colleges of Chicago
Heartland Community College
Highland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
Kankakee Community College
Kaskaskia College
Lake Land College
Lewis and Clark Community College
Moraine Valley Community College
Prairie State College
Rend Lake College
Carl Sandburg College
South Suburban College
Southwestern Illinois College
Spoon River College
John Wood Community College

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BACKGROUND. Pursuant to Section 3-14.3 of the Public Community College Act, the following table identifies the eligible districts and the additional levy authority they have, should they choose to exercise it, along with an estimate of how much additional tax revenues will be available because of this additional levy authority.

District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	6.15¢	\$ 1,765,181
City Colleges of Chicago	22.50¢	2.65¢	\$ 14,080,557
Heartland	22.50¢	2.65¢	\$ 841,739
Highland	25.00¢	.15¢	\$ 20,955
Illinois Central	25.00¢	.15¢	\$ 74,226
Illinois Eastern	25.00¢	.15¢	\$ 15,244
Illinois Valley	17.00¢	8.15¢	\$ 1,927,430
Kankakee	18.00¢	7.15¢	\$ 1,206,035
Kaskaskia	25.00¢	.15¢	\$ 15,263
Lake Land	18.00¢	7.15¢	\$ 1,424,531
Lewis and Clark	25.00¢	.15¢	\$ 38,438
Moraine Valley	22.50¢	2.65¢	\$ 2,264,972
Prairie State	23.50¢	1.65¢	\$ 490,089
Rend Lake	25.00¢	.15¢	\$ 9,380
Sandburg	22.00¢	3.15¢	\$ 405,471
South Suburban	17.50¢	7.65¢	\$ 2,611,085
Southwestern	16.00¢	9.15¢	\$ 4,291,266
Spoon River	25.00¢	.15¢	\$ 9,602
John Wood	22.50¢	2.65¢	\$ 257,914
			\$ 31,749,378

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The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it. The following districts that are eligible for the special tax levy are also subject to tax cap legislation:

City Colleges of Chicago
Moraine Valley Community College
Prairie State College
South Suburban College

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. During fiscal year 2005, eight community colleges underwent in-depth recognition evaluations. Seven districts were granted “recognition continued” status by the ICCB at its June 17, 2005 meeting. The remaining district’s evaluation was not complete at that time and is being brought to the Board for its consideration at this time. In addition, one district from the fiscal year 2004 recognition cycle is being brought to the Board for its consideration. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Morton College
Richland Community College

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

Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and nonfocused standards. On individual standards,

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districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

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

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

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

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

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

College districts included in fiscal year 2006 recognition evaluations are: Black Hawk College, Danville Area Community College, College of DuPage, Kaskaskia College, Lake Land College, Prairie State College, Rock Valley College, Triton College and Waubensee Community College. In addition, Shawnee Community College will have a follow up visit based on the Board’s action on June 18, 2004.

Fiscal year 2006 is the first year of the current five-year recognition cycle. Staff provided the Board with information about the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

Illinois Community College Board

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

Each year, the President/CEO as authorized by the Illinois Community College Board appoints representatives to its advisory committees. Memberships are either at-large appointments selected by the Illinois Community College Board staff, appointments recommended by various community college organizations, or ex officio members who represent committees of various relevant organizations. The latter appointments change as the groups' committee leadership positions change. All other new appointments are for three-year terms beginning July 1, 2005 and ending June 30, 2008, except for those vacancies created by resignations during the year.

The advisory committees perform a critical service to the Illinois Community College Board in that they provide input from a local perspective on issues that affect the entire system. Currently, the Board has four advisory committees. The Finance Advisory Committee, under the leadership of Ed Smith, Senior Director for System Finance, provides input on system budget development and policy issues dealing with system finance. The MIS/Research Advisory Committee, working with Scott Parke, Senior Director for Policy Studies, reviews all issues pertaining to research and data collection activities of the Board. The Program Advisory Committee, staffed by Carol Lanning, Interim Vice President for Instruction and Policy Studies, assists staff with developing proposed policy regarding curricula and accountability matters. The Student Advisory Committee is the fourth committee whose members are selected by their respective colleges.

Attached for your information is the list of committee members on the Finance, MIS/Research, and Program Advisory Committees for fiscal year 2006.

INFORMATION ONLY

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBERS
2005-2006**

Finance Advisory Committee

1. Ron Ally - Vice President for Administrative Services, McHenry County College - At Large (2006)
2. Michael Monaghan - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
3. **Ken Gotsch** - Vice Chancellor, Finance, City Colleges of Chicago - Ex Officio
4. Ed Forst - Dean, Arts and Sciences, Triton College - Illinois Council of Community College Administrators (ICCCA) - Ex Officio
5. **Mark Kern** - President, Rend Lake College - Chair, Presidents Council Finance Committee - Ex Officio
6. **Donna Hilgenbrink** - Vice President, Administrative Services, Kaskaskia College - At Large (2008)
7. **Brent Knight** - President, Morton College - Vice Chair, Presidents Council Finance Committee - Ex Officio
8. Jim Rock - Vice President, Administrative Services, College of Lake County - At Large (2007)
9. Sean Sullivan - Vice President, Business Services, Triton College - Chair, Illinois Community Chief Financial Officers (ICCCFO) - Ex Officio
10. Roger Tuttle - Trustee, Heartland Community College - Illinois Community College Trustees Association (ICCTA) (2007)
11. Kevin Weston - Faculty, Rend Lake College - Illinois Community College Faculty Association (ICCFA) (2007)
12. **To Be Announced** - Student Advisory Committee Member
13. Linda Uzureau - Vice President of Academic Affairs, Prairie State College - Chief Academic Officers (2007)

MIS/Research Advisory Committee

1. Clay Baitman - Vice President for Instruction, Southwestern Illinois College - Chief Academic Officers (CAO) (2006)
2. Jonita M. Ellis - Director, Academic & Administrative Services, Triton College - At Large (2007)
3. Lon Feuerhelm - Production & Operations Manager, Southwestern Illinois College - At Large (2006)
4. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2006)
5. **To Be Announced** - Student Advisory Committee Member, Ex Officio

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6. Sharon A. R. Kristovich - Director, Institutional Research and Evaluation, Parkland College - At Large (2007)
7. Michael Monaghan - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
8. **To Be Announced** - Illinois Community College Faculty Association (ICCFA) Representative
9. Carole Robertson - Vice President, Finance and Administration, Elgin Community College - Illinois Community College Chief Financial Officers (ICCCFO) (2006)
10. Dana Rosenberg - Director, Institutional Research and Planning, Heartland Community College - At Large (2007)
11. Ryan Smith - Dean, Institutional Effectiveness, Joliet Junior College - At Large (2006)
12. Aimee Wood - MIS Coordinator, Illinois Central College - Illinois Council of Community College Administrators (ICCCA) - At Large (2006)
13. **To Be Announced** - Presidents Council Representative - Ex Officio

Program Advisory Committee

1. Jose Aybar - Executive Director, Academic Programs, City Colleges of Chicago - At Large (2006)
2. **To Be Announced** - Illinois Community College Faculty Association Representative (ICCFA) - Ex Officio
3. Jane Johnson - Vice President, Student & Academic Services, Richland Community College - At Large (2006)
4. Joan Kerber - Vice President, Student and Instructional Services, Sauk Valley Community College - At Large (2007)
5. **To Be Announced** - Illinois Community College Faculty Association (ICCFA) Representative - Ex Officio
6. **To Be Announced** - Presidents Council Representative - Ex Officio
7. Carl Oblinger - Trustee, Lincoln Land Community College - Illinois Community College Trustees Association (ICCTA) (2006)
8. Kathy Pampe - Associate Dean, Education to Careers, Illinois Eastern Community Colleges - At Large (2007)
9. **To Be Announced** - Student Advisory Council Member - Ex Officio
10. Alan Steigelman - Vice President, Finance & Business Services, John Wood Community College - Illinois Community College Chief Financial Officers (ICCCFO) (2006)
11. **Julia Schroeder**, Vice President, Instructional Services - President, Chief Academic Officers - Ex Officio

Illinois Community College Board

**LINCOLN'S CHALLENGE PROGRAM
FY 2005 FINAL REPORT**

The Lincoln's Challenge Academy was established at the former Chanute Air Force Base, Rantoul, in July 1993 with the purpose of helping high school drop outs improve their academic and personal success. Two classes a year, one beginning in August and the other January, offer 16-18 year old men and women the academic, social, and employment skills necessary to be contributing members of their communities. The Lincoln's Challenge Academy encompasses a 22 week residential experience where students learn self discipline, leadership, and responsibility. Following the residency, the graduates enter a second phase, which includes returning to their respective communities to seek employment or pursue educational opportunities. Prior to the second phase, each student is matched with a mentor who advises him or her on employment and educational matters. Students are greatly encouraged to complete their GED while attending the Academy. The Academy boasts the highest passing rate of the GED within the state. To date 8,376 students have graduated from the program with 5,725 of the students securing a GED.

In 1994 the Illinois Community College Board partnered with the Lincoln's Challenge Academy through an annual appropriation that offers scholarships for graduates who earn their GED while attending the Academy. Initially, the scholarship was offered to all GED graduates of the Academy, but in 2003 the scholarship was limited to approximately 100-125 graduates due to budget constraints. These scholarships give students an opportunity to continue their education at one of the 48 community colleges in Illinois. The scholarship award is \$1,000 per semester for the fall and spring semesters and is offered for a maximum of two consecutive years. Recipients of the scholarship must meet specific qualifications, including completion of the Lincoln's Challenge Academy's eight core values program and earn their GED certificate. To date, 2,157 students have received a scholarship from this program.

Funding for the scholarship program has varied. In fiscal years 1995-1998, the state allocation was \$150,000 with a subsequent increase to \$175,000 from fiscal years 1999-2001. In fiscal year 2002, the allocation was reduced to \$125,000 and further reduced to \$120,000 in fiscal year 2003. The allocation has remained level at the fiscal year 2003 amount. Expenditures for FY05 were \$97,962 with 125 students served.

Administrative uncertainty regarding the program this year was generated by the announcement that the program would be transferred to the Illinois Student Assistance Commission (ISAC) in fiscal year 2005. However, after meetings among ICCB and ISAC staff and the Governor's Office, it was decided that the program would remain with the ICCB. Unfortunately, transition of records had begun causing a setback in services and to the number of students served during fiscal year 2005.

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An ongoing challenge with the program is retention. A means to address this has been the Advisory Committee which will resume for fiscal year 2006. The Committee includes staff from the ICCB, the Academy, and five community colleges. Its purpose is to create a stronger communication among the three partners, thus improving services and transition of Lincoln's Challenge graduates from the Academy to community colleges. The Committee meets quarterly via teleconferences to review, develop, and suggest program implementation of goals and objectives. Input from the Committee has been instrumental in adopting methods and strategies to enhance the program.

In addition to the Advisory Committee, a listserv and directory were created to increase information flow and establish a college contact at each college. Both initiatives have increased communication among the students, community colleges, the Academy, and the ICCB.

Perhaps one of the greatest enhancements to the program was the establishment of dual credit enrollment. In fiscal year 2004, students who graduated with a GED could also earn three credit hours of computer technology that was transferrable to any Illinois public community college. In fiscal year 2005, select students could also earn three credit hours of English that again were transferrable. This means that students can enter a community college with credit hours earned at the Academy toward their education. Dual credit has special significance with Lincoln's Challenge since it is the first such arrangement with a GED program. It has also served as an added incentive for graduates to attend community colleges.

Some preliminary goals for fiscal year 2006 include:

- Pre-orientation for students who wish to attend a community college.
- Three visits per semester by ICCB and community college staffs to the Academy promoting community college attendance.

The high school student drop out rate continues to be a problem among high school students. Many of these students lack family support and encouragement needed to succeed in high school. Several are faced with the challenges of gangs, substance abuse, and an environment of violence. The Academy offers students an opportunity to reconstruct their lives. The ICCB Lincoln's Challenge Scholarship Program offers these graduates an opportunity to continue their education, reach their career goals, and become successful and productive residents of Illinois. These scholarships provide academic and career opportunities for a population that might otherwise be overlooked.