

Illinois Community College Board

367th Meeting Agenda and Materials



November 17, 2006

John Wood Community College
1301 South 48th Street
Quincy, Illinois

Printed by the Authority of the State of Illinois

Agenda
367th Meeting of the
Illinois Community College Board
John Wood Community College
Quincy, Illinois

November 17, 2006

Committee Meetings

November 16th

6:00 p.m. - External Affairs Committee Meeting @ the Stoney Creek Inn

6:30 p.m. - Academic Affairs @ the Stoney Creek Inn

7:00 p.m. - Student Relations @ the Stoney Creek Inn

8:00 p.m. - Personnel and Evaluation @ Stoney Creek Inn

November 17th

8:00 a.m. - Strategic Planning Committee Meeting

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

9:00 a.m. - Board Meeting

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| 1. | Roll Call and Declaration of Quorum <i>Ann Chandler</i> | — |
| 2. | Announcements and Remarks Board Chair <i>Guy Alongi</i> | — |
| 3. | Board Member Comments | — |
| 4. | Remarks by Dr. William Simpson, President, John Wood
Community College | — |
| 5. | Recognition of John Wood Community College, College of Lake County,
and ICCB Student Advisory Committee for their contributions to the
2-123rd Field Artillery Battalion, Camp Command Cell, CSC Navistar,
Kuwait, Iraq Border. <i>Karen Anderson</i> | 1 |
| 6. | Committee Reports | |
| | 6.1 Budget and Finance | — |
| | 6.2 Academic Affairs | — |
| | 6.3 External Affairs | — |
| | 6.4 Personnel and Evaluation | — |
| | 6.5 Strategic Planning | — |
| | 6.6 Student Relations | — |
| 7. | President/CEO Report <i>Geoff Obrzut</i> | — |

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8.2	Illinois Community College Faculty Association <i>David Palmer</i>	—
8.3	Student Advisory Committee <i>Sarah Anderson</i>	—
8.4	Illinois Community College Trustees Association <i>Mike Monaghan</i>	—
8.5	Adult Education and Family Literacy Advisory Council <i>Gay Graves</i>	—
9.	External Affairs Report <i>Randy Barnette</i>	2
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Illinois Community College Board

**RECOGNITION OF ILLINOIS COMMUNITY COLLEGE
CONTRIBUTIONS TO FIELD ARTILLERY BATTALION, KUWAIT**

**ILLINOIS COMMUNITY COLLEGE BOARD
2005/2006 STUDENT ADVISORY COMMITTEE**

The ICCB Student Advisory Committee (SAC) Outreach Subcommittee coordinates an annual statewide service project for member colleges to participate. The 2005/2006 SAC wanted to support the United States Military troops stationed overseas for Operation Iraq Freedom by sending them care packages. Thanks to a personal contact with the Department of the Army, a Comp Command Cell in Kuwait, on the Iraq Border, was selected to receive the care packages.

Carl Sandburg College graciously agreed to put together the care packages and cover the cost of shipping. In addition to Carl Sandburg, College of Lake County and John Wood Community College contributed significantly to this cause. Twenty nine fifty- pound boxes were shipped to the soldiers as planned. In appreciation, a United States flag was flown over Headquarters at Camp Navistar in Kuwait on June 29th, 2006 and is presented to Carl Sandburg College, John Wood Community College, College of Lake County, and the ICCB Student Advisory Committee.

Revised
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Illinois Community College Board

EXTERNAL AFFAIRS REPORT

- **ICCB Website redesign.**
Official launch of the new website redesign.
- **Community College System Economic Impact Study.**
Community College System will conduct a vast research project on the economic benefits derived from Illinois' community colleges.
- **Update on HJR 122**
- **General Assembly Veto Session**
- **Results and Impact of November Election**

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ General Occupational and Technical Studies A.A.S. degree (63 semester credit hours)
- ▶ Associate of Arts in Teaching Early Childhood Education (64 semester credit hours)

Wm. Rainey Harper College

- ▶ Computer Forensics and Security A.A.S. degree (60 semester credit hours)
- ▶ Emergency Management Systems A.A.S. degree (61 semester credit hours)
- ▶ Emergency Management Systems Certificate (31 semester credit hours)

Kankakee Community College

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

Lake Land College

- ▶ Ag Machinery Sales A.A.S. degree (67 semester credit hours)

John A. Logan College

- ▶ Educational Interpreting Professional Certificate (33 semester credit hours)

Joliet Junior College

- ▶ Game Design and Development A.A.S. degree (66 semester credit hours)

Oakton Community College

- ▶ Associate of Arts in Teaching Early Childhood Education (62 semester credit hours)

Parkland College

- ▶ Construction: Glazier Certificate (27 semester credit hours)

Rend Lake College

- ▶ Emergency Medical Technician Certificate (17 semester credit hours)

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Southern Illinois Collegiate Common Market Colleges (John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College and Kaskaskia College)

- ▶ Veterinary Technology A.A.S. degree (69 semester credit hours)

Southwestern Illinois College

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

Wilbur Wright College

- ▶ Emergency Management A.A.S. degree (64 semester credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 63 semester credit hour Associate of Applied Science (A.A.S.) degree in “General Occupational and Technical Studies”. The program will allow individuals to pursue postsecondary education in an area specific to their personal needs and the needs of their employers where existing career and technical education programs do not exist. The program is designed to allow students to design a customized program of study that meets their employers unique educational needs. The curriculum consists of 15 semester credit hours of general education coursework, and 49 semester credit hours of career and technical coursework directly related to the students career goal(s). Assessment of student learning objectives will be accomplished through the development of an educational portfolio which will allow students to not only demonstrate their acquisition of knowledge and skills in their chosen career and technical field, but also the attainment of skills through prior learning, work experience and non-collegiate education and training experiences for assessment as college-level credit. Career and technical coursework will be jointly determined by the student, college personnel and the employer, where applicable, to ensure the successful completion of the program and that the coursework furthers the student’s learning objectives. Work-based learning coursework as appropriate can be taken under the career and technical education requirements.

This program was developed in response to local business and industry support for a two-year career and technical degree program tailored to meet their needs across a range of employment fields. The college anticipates five (5) full-time and five (5) part-time students the first year increasing to 10 full-time and 10 part-time students by the third year. No new faculty are required and no new costs will be incurred for the implementation of this program.

Black Hawk College has submitted a proposal for 64 semester credit hours to offer an Associate of Arts in Teaching Early Childhood Education, Statewide Model Curriculum. The 64 credit hour model curriculum consists of 40 semester credit hours of general education coursework, 6-9 semester credit hours of professional education and 15-18 semester credit hours in early childhood education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

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William Rainey Harper College is seeking approval to offer a 60 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Computer Forensics and Security”. This program will prepare individuals for employment as computer security technicians in businesses and organizations utilizing computer networks.

Graduates will be prepared with skills to prevent and detect breaches in network security as well as to maintain secure connections within and across network systems. The curriculum consists of 18 semester credit hours of general education coursework and 42 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in computer information systems, Windows and LINUX systems, A+ Hardware, A+OS Technologies, LINUX Shell programming, internet protocols, networking, networking devices and security fundamentals, computer forensics, ethical hacking, computer security incident response and a required work-based learning experience in computer security. The curriculum was developed based on current optional industry certifications available through such organizations as the International Associate of Computer Investigative Specialists (IACIS) and CompTIA. Assessment of student learning objectives will be accomplished through completion of a capstone course including a final project covering all aspects of a real life information security breach and computer forensics investigation.

Labor market information provided by the college supports the interest in and need for a formalized training program in computer security and forensics within the college’s district. This program was also developed in response to labor market priorities identified by the Illinois Department of Commerce and Economic Opportunity (IDCEO). The college anticipates an enrollment of 10 full-time and 10 part-time students the first year, increasing to 15 full-time and 20 part-time students by the third year. The college also recently received approval to offer a related 24 semester credit hour certificate program. The proposed degree program will provide an educational ladder opportunity for graduates of the certificate program. The college anticipates faculty needs for both programs to be three (3) existing faculty (one full-time and two part-time) and one (1) new part-time faculty the first year. Costs for implementing both programs will be approximately \$40,000 the first year, \$35,000 the second year, and \$15,000 the third year. Higher first year costs reflect the initial purchase of equipment. These programs are being developed using funds awarded by the IDCEO-Homeland Security Project.

William Rainey Harper College is also seeking approval to offer a 61 semester credit hour Associate of Applied Science (A.A.S.) degree and a 31 semester credit hour Certificate program in “Emergency Management Systems”. The degree program will prepare individuals for management-level employment in the field of emergency response. The certificate program will prepare individuals for entry-level employment in the same field and provide cross-training opportunities for individuals already employed in related fields, such as criminal justice and allied health.

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The certificate curriculum consists of 30 semester credit hours of career and technical education coursework in introductory emergency management, leadership/influence and problem solving strategies, public information and community relations, emergency management policy and planning, hazard analysis and mitigation, social dimensions of disaster, crisis exercise design and evaluation, ideologies of terrorism, topics in emergency management and a one (1) semester credit hour emergency management systems work-based learning experience. The degree curriculum builds on the certificate to include 30 semester credit hours of required general education coursework. Assessment of student learning will be accomplished through completion of a capstone practicum course including the evaluation of the student's emergency management plan in response to a simulated emergency response event.

Labor market information provided by the college supports the interest in and the need for a formalized training program for emergency management workers. The demand for "Emergency Management Specialists" is expected to increase much faster than the demand for all occupations statewide through the year 2012, according to the Illinois Department of Employment Security. The college also recently received approval to offer a related six (6) semester credit hour "Public Safety Dispatcher" certificate program. The college anticipates a combined enrollment of 20 full-time and 25 part-time students each year during the first three years for all three programs. The college anticipates faculty needs for these three programs to be two (2) new part-time faculty during the first year, with the addition of one (1) new full-time and one (1) new part-time faculty during the second year. The costs of implementing these program will be approximately \$51,000 the first year, \$96,250 the second year, and \$90,250 the third year. Higher second and third year costs reflect the addition of faculty to cover projected increases in enrollments.

Kankakee Community College has submitted a proposal for 64 semester credit hours to offer an Associate of Arts in Teaching Secondary Mathematics, Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-45 semester credit hours of general education coursework, 3-9 semester credits of professional education and 9-15 semester credits 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.

Lake Land College is seeking approval to offer a 67 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Ag Machinery Sales". This program will prepare individuals for employment in sales positions with agricultural machinery dealerships and related service providers, such as parts stores. The curriculum consists of 16 semester credit hours of general education coursework, 50 semester credit hours of required career and technical education coursework, and a minimum of one (1) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in principles of crop production, ignition and electrical systems, plating and tillage equipment, diesel fuel systems, adjusting new and used equipment, agricultural math and economics, agricultural sales, retailing and marketing of agricultural supplies and products, and a work-based learning experience in agricultural machinery sales. Assessment of student learning objectives will be accomplished through evaluation of the student's performance during the required practical experience. The evaluation will be conducted by both faculty and the student's worksite supervisor.

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Labor market information provided by the college supports the need for a degree program in Ag-related sales within the college's district and in Illinois. According to the Illinois Department of Employment Security, demand for "sales representatives for technical and science products and services" is expected to increase faster than the average for all occupations statewide through the year 2012. Furthermore, the proposed program replaces an existing employer-specific curriculum, which the college determined to be too focused for their students/graduates. The college's program advisory committee indicated a broader curriculum in Ag machinery sales would benefit students/graduates both locally and in other areas of the state. Based on existing figures, the college anticipates an enrollment of eight (8) full-time and two (2) part-time students the first year, increasing to 15 full-time and two (2) part-time students by the third year. The program will require six (6) existing faculty the first year. Because faculty and courses are already in place, no new costs are expected to be incurred during the first three years of implementation.

John A. Logan College is seeking approval to offer a 33 semester credit hour "Educational Interpreting Professional" Certificate program. This program will prepare current sign language interpreters for meeting new standards for field professionals working in education. The curriculum consists of coursework in educational interpreting, evaluation preparation, ASL and English Differences, ASL Vocabulary Building, Interpreting for Deaf/ Blind Persons, Interpreting Stories and Textbooks, Interpreting Technical Classes, Child Psychology, Children's Literature, Ethics and an Interpreting seminar. The program will prepare graduates for the National Interpreter Certificate exam available through the National Registry of Interpreters for the Deaf. The college anticipates an enrollment of 15 part-time students the first year, increasing to 20 part-time students by the third year. Labor market information provided by the college supports the interest in and need for a training program that will prepare existing interpreters to meet the changing standards for interpreting in educational settings. The program will require one (1) existing full-time faculty and one (1) existing part-time faculty member the first year. Costs of implementing this program will be approximately \$100 per year during the first two years, and \$5,150 during the third year. Higher third year costs include the purchase of new equipment and training materials used during interpretation lab courses.

Joliet Junior College is seeking approval to offer a 66 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Game Design and Development". This program will prepare individuals for employment as game programmers, designers, artists, animators and testers. The curriculum consists of 16 semester credit hours of general education coursework, 42 semester credit hours of required career and technical education coursework and eight (8) semester credit hours of related technical electives. The career and technical component includes instruction in C programming, Advanced C using C++, Java programming, data structures, game design, computer visual graphics, introductory and advanced game development, Visual Basic for Windows and elective coursework options in digital audio, children's games, role-playing games, and cross-platform game design. Assessment of student learning objectives will be accomplished through completion of a capstone course including a final project in game design and development. Graduates may also capstone their A.A.S. through a 2+2 agreement the college has arranged with DePaul University for a baccalaureate degree in Computer Games Development.

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Labor market information provided by the college supports the interest in and the need for a degree program in game design and development. Employment demand for “computer software applications engineers” is much higher than the average for all occupations in Illinois through the year 2012, according to the Illinois Department of Employment Security. The college also recently received approval to offer a related 39 semester credit hour certificate program. The proposed degree program will provide an educational ladder opportunity for graduates of the certificate program. The college anticipates an enrollment of 30 part-time students the first year, increasing to 40 part-time students by the third year. The college anticipates faculty needs for both programs to be two (2) existing full-time and one (1) existing part-time faculty member the first year. Costs for implementing both programs will be approximately \$4,550 the first year, \$1,500 the second year, and \$1,700 the third year.

Oakton Community College has submitted a proposal for 62 semester credit hours to offer an Associate of Arts in Teaching Early Childhood Education, Statewide Model Curriculum. The 64 credit hour model curriculum consists of 40 semester credit hours of general education coursework, 6-9 semester credit hours of professional education and 15-18 semester credit hours in early childhood education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Parkland College is seeking permanent approval for a 27 semester credit hour “Construction Glazier” Certificate program. This program has been in operation under temporary approval since 2004. The curriculum consists of 24 semester credit hours of glazier apprenticeship theory and on-the-job training, and 3 semester credit hours of required general education. The college partnered with the Glazier Local #1168 Labor Union to offer this instruction for college credit. The college has met and/or exceeded its original benchmarks for enrollments, completions, placements and test score achievement for students attaining journey person status. No weaknesses in the program have been identified by program faculty and no changes to the curriculum have occurred during the temporary approval period. The college plans to maintain this program and encourage certificate completers towards earning their Associate of Applied Science degree in Construction Technology.

Rend Lake College is seeking permanent approval for a 17 semester credit hour “Emergency Medical Technician” Certificate program. This program has been in operation under temporary approval since 2003. The college partnered with St. Mary’s Good Samaritan Hospital and the Illinois Department of Public Health-Division Emergency Medical Services to develop the curriculum. The curriculum consists of two courses in paramedical services that include instruction in emergency medical systems, basic anatomy and physiology, pharmacology, patient examination, assessment, care and transport, treating trauma patients, basic obstetrical and pediatric emergent care, and special populations care. The curriculum follows the requirements outlined in the National Standard Curriculum for EMT-Paramedics by the U.S. Department of Transportation and will prepare graduates for licensure as Emergency Medical Technicians-Intermediate level (EMT-I) by the Illinois Department of Public Health. The college has met and/or exceeded its original benchmarks for enrollments, completions, placements and pass rates for students completing the licensure examination. No weaknesses in the program have been identified by program faculty and no changes to the curriculum have occurred during the temporary approval period.

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The college plans to maintain this program and encourage certificate completers towards earning their Associate of Applied Science degree in Paramedical Services.

The Southern Illinois Collegiate Common Market (SICCM) Colleges, including John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College and Kaskaskia College are seeking approval to offer a 69 semester credit hour “Veterinary Technology” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as veterinary technicians. The curriculum consists of a minimum of 21 semester credit hours of general education coursework, and 48 semester credit hours of career and technical education coursework. The career and technical component includes instruction in small and large animal nursing, introductory and intermediate animal pharmacology, introductory and advanced animal surgical technology, laboratory animals, animal management, animal diseases, zoological animal nursing, veterinary practice management, and animal clinical laboratory.

This curriculum was developed based on requirements of the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medical Association (AVMA) and will prepare graduates for optional credentialing as “Certified Veterinary Technologists”(CVTs). Assessment of student learning objectives will be accomplished during the work-based learning clinical rotation where students will be observed and evaluated by program faculty, a Certified Veterinary Technologist and a Doctor of Veterinary Medicine at the worksite. Graduates of this program may also continue their education at the baccalaureate level through an articulation agreement SICCM has established with Southern Illinois University at Carbondale.

Labor market information provided by the college supports the interest in and the need for a program in veterinary technology within the Southern Illinois regional area. This program will be offered collaboratively by each of the colleges. General education instruction will take place at each individual college while career and technical instruction will take place regionally and at various worksites throughout the 25-county area. Classrooms, laboratories, and equipment will be shared wherever possible. Locally and statewide, employment of “veterinary technicians” is expected to increase much faster than the employment for all occupations through 2012, according to the Illinois Department of Employment Security. The colleges anticipate an enrollment of 25 full-time students the first year, increasing to 43 full-time enrollments by the third year. Faculty needs for offering this program are expected to be one (1) new full-time and two (2) new part-time faculty the first year. Costs of implementing this program will be approximately \$124,000 the first year, \$164,000 the second year, and \$165,000 the third year. Higher costs during the second and third years reflect the addition of one(1) new part-time faculty member each year due to increased enrollments.

Southwestern Illinois College is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Music Technology”. This program will prepare individuals for employment in music recording and digital audio production. The curriculum consists of 14 semester credit hours of general education coursework, 47 semester credit hours of required career and technical education coursework, and three (3) semester credit hours of related technical electives. Assessment of student learning will be accomplished through evaluation of the student’s performance during a required practical experience.

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The evaluation will be conducted by both faculty and the student's worksite manager/producer. Labor market information provided by the college supports the interest in and need for a formalized training program in music technology within the college's district and the greater St. Louis Metro-East area. Employment demand for "sound engineering technicians" is expected to increase faster than the average for all occupations statewide through the year 2012, according to the Illinois Department of Employment Security. The college anticipates an enrollment of five (5) full-time and seven (7) part-time students the first year, increasing to 10 full-time and 12 part-time students by the third year. The college also recently received approval to offer a related 12 semester credit hour certificate program in "Recording Technology". The proposed degree program will provide an educational ladder opportunity for graduates of the certificate program. The college anticipates faculty needs for both the certificate and the degree program to be two (2) new part-time and three (3) existing part-time faculty the first year. Costs for implementing both programs will be approximately \$42,500 the first year, \$56,500 the second year, and \$65,500 the third year. Higher second and third year costs reflect additional equipment purchases and the hiring of one (1) new part-time faculty member per year.

Wilbur Wright College, one of the City Colleges of Chicago, is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Emergency Management". This program will prepare individuals for management-level positions in emergency response organizations. The curriculum consists of 19 semester credit hours of general education coursework, 29 semester credit hours of required career and technical education coursework and 16 semester credit hours of related technical electives. The career and technical component includes instruction in disaster response and recovery, psychology of terrorism, disaster psychology, a required emergency management and completion of 18 semester credit hours of specialized coursework in homeland security, incident command, or emergency preparedness. Related electives include courses in chemical emergency response, information security, environmental health and safety, hazardous materials management and site investigation. Assessment of student learning objectives will be accomplished through the completion of a capstone internship course including a final project covering all aspects of a simulated emergency response situation. Students will also be evaluated on their performance in a comprehensive written examination based on the requirements for accreditation as a "Professional Emergency Manager" by the Illinois Emergency Management Agency (IEMA).

Labor market information provided by the college supports the interest in and the need for a formalized training program for individuals within the district interested in new opportunities related to emergency response as well as for those existing professionals who are interested in college-level education in this field. According to the Illinois Department of Employment Security, employment demand for "Emergency Management Specialists" is much higher than the average for all occupations statewide through the year 2012. The college also recently received approval to offer three related 18 semester credit hour certificate programs. The proposed degree program will provide an educational ladder opportunity for graduates of the certificate programs. The college anticipates a combined enrollment of three (3) full-time and 20 part-time students the first year for all four programs. The college anticipates faculty needs for these programs to be one (1) existing full-time faculty, two (2) existing part-time and two (2) new part-time faculty the first year.

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Costs for implementing these programs will be approximately \$37,500 the first year, and \$35,000 per year during the second and third years.

TEMPORARY PROGRAM APPROVAL

Kennedy-King College

- ▶ Overhead Electrical Line Worker Certificate (35 semester credit hours)

BACKGROUND

Kennedy-King College, one of the City Colleges of Chicago, is seeking temporary approval to offer a 35 semester credit hour “Overhead Electrical Line Worker” certificate program for a period of three years. This program will prepare individuals for employment as electrical line workers and overhead electricians. The program was developed by the college in partnership with Commonwealth Edison (ComEd) to meet the district’s immediate need for trained line workers in the electrical power field. The curriculum consists of 14 semester credit hours of required general education coursework, and 21 semester credit hours of career and technical education coursework including instruction in basic and advanced electrical theory, overhead distribution construction, specialized distribution equipment, construction and safety, and safety and rescue procedures. Career and technical instruction will take place at the college’s Dawson Technical Institute satellite campus.

Labor market information provided by the college supports the interest in and the need for a formalized training program in this field. According to the Illinois Department of Employment Security, employment of “electrical powerline installers” in the Cook County area is expected to increase faster than the average for all occupations statewide through 2012. The college anticipates an annual enrollment of 30 students. Temporary approval is being sought to meet the urgent needs of ComEd, as well as the needs of related service providers within the college’s district. *Permanent approval will be considered 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:

Malcolm X College

- ▶ Sterile Processing Clinical Certificate (11 semester credit hours)
- ▶ Obstetrics & Gynecology Technician Certificate (11 semester credit hours)

Harold Washington College

- ▶ Real Estate Management Certificate (17 semester credit hours)

Shawnee Community College

- ▶ Cosmetology Instructor Training Certificate (24 semester credit hours)

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. Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during fiscal years 2006 through 2010 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During fiscal year 2006, Lake Land College underwent an in-depth recognition evaluation. The college submitted a thorough self evaluation, ICCB staff conducted an internal evaluation of all required college documents and a college site visit was conducted. This agenda item not only presents the staff recommendations for the college 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 district:

Lake Land 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.

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

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

Recognition Continued-with Conditions – The district generally does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor 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 prorated, per diem basis for the period of time for which such status is in effect.

Evaluation for the district included in this item has been completed through receipt of responses to the districts draft report. The responses include the districts’ planned action for the compliance recommendations as well as reactions to advisory (quality) recommendations when the district chooses to provide them. The district is judged by staff to be in general compliance with ICCB recognition standards and, therefore, is recommended for “*Recognition Continued*” status. The final report for Lake Land, including direct responses, is externally attached for Board members only.

College districts included in fiscal year 2006 recognition evaluations were: Black Hawk Community College, Danville Community College, College of DuPage, Kaskaskia Community College, Prairie State Community College, Rock Valley College, Triton College, and Waubensee Community College. The recognition recommendations will be submitted to the Board as each report is finalized.

College districts included in fiscal year 2007 recognition evaluations are: Elgin Community College, Illinois Eastern Community Colleges, Parkland Community College, Carl Sandburg College, Sauk Valley Community College, South Suburban College and Southwestern Illinois College.

Fiscal year 2007 is the second 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

**CARL D. PERKINS CAREER AND TECHNICAL EDUCATION
ACT OF 2006 (PERKINS IV) UPDATE**

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law by congress on August 12, 2006. The Act represents nearly three years of work on the part of Congress and the U. S. Department of Education, in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous career and technical education programs that prepare students for today's competitive workforce.

“The purpose of the Act is to develop more fully the academic and career and technical skills of secondary students and postsecondary education students who elect to enroll in career and technical education programs, by:

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- (5) providing technical assistance that—
 - (A) promotes leadership, initial preparation, and professional development at the State and local levels; and
 - (B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.”

Implications for the Illinois Community College Board

- Unprecedented opportunity to exercise leadership under Perkins IV
- Provide vision/mission for the future of CTE programs and outcomes

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- The total budget for federal CTE funds for the state of Illinois is \$38 million. Of this, the ICCB administers \$21.9 million, which includes Title I postsecondary funds and Title II (Tech Prep). The ISBE administers all Title I secondary funds.
- Perkins IV places a high value on coordinating secondary and postsecondary CTE programs. The grant *requires* the utilization of “Programs of Study” that provide students with a clear, seamless and non-duplicative curricular path from high school to community college. The community college system will be an integral partner in establishing these programs.
- States can choose to submit either a full six year plan or a one year transitional plan followed up by a five year plan. The ICCB will be a key leader in the development of these documents.
- The law requires states to consult with a wide array of educational, community, and business/workforce stakeholders as they develop the state plan.
- Illinois must decide on the future structure of the Title II Tech Prep programs administered by the ICCB. Perkins IV gives states great flexibility to decide on the future of the partnerships, including how to organize and fund the projects. States also have the option to roll all (or a portion of) Title II funds in to Title I allocations..
- The Illinois team consists of representatives from Illinois Community College Board and the Illinois State Board of Education.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
PERFORMANCE REPORT FOR FISCAL YEAR 2006**

U.S. Secretary of Education Margaret Spelling recently spoke about the responsiveness of community colleges to local needs and the significant role community colleges have in meeting the demands of the 21st Century workforce by providing postsecondary education, training, and skills enhancement.

For a long time, the importance of community colleges was overlooked in Washington, DC. Politicians would talk about America's higher education system only in terms of four-year colleges and universities. Those days are over. . .

Back in Texas . . . I saw firsthand how community colleges bob and weave to respond to the needs of a changing economy and prepare students for new opportunities and better jobs. Austin Community College has a saying: 'Start Here. Get There.' And that's exactly what community colleges do for millions of Americans of all ages and backgrounds every year. They set them on the road to promising new careers and further education. And in today's global economy, that mission is more important than ever. " Press Release Secretary Spellings Delivers Remarks to the Association of Community College Trustees in Orlando, FL, October 13, 2006. <http://www.ed.gov/news/pressreleases/2006/10/10132006.html>

Relatedly, a little over a year ago, the U.S. Secretary of Education's Commission on the Future of Higher Education was created to, "Develop a comprehensive national strategy for postsecondary education that will meet the needs of America's diverse population and address the economic and workforce needs of the country's future." The Commission's final report entitled, *A Test of Leadership: Charting the Future of U.S. Higher Education* was issued in September, 2006. A key Commission recommendation calls for greater accountability and transparency of higher education information. The externally attached Illinois Community College System Performance Report for Fiscal Year 2006 provides comparative accountability information built around the priorities of Illinois higher education. The Performance Report is structured around the policy areas in the Board of Higher Education's *Illinois Commitment* and the complementary pledges of the *Promise for Illinois* which is the statewide strategic plan for community colleges.

The Illinois Community College System Performance Report is structured around the policy areas in the Board of Higher Education's *Illinois Commitment* and the complementary pledges of the *Promise for Illinois* which is the statewide strategic plan for community colleges.

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The Policy Areas for the *Illinois Commitment* include:

- ◆ Economic Growth – Higher education will help Illinois sustain strong economic growth through teaching, service, and research
- ◆ P-20 Partnerships/Teaching and Learning– Higher education will join elementary and secondary education to improve teaching and learning at all levels.
- ◆ Affordability – No Illinois resident will be denied an opportunity for a college education because of financial need.
- ◆ Access and Diversity – Illinois will increase the number and diversity of residents completing training and education programs.
- ◆ High Quality – Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.
- ◆ Accountability and Productivity – Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

Illinois community colleges pledge to provide:

- ◆ High Quality – Emphasize high quality in all programs, services, and operations.
- ◆ Affordable Access – Deliver accessible and affordable learning opportunities for all residents of Illinois.
- ◆ Competitive Workforce – Address workforce and economic development needs with flexible, responsive, and progressive programs.
- ◆ Effective Transitions – Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another.
- ◆ Enhanced Adult Education – Enhance Adult Education and Literacy programs necessary for individuals and families to have high quality standards of living in Illinois.
- ◆ Services for Student Success – Provide programs and services to assist students succeed in their educational endeavors.

In an effort to more closely measure progress toward these goals and pledges, three levels of indicators were developed by the Performance Indicator Advisory Committee:

- ◆ Statewide Indicators – assess the performance of Illinois’ system of higher education as a whole;
- ◆ Common Institutional Indicators – related to the statewide goals for higher education and reported on by all institutions, and;
- ◆ Mission Specific Indicators – which pertain to each institution’s unique role and mission within the overall context of higher education’s goals.

Similarities exist between the Performance Indicators for Higher Education project and the earlier Illinois Community College System Performance-Based Incentive System (PBIS). PBIS included both statewide measures and a district-based component with an overarching goal to improve teaching and learning.

For Illinois community colleges, the Performance Report builds on a series of ongoing and evolving complementary accountability and quality assurance initiatives.

The Performance Report is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. The Performance Report builds on a series of ongoing and evolving complementary community college accountability and quality assurance initiatives. Comprehensive community colleges provide education and training to

address the diverse needs of the communities they serve. Measuring the array of courses, programs, and services provided requires a variety of complementary initiatives, including the Course and Program Approval Processes, Program Review, Recognition, Underrepresented Groups Reporting, Web Accessibility Reporting, Career and Technical Follow-up Study Reporting, the Transfer Assembly Transfer Rate Project, the Uniform Financial Reporting System, Unit Cost Study Reporting, and other financial reporting (e.g. Audits, the Comptroller's Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System Reporting, Perkins Postsecondary Performance Measure Reporting, Workforce Investment Act Title I Outcomes Reporting, the National Reporting System for Adult Education and Family Literacy Performance Reporting, and others. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association and program specific accreditation. Accreditation processes provide an external peer review which documents the quality of their programs and services and identifies opportunities for further improvement.

Attached Report Structure – Annual narrative requirements have been strategically streamlined for this year's Performance Report. This approach allows colleges to focus on a targeted number of policy areas and provides some lead time for new initiatives to be formulated and implementation to begin. For the current report, the narrative focus is on two policy areas: **High Quality (Area 5) and Accountability and Productivity (Area 6)**. While narrative reporting is targeted on two policy areas, annual performance indicator data reporting is required across all six areas.

While narrative reporting is targeted on two policy areas, annual performance indicator data reporting is required across all six areas.

To limit the data burden on the colleges, Illinois Community College Board (ICCB) staff furnished as much of the requested data as possible using regularly scheduled state data submissions. This approach eliminates duplicative reporting and recognizes ongoing college efforts to provide complete and accurate information in state submissions throughout the year. College officials included data and analysis for all applicable common institutional and mission-specific measures in locally prepared Performance Reports.

For the two policy areas where colleges supplied narrative information for this year's Performance Report – **High Quality and Policy (Area 5) and Accountability and Productivity (Area 6)** – information is furnished highlighting Selected 2006 Accomplishments and Challenges, 2007 Plans, analysis of statewide and common measures, and analysis of selected mission-specific indicators.

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For the remaining four policy areas – **Economic Growth (Area 1), Teaching and Learning Partnerships with P-12 Education (Area 2); Affordability (Area 3), and Access and Diversity Area 4)** – statewide and common measures and selected mission-specific indicator data and analysis are furnished. Information on goal setting at the local level in all policy areas is provided in Appendix B of the externally attached report.

To provide context, external benchmarks and points of reference are cited whenever possible when reporting on indicators. The latest available statewide and comparative data are used in the report. As anticipated, for Mission-Specific reporting, the colleges chose a wide variety of performance indicators to focus on in their reports. Mission-specific indicators provide colleges with an opportunity to highlight selected aspects of their roles within the overall context of higher education. Mission-Specific indicators being measured are identified for each community college in Appendix A of the externally attached report.

Through the development of the annual Performance Report, colleagues within and across institutions and at the state level take the opportunity to review and document accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make additional progress. The collaborative campus wide self examination undertaken at the local level to create the institutional report is an essential part of the process. The externally attached report includes detailed information on each Policy Area.

In a November 2006 presentation, the U.S. Secretary of Education spoke about the challenges facing American postsecondary education.

‘College students are... competing for the first time with very bright, ambitious people all over the world who are... anxious to get their share of the largest and most successful (U.S.) economy in the world.’

To succeed in our ever-changing, ever-flattening world, students need critical thinking and problem-solving skills — the kind that our higher education system has always excelled at providing. At the same time, we're counting on institutions to adapt and grow to serve more students of every age and background... because it's not just the world that's changing; our nation is changing, too. And we must ensure that higher education is keeping pace . . .

We must continue this national dialogue on how we can strengthen higher education to best meet the needs of our students in the 21st century. Our aim is simply to ensure that in a new era of global competition, higher education remains the path to the American dream, and that more Americans have access to it. Nearly two-thirds of all high-growth, high-wage jobs created in the next decade will require a college degree; a degree only one-third of Americans have. (For example) unlike when I was growing up, you now need a high school diploma and a couple of years of college to succeed as a mechanic or plumber or electrician.

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<http://www.ed.gov/news/pressreleases/2006/11/11022006.html> Press Release,
Secretary Spellings Delivered Remarks at National Postsecondary Education
Cooperative Symposium on Student Success in Washington, D.C. November 2, 2006.

In the same presentation, the U.S. Secretary of Education also voiced concerns about affordability, the pace at which college costs are rising, time to degree, and the debt burden on students that can accompany the completion of postsecondary education. Community colleges can contribute to positively resolving some of these issues. Community colleges are known for offering access to affordable, high-quality postsecondary education. Due to the relatively low cost to attend, a student's debt burden can be reduced by pursuing their education at a community college. Overall, through fiscal year 2005, the number of degrees and certificates awarded by Illinois community colleges increased for six consecutive years (up 47.8 percent since fiscal year 2000) and there is room for further growth for individuals who want to complete a formal academic award. Community colleges are committed to continuously improving processes and outcomes.

Friedman, Leamer, and Spellings unanimously agree that postsecondary education is a key factor in achieving and maintaining a competitive advantage for individual Americans and the nation as a whole.

The U.S. Secretary of Education's comments on global competitiveness build on some of the central arguments contained in Thomas L. Friedman's best seller *The World Is Flat: A Brief History of the Twenty-first Century* (2006). Friedman argues that the world is becoming increasingly interrelated and the competitive playing field between industrial and emerging market countries is leveling. He enumerates

major political events, innovations, and companies that created forces that flattened the world marketplace. Noted University of California Los Angeles economist Edward E. Leamer, *A Flat World, A Level Playing Field, a Small World After All, or None of the Above?* (2006) disagrees with some of Friedman's assertions. However, Friedman, Leamer, and Spellings unanimously agree that postsecondary education is a key factor in achieving and maintaining a competitive advantage for individual Americans and the nation as a whole.

For Illinois to continue to compete successfully in the increasingly competitive global marketplace, Illinois higher education must rise to the challenges that are articulated in the U.S. Secretary of Education's Commission on the Future of Higher Education final report entitled, *A Test of Leadership: Charting the Future of U.S. Higher Education*. (2006). Nine out of ten Illinois community college graduates remain in the state after finishing college; therefore, community colleges are centrally important in positioning Illinois at a competitive advantage in the marketplace. Illinois community colleges are undertaking an Economic Impact Study to provide further documentation of the difference that a community college education makes for students and the communities which the colleges serve. The complete Community College Economic Impact Study will be released in calendar year 2007.

INFORMATION ONLY

UNAPPROVED

Minutes of the 366th Meeting of the
Illinois Community College Board
September 15, 2006
John A. Logan College
700 Logan College Road
Carterville, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:45 a.m. Roll call was taken with the following members present: Sarah Anderson, John Aurand, Marikay Hegarty, Dianne Meeks, Judith Rake, Jake Rendleman, Suzanne Morris, Guy Alongi, and non-voting member Addison Woodward. John Donahue, Angela Perez Miller, Bill Naegele and Rudolph Papa were absent.

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

Chairman Alongi welcomed everyone to his home community college district at John A. Logan. His family and this college has had a long standing relationship going back to when his father served on the board and also served as Chairman in the early 70s. Looking back when he attended, John A. Logan has come along way. It is the fifth best ranked college in the Nation. On the behalf of the members of the Illinois Community College Board, he extended his congratulations on their fine accomplishments.

Guy extended his thanks to the President of John A Logan, Bob Mees, Trustees, Board of Directors, and the Foundation for their hospitality they have shown the members of the Illinois Community College Board during the visit.

The Chairman verbally recognized and welcomed the new student member Sarah Anderson to the Board.

* * * * *

President Bob Mees, of John A. Logan College, gave a brief welcome to the Board. He praised the members and staff of the ICCB on their hard work that brought the Illinois Community College System to be the best in the country.

The college provided the ICCB members and staff with a tour of a part of the campus and a book about the history of the college called Blackjack. Lunch will be provided following the meeting.

President Mees mentioned ICCB member Jake Rendleman is a current trustee for John A. Logan College, and Dianne Meeks, also an ICCB member, is a longtime friend of the college.

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Chairman Alongi stated he is a member of the Illinois Board of Higher Education board. He will be unable to attend the meeting in October; therefore, Suzanne Morris will be attending in his place.

Item #3 - Board Member Comments

Judy Rake stated she is a member of the Midwest Higher Education Cooperative, and has been attending their meetings. In November, they will be sponsoring a Special Summit on the Spelling's Commission on Higher Education. They are also working on a Student Exchange Program, which Judy is trying to involve the State of Illinois to participate.

Jake Rendleman commented on the cost of textbooks for the students attending the community colleges. He suggested the board be more involved in trying to solve this issue. Chairman Alongi then advised student member Sarah Anderson to take Jake's comments back to the Student Advisory Committee and try to form a task force to review this problem. The task force can be made up of students, trustees, presidents, and members the ICCB board.

John Aurand also extended his thanks to the college for their wonderful hospitality during this visit. He commented on the union negotiations the ICCB staff is involved in internally. They are moving along quite well. Geoff Obrzut, President/CEO, and Ellen Andres, Chief Operating Officer/Human Resources, have kept him well informed. The rest of the members will be updated in the Executive Session later.

Item #4 - Revision of ICCB Meeting Dates (Possible ACTION)

The following dates have been switched from meeting on Friday to meeting on Monday, which is a request from the Board members at the Board retreat held on June 8, 2006.

Sue Morris made a motion, which was seconded by Jake Rendleman, to approve the following new Illinois Community College Board meeting calendar:

January 22nd 9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield

March 26th 9:00 a.m. - Southwestern Illinois College, Belleville

May 14th 9:00 a.m. - Illinois Central College, Peoria

June 8th 9:00 a.m. - ICCTA - Chicago

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- July 16th (Subject to Call)
- September 10th 9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield
- November 5th 9:00 a.m. - Parkland College, Champaign
- December 7th (Subject to Call)

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

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Sue Morris requested in the future calendars to schedule a Board meeting at the outside districts of Chicago.

John Aurand suggested to have a Board meeting at the Joliet Junior College.

Chairman Alongi stated if Parkland is unable to host the meeting on November 5th, the Board would accept Sue Morris' suggestion.

Item #5 - Nomination of Vice Chair (ACTION)

The Chairman opened up the floor for nominations for Vice Chair of the Illinois Community College Board.

John Aurand made a nomination, which was seconded by Marikay Hegarty, to appoint Suzanne Morris as Vice Chair.

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Jake Rendleman made a motion, which was seconded by Judy Rake, to close the floor for nominations.

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

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Marikay Hegarty made a motion, which was seconded by Jake Rendleman, to approve John Aurand's nomination to appoint Suzanne Morris as Vice Chair of the Illinois Community College Board.

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

Suzanne Morris will remain the Vice Chair for another year.

Item #6 - Committee Reports

Item #6.1 - Adult Education & Family Literacy Committee

Marikay Hegarty reported the GED Testing Conference will be held on October 31 in Peoria. This is the first conference being held while under the Illinois Community College Board. There will be between 100 and 130 people attending including people from the Regional Offices and testing representatives.

Adult Education council members completing their two-year terms were recognized for their service on the council at the August 2006 Adult Education and Family Literacy Administrators Meeting. Those recognized included: Gail Fox Adams, Howard Area Community Center; Helen Richardson, Literacy Chicago; Evelyn Santana, Spanish Coalition for Jobs, Inc.; Tanya Thomas, World Relief DuPage/Aurora; Jay Brooks, Rend Lake College; James Darden, Shawnee Community College; Christy Post, Heartland Community College; Marcy Thompson, College of Lake County; Judy Bates, Regional Office of Education #40; Ruth Sutton, Township High School #113; Rosella Wamser; St. Clair County Regional Office of Education; Raemarie Oatman, CIAESC-Service Center Network; Laurie Martin, ITESOL; and Vicki Hinkle, IACEA Past President.

The Adult Education team would like to welcome a new member to our staff. Jay Brooks is the new Associate Director for Adult Education and Family Literacy- Regional Program Support Specialist for Region II of the state.

The Adult Education Advisory Council will hold its first meeting for FY2007 on September 28, 2006 in Bloomington, IL.

Item #6.2 -Budget and Finance Committee

Sue Morris reported the meeting was pretty routine. There was not much discussed about the regular finances. The ICCB fiscal year 2006 final statements and the first quarter of fiscal year 2007, Agenda Items 15.1 and 15.2, are included for review and will be voted on.

The Committee reviews expenditures from nine funds. In fiscal year 2006, the Board distributed more than \$392.5 million dollars to the system.

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Item #7 -President/CEO Report

Geoff Obrzut, President/CEO of the Illinois Community College Board, thanked Bob Mees, President of John A. Logan College, and their board for the wonderful hospitality they have shown.

He announced in a 2006 Ranking Report Card formed by the National Center for Policy and Higher Education, Illinois moved up from #8 to #5 on Student Preparation, Participation, and Degree Completion. However, Illinois was ranked one of the lowest on affordability. A copy of the report was handed out to the Board members.

ICCB staff have been involved with two grants; one is with the Joyce Foundation and Women Employed, focusing on postsecondary education and training. A letter of intent was sent in July to apply for this grant. The ICCB staff will keep the Board updated on the process of this grant.

Staff members are also working on another grant offered by the U.S. Department of Labor Employment and Training Administration. It is for a Community Based Job Training Grant Program. This provides money for Workforce Training for high demand industries. ICCB is very involved and will keep the Board updated.

The ICCB is happy to announce they have a partnership with the Rotary Club for the GED Connection. There will be GED tapes that will be aired on October 2, at 1:00 and 11:30 p.m. It will air in the Peoria viewing area, which involves Decatur as far west as Quincy and as far south as Lewis and Clark. At the end of the broadcast, the 800 hotline number, which is set up for students to call in and be connected with an Adult Education program, will be announced.

The labor negotiations between ICCB and IFT are going well. So far, eleven (11) of the twenty-one (21) proposals have been tentatively agreed to. The Board will be going in to Executive Session around 11:00 a.m. to discuss in more detail. The ICCB lawyer, Steve Bochenek, will be joining by conference call. Hopefully, the contract will be agreed on by both parties by the end of this year.

There has been a group of staff members set up to start improving the ICCB website. It is moving along nicely. Randy Barnette, Vice President for External Affairs, will be discussing it in more detail during his report.

Geoff announced he testified at the first HJR 122 Joint Task Force meeting held on September 6 in Chicago. There will be a total of four meetings. The next meeting will be on October 4 at the ICCB downtown office in Springfield. Randy Barnette will go in to more detail during his report. Hopefully, some positive outcomes will be provided by the task force in their final report.

Geoff handed out an article in the Sun Times regarding students who were upset they could not afford to attend a four-year university. Geoff sent a letter in to the Sun-Times replying to the article. He specified why it is more effective to attend a community college.

Item #8 - Advisory Organizations/Foundation Reports

Item #8.1 - Illinois Community College Trustees Association

Mike Monaghan, Executive Director of the Illinois Community College Trustees Association, thanked the John A. Logan President Mees and Board of Trustees for their hospitality during this trip.

Mike announced there will be an ICCTA meeting on September 29 in Springfield. A Seminar on Ethics Training will be included. The next meeting will be held in Chicago on November 10th.

The HJR 122 Task Force had their first meeting at the beginning of this month in Chicago. There are five Trustees appointed to the task force; Kathy Wessel from College of DuPage, Rev. Albert Tyson from City Colleges of Chicago, Jim Beasley from Kaskaskia, Richard Roehrkasse from Southwestern Illinois College, and Rich Anderson from Lake Land.

A task force has been formed to explore the idea of the employees of City Colleges of Chicago becoming members in the College Health Insurance Program. It is a health insurance program for all retirees of community colleges, and City Colleges of Chicago are the only members not involved. The Governor will appoint the members of the task force.

On Tuesday, September 29 or Wednesday, September 30 the Trustees Association will be filing a lawsuit in DuPage County against the Attorney General's opinion. This lawsuit will be asking the Attorney General to show cause how the Attorney General can demonstrate it's jurisdiction over the community college system with respect to the Ethics Act. The lawsuit will also ask to define which set of Ethics rules are the community colleges supposed to be abiding by, units of local government or state.

Item #8.2 - Adult Education and Family Literacy Advisory Council

Gay Graves, Adult and Family Education Director for the St. Clair County Regional Office of Education, reported the next meeting of the Adult Education Advisory Council will be on September 28, 2006 in Bloomington. Jennifer Foster and Gay Graves will meet with the committee chairs before the regular meeting to discuss the importance and flow of the meeting. There are 14 new members for '07. They represent the different geographic areas of our state and the different types of providers (community colleges, Regional Offices of Education, school districts, community based organizations and a professional development center). The Council will meet quarterly. The committees will decrease from five to four this year. The work force committee has been eliminated and it is now incorporated into the support services committee. One major priority this year will be transitions. There are transitions within programs: ABE to GED, ESL to ABE, and GED completions to college or vocational education.

Item #8.3 - Illinois Community College Faculty Association

Illinois Community College Faculty Association President, Kevin Weston reported the Executive Committee met for the first time this Fall at the ICCB downtown office in Springfield. The meeting was held to finish planning for the Teaching and Learning Excellence Conference that is held every year. This year's conference would be held at the President Abraham Lincoln Conference Center on August 12-13.

As a member of the HJR 122 Community College Task Force, Kevin stated the task force was a very wise idea. This is the time to look at the system and think about what we can do to improve it even more. Kevin thanked Chairman Alongi for appointing him to the task force.

The next ICCFA meeting will be held in Springfield on September 22 at the ICCB downtown office.

Suzanne Morris asked if the faculty members noticed a difference with the Veteran's coming home from the war and returning to the community college system?

Kevin responded: Personally, he has two to three Veteran's in his classes. They may receive assistance on campus from tutoring. Yes, faculty is seeing that, and the system should probably be looking in to more support services to help out.

Item #8.4 - Student Advisory Committee

Sarah Anderson, Student Board Member, stated they held their Student Leadership Institute meeting during the Summer. There was very good participation and had some good guest speakers. It was very beneficial.

The Fall semester has begun; therefore, classes are beginning.

The committee will meet at the end of this month to hold elections for new student officials as well as representatives to advisory committees.

Item #8.5 - Presidents Council

Dr. Keith Miller, President of Black Hawk College, thanked President Mees and the John A. Logan Board of Trustees for the hospitality during this visit.

The Executive Committee will start meeting with the University Presidents. The initial meeting will be immediately following the Illinois Board of Higher Education (IBHE) meeting.

Later this month, the Executive Committee President's Council will have their retreat in Springfield prior to the full council meeting.

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Later in the semester they will be working with Geoff Obrzut and ICCB staff to look at the budget building process that is eventually submitted to the IBHE.

Earlier this month some of the officers of the President's Council, Geoff Obrzut, and Chairman Alongi met with John Filan, Governor's Office of Management and Budget, at his request. It was a good initial meeting. They hope there are additional meetings to discuss issues more in depth.

Dr. Miller touched on the first meeting of the HJR 122 Task Force meeting. He believes this is a good development and looks forward to the additional meetings ahead.

Item #8.6 - Illinois Community College Foundation Report

Ray Hancock, President of the Illinois Community College Foundation, reported on the construction of the new addition to the ICCB building. The Foundation Board approved the concept of expanding the building at their last meeting; however, they have decided to add a third and fourth floor to the current building. The detail planning will hopefully start in February 2007. The Foundation will begin taking bids in June 2007. Most likely, the building will be completed sometime in 2008.

Jake Rendleman asked what the rent would be for the ICCB to move in to this new space?

Ellen Andres responded that the rent ICCB is paying for the space out at Lincoln Land will go to renting this new space.

Also, the Foundation has formed the Illinois Community College Purchasing Consortium. It is exceeding all of their expectations. About forty (40) community colleges have passed resolutions stating they are able to participate in this consortium. Many of the colleges are using the resources, such as paper, wireless systems, food services, athletic equipment, and diplomas. Thirty-five (35) colleges participated in the spring.

This purchasing consortium has also made it a priority to come up with a business plan to help with the textbook issue. It will provide for a statewide textbook rental program for community college students; however, a few problems have emerged. For example, the college budgets are impacted on this if the students do not go through the college's textbook rental process, some faculty procedures would have to change, and the publishing companies would be affected. The Board will be updated as this issue progresses.

Item #9 - External Affairs

Item #9.1 - Community College Task Force Update

Randy Barnette, Vice President for External Affairs, reported on the HJR 122 Community College Task Force meeting held on September 6, 2006. The task force was set up in order to review the Illinois Community College System and how it is working. There will be four total meetings, and their final report will include recommendations to help improve the system. There were a wide range of testimonies given at the first meeting, which included ICCB staff members Geoff Obrzut and Ellen Andres; Margaret Boehle, member of the Joliet Junior College Student Advisory Committee; David Pierce, who is retired and is also a member of the American Association of Community Colleges; Dr. Keith Miller, President of Black Hawk College; Dr. Claire Ollayos, from Elgin Community College; Kathy Wesman, Sociology faculty member for Waubensee Community College; Greg Baise, from the Illinois Manufacturing Association; Dr. Wayne Watson, Chancellor of the City Colleges of Chicago; Sandra Saldana, from Morton College; and Terry Bruce, President of Illinois Eastern Community Colleges.

Randy ended his report by thanking all the staff who helped and worked so hard in pulling this task force and the meetings together.

Item #9.2 - ICCB Website Update

Randy Barnette introduced Todd Jorns, Senior Director for Instructional Technology, who gave a sneak preview of the new ICCB website. The website is still being developed, but will hopefully be completely up and running by October or November. There will be a complete Spanish version of the website that will be accessed through a click of a button. Once the website is completely finished, there will be an ICCB staff person assigned to constantly keep the website up to date.

Item #10 - Homeland Security Update

Preston Morgan, Senior Director for Workforce Development, reported the Illinois Community College Board and the Illinois Department of Commerce and Economic Opportunity in June 2006, issued a Request for Proposals for innovative approaches that would provide an immediate contribution to the homeland security industry in Illinois. There were twelve responses received from community colleges requesting a total of \$708,441. The Department of Commerce and Economic Opportunity through the Illinois Community College Board is making approximately \$200,000 available to fund the projects. Priority is being given to proposals that demonstrate a demand for homeland security related training and that addresses current or emerging workforce and professional skills needs in the homeland security industry. The proposals are being reviewed with grant awards to be announced in September.

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The second Illinois Community College System Homeland Security and Emergency Response Institute will be held on February 21-22, 2007, at the Crowne Plaza Hotel in Springfield, Illinois. The Institute's goal is to create awareness of campus security issues; identify the connection between homeland security, emergency response, and workforce/economic development; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs. More information about the Institute will be available this fall.

Chairman Alongi announced there will be an Illinois Community College Board Homeland Security Campus Research Committee. Board member Marikay Hegarty and Rebecca Miller, from the FBI, will co-chair the committee. He asked Marikay to ask Larry Trent from the Illinois State Police to serve on the committee as well. The role of this committee will be to define and make recommendations to the Illinois Community College Board in the areas of Homeland Security and Campus Safety in general. Specifically the goals of the committee will be as follows:

- Establish Statewide Homeland Security Policy for all community colleges to follow that will set forth responsibility and guidelines to work with local, State, and Federal officials.
- Look at the preparedness of each of the 39 community colleges campuses statewide in case of a domestic or international terrorist attack.
- Survey community colleges current police security departments to determine if they are adequately trained.
- Make sure those supervising, Police Chiefs and Security Directors, have the common knowledge of Homeland Security and Campus Safety.
- Make recommendations as to who should be a direct supervision of those Chiefs and Directors.
- Where staff is found to be inadequately trained, the committee will make recommendations to the ICCB of ways to fund grants to these colleges for training.
- Make recommendations on technical assistance needs and continual education opportunities to insure that campus security departments are current with preferred practice of procedures.
- Establish a communication network to share effective practices and update information with college security personnel.

Below are some names of community college representatives who will be appointed:

- | | |
|----------------------------------|-------------------|
| • John A. Logan College | Tom Horn |
| • Black Hawk College | Richard Fiems |
| • DuPage County | Mark Fazzini |
| • Joliet Junior College | Pete Comanda |
| • Lincoln Land Community College | No commitment yet |
| • Morton College | Leonard Rutka |
| • Parkland College | Von Young |
| • Southwestern Illinois College | Mark Greene |
| • John Wood Community College | Bill LaTour |

There will be more representatives appointed at a later date.

Item #11 -New Units of Instruction (ACTION)

John Aurand made a motion, which was seconded by Marikay Hegarty, to approve the following new units of instruction with the exception of WM Rainey Harper College, Emergency Management Systems:

PERMANENT PROGRAM APPROVAL

Richard J. Daley College

- ▶ Community Health Care Worker A.A.S. degree (63 semester credit hours)
- ▶ Advanced Community Health Care Worker Certificate (47 semester credit hours)

Heartland Community College

- ▶ Medical Transcription Certificate (34 semester credit hours)

Joliet Junior College

- Game Design & Development Certificate (39 semester credit hours)
- Global Supply Management Certificate (30 semester credit hours)

Lincoln Trail College

- Industrial Management A.A.S. degree (69 semester credit hours)

McHenry County College

- Digital Media A.A.S. degree (60-62 semester credit hours)
- Health & Human Performance A.A.S. degree (60 semester credit hours)

Moraine Valley Community College

- Associate of Arts in Teaching, Secondary Science (62 semester credit hours)

Rend Lake College

- Radiologic Technology A.A.S. degree (70 semester credit hours)

Richland Community College

- Entrepreneur Certificate (31 semester credit hours)

TEMPORARY PROGRAM APPROVAL

College of DuPage

- ▶ Cosmetology A.A.S. degree (64 semester credit hours)
- ▶ Cosmetology Certificate (46 semester credit hours)

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The motion was approved with the exception of WM Rainey Harper College, Emergency Management Systems, by unanimous voice vote. Student advisory vote: Yes.

The WM Rainey Harper College, Emergency Management Systems, will be brought back for the Board's approval at its November meeting.

Item #12 - Update on 2006 Performance Report/Effective Practice

Dr. Elaine Johnson gave a brief update. The community colleges submit a tremendous amount of paperwork to the agency on the outcomes of almost every operation of their college. One of those reports they turn in every year is the Performance Report that identifies all aspects of accountability for the colleges. There will be an updated version given by Scott Parke, Senior Director for Policy Studies, at the next board meeting in November. One piece of the Performance Report the colleges have always done is the Effective Practice. The agency has asked the colleges to submit at least two areas of Effective Practices. It is then divided into six policy areas. This year the agency has started a Peer Review Process with the Effective Practices. The ICCB staff has sent out requests to all the colleges asking for volunteers to be Peer Reviewers on areas of Effective Practices that their colleges did not submit for, and there were over thirty-two (32) volunteers throughout the system. The agency feels this is getting helpful outside views of what is happening with the colleges.

This year, there is a different procedure in place. Many of the colleges will be featured at the IBHE next board meeting. Twelve of the Effective Practices will be featured on their homepage as an Effective Practice for this year.

Also for this year, the ICCB staff was hoping to invite all our Effective Practices in each policy area to come attend the ICCB board meeting and be recognized by the board. They would present a short overview of their Effective Practice and what the colleges have done. Kishwaukee College, Kankakee Community College, South Suburban College, Harry S Truman College, Prairie State College, and Illinois Central College will all be recognized.

Item #13 - Update on Illinois Board of Higher Education HECA Grants/Transfer Centers

Dr. Elaine Johnson gave a brief update due to time restraint. This past year the HECA process changed. The IBHE held hearings around the State regarding how they were going to change the HECA process. One of the key issues that affected the community colleges was that the IBHE were no longer going to fund the Minority Transfer Centers. There was an issue with the Minority Transfer Center that IBHE and ICCB were not collecting the correct data in order for the programs to be measured correctly. As a result, the ICCB has encouraged the community colleges to apply for other areas besides the Minority Transfer Centers. There has been some work done on creating a model program for a new improved transfer center, but there is a hold on the money for this new program. It is not certain the new pilot program for the City Colleges of Chicago will be funded either. It is still not certain where the HECA grant money will be going.

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Decisions on this grant will most likely not be made till the IBHE meeting in October.

Chairman Alongi stated that it is pretty clear the community college system will not be getting much of the HECA grant money.

Item #14 - Consent Agenda (ACTION)

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

Item #14.1 - Minutes of the June 8, 2006 Board Retreat

The Illinois Community College Board hereby approves the retreat minutes of the June 8, 2006 meeting, as recorded.

Item #14.2 - Minutes of the June 9, 2006 Meeting

The Illinois Community College Board hereby approves the minutes of the June 9, 2006 meeting, as recorded.

Item #14.3 - Certification of Eligibility for Special Tax Levy

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2006 or fiscal year 2007; and (2) had combined educational and operations and maintenance purposes tax rates less than 25.63 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 25.63 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act.

Item #14.4 - Changes to the ICCB Employee Guidebook

The Illinois Community College Board approves the following changes to the Employee Guidebook dated April 2005.

Item #14.5 - Policy requiring certification of compliance with regard to certain prohibited predatory lending practices

The Illinois Community College Board hereby adopts the policy regarding depositing and investing monies received outside the state treasury.

* * * * *

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

Item #15 - Information Items

Item #15.1 - Fiscal Year 2006 Financial Statements

Documents were provided to the Board for their information and review.

Item #15.2 - Fiscal Year 2007 Financial Statements

Documents were provided to the Board for their information and review.

Item #15.3 - FY 2006 Lincoln's Challenge Report

Documents were provided to the Board for their information and review.

Item #15.4 - Appointments of Board Members to Committees

Documents were provided to the Board for their information and review.

Item #15.5 - Proposed ICCB Rules Concerning Community College Personnel Policies

Documents were provided to the Board for their information and review.

Item # 16 - Other

Board member Jake Rendleman, and his wife Carolyn, offered a generous gift of a bag of southern Illinois apples to the board members, advisory speakers, and staff.

Board member John Aurand wanted to clarify when the new Board committees will begin meeting. Chairman Alongi confirmed they will be in effect after today's Board meeting. From now on, in the June meetings, the appointments and chairmans will be made to those committees. The only chairman Guy has appointed was the Student Board Member, Sarah Anderson, to the Student Relations Committee, which was decided at the Board retreat held on June 8, 2006. The chairmans for the rest of the committees should be decided within the committees.

Item # 17 - Executive Session

At 11:40 a.m., John Aurand made a motion, which was seconded by Marikay Hegarty, to go into Executive Session to discuss legal matters. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Geoffrey Obrzut, President/CEO; Ellen Andres, Chief Financial Officer/Human Resources; Elaine Johnson, Vice President for Instruction and Policy Studies; and Ann Chandler, Executive Assistant and Board Secretary, were requested to stay.

* * * * *

At 12:49 p.m., Jake Rendleman made a motion, seconded by Dianne Meeks, 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 # 19 - Adjournment

At 12:50 p.m., Jake Rendleman made a motion, which was seconded by Dianne Meeks, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

**PROPOSED ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING COMMUNITY COLLEGE PERSONNEL POLICIES**
(Initial Approval)

The State Officials and Employees Ethics Act (Public Acts 93-0615 as amended by 93-0617, effective November 19 and December 9, 2003, respectively) expanded and revised ethics laws in the State of Illinois. This Act not only calls for the adoption and implementation of personnel policies for all state employees and all boards and commissions, but also specifically requires the Illinois Community College Board to adopt and implement personnel policies “with respect to State employees of community colleges.”

On October 5, 2005, the Attorney General issued Opinion 05-009 stating that the employees of the public community colleges, for the purposes of the Ethics Act, are to be considered State employees, and she went on further to state that they must also comply with the personnel policies established by the Illinois Community College Board. Specifically, 5 ILCS 430 Sec. 5-5c requires the personnel policies to include documentation of work time requirements, time worked requirements, reimbursement of travel on official state business, compensation, and the earning and accrual of benefits for time.

The following proposed amendment was presented to the Board and the system in the September 15, 2006 agenda for review and comment. The item is now presented for the Board’s initial approval to be filed with the Secretary of State Index Department and Joint Committee on Administrative Rules.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Section 1501.801 Definition of Terms

Compensated Time. Time worked by or credited to a State employee that counts toward any minimum work time requirement imposed as a condition of employment with a State agency, but does not include any designated State holidays or any period when the employee is on a leave of absence.

Employee. Any person employed full time, part time, or pursuant to a contract and whose duties are subject to the direction and control of an employer with regard to material details of how the work is to be performed, or any appointee.

Section 1501.803 Personnel Policies for The State Officials and Employees Ethics Act

Each community college must adopt and implement the following personnel policies.

Work Time Requirements. Each college shall have a written description of work time requirements.

Documentation of Work Time. Employees must submit time sheets documenting time spent each day on official business to the nearest quarter hour. Time sheets may be submitted on paper, electronically, or both and must be maintained in either paper or electronic form by the fiscal office for at least two years.

Documentation for Reimbursement for Travel on Official Business. The colleges must adopt travel policies and procedures for reimbursement of expenses for employees traveling on official business.

Compensation. Each college must adopt a policy on employee compensation.

Accrual of Benefits. Each college must adopt a policy on the earning or accrual of benefits.

Revised
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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 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 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 Finances, 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, Senior Director for Program Planning and Accountability, 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 2007.

INFORMATION ONLY

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBERS
2006-2007**

Finance Advisory Committee

1. Robert Sterkowitz - Chief Financial Officer, Moraine Valley Community College - At Large (2009)
2. Mike Monaghan - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
3. Ken Gotsch- Vice Chancellor, Finance, City Colleges of Chicago - Ex Officio
4. Thomas Gospodarczyk, - Dean, Adult Educational Services, Sauk Valley Community College - Illinois Council of Community College Administrators (ICCCA) Ex Officio
5. Mike Dreith - President, Frontier Community College - Vice Chair, Presidents' Council Finance Committee - Ex Officio
6. Donna Hilgenbrink- Vice President of Administrative Services , Kaskaskia College - At Large (2008)
7. Jim Rock - Vice President, Administrative Services, College of Lake County - At Large (2007)
8. Brent Knight - President, Morton College - Chair, Presidents' Council Finance Committee - Ex Officio
9. Sean Sullivan - Vice President, Business Services, Triton College - Chair, Illinois Community College 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. Jerry Thor - Student, Moraine Valley Community College - Student Advisory Committee Member - Ex Officio
13. Linda Uzureau - Vice President for Academic Affairs, Prairie State College - Chief Academic Officers (2007)

Program Advisory Committee

1. Sunil Chand - President, College of DuPage, and Curriculum Committee Chair, Presidents' Council
2. Tom Choice - Vice President for Career/Transfer Instruction, Kishwaukee College, and President, Chief Academic Officers
3. Denise Crews - Associate Dean for Educational Programming, John A. Logan College - At Large
4. Earl Godt - Faculty, Spoon River College, and Illinois Community College Faculty Association Representative
5. Joan Kerber - Vice President of Learning Services, Sauk Valley Community College - At Large
6. Kathy Pampe - Associate Dean, Education to Careers, Illinois Eastern Community Colleges - At Large

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7. Angela Starks, Associate Vice Chancellor of Health Programs, City Colleges of Chicago - At Large
8. Sean Sullivan, Vice President, Business Services and Chair, Illinois Community College Chief Financial Officers (ICCCFO) - Ex Officio
9. Kathy Westman, Faculty, Waubensee Community College, and Illinois Community College Faculty Association Representative
10. Michelle Ruiz - Student, Morton College - Student Advisory Committee Member - Ex Officio
11. **TBA** - Illinois Community College Trustees Association

MIS/Research Advisory Committee

1. Kaylee Balthazor - Student, Kankakee Community College - Student Advisory Committee Member - Ex Officio
2. Jonita M. Ellis - Assistant to the President, Triton College - At Large (2007)
3. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2009)
4. Nancy Kinsey - Director, Institutional Research and Planning, Kaskaskia College - At Large (2009)
5. Sharon A. R. Kristovich - Director, Institutional Research and Evaluation, Parkland College - At Large (2007)
6. Michael Monaghan - Executive Director - Illinois Community College Trustees Association (ICCTA) - Ex Officio
7. Kimberly Robert - Assistant Professor of Radiology, Kaskaskia College - Illinois Community College Faculty Association (ICCFA) (2009)
8. Ray Rieck - Vice President of Business Services, Lake Land College - Vice President, Finance, Illinois Community College Chief Financial Officers (ICCCFO) (2008)
9. Dana Rosenberg - Director, Institutional Research and Planning, Heartland Community College - At Large (2007)
10. Harlan Schweer - Director, Research and Planning, College of DuPage - At Large (2009)
11. Ryan Smith - Dean, Institutional Effectiveness, Joliet Junior College - At Large (2008)
12. Jackie Davis - President, Olney Central College - Presidents' Council - Ex Officio (2008)
13. Scott Lensink - Vice President, Academic Services, Lake Land College - Chief Academic Officers (CAO) (2009)

Illinois Community College Board

**PREPARING PARAPROFESSIONAL EDUCATORS TO MEET
NEW REQUIREMENTS OF “NO CHILD LEFT BEHIND” LEGISLATION**

Background. The reauthorization of the federal Elementary-Secondary Education Act, titled “No Child Left Behind” (NCLB), was enacted on January 8, 2002, and had a significant impact on education paraprofessionals (teacher aides/assistants) throughout the nation. Under NCLB, education paraprofessionals hired after January 8, 2002, to assist in schools and/or programs that receive Title I funds must have either completed two years of study at an institution of higher education, obtained an associate’s degree or higher, or met a rigorous standard of quality through a formal state or local assessment. Title I paraprofessionals who were employed at the time NCLB was enacted had until 2006 (2007 for those working in programs for students with disabilities), to meet these requirements. In Illinois, the new federal requirements affect literally thousands of currently employed and/or aspiring paraprofessionals.

Recognizing the large role community colleges could play in assisting paraprofessionals meet the new requirements of NCLB, staff from the Illinois State Board of Education (ISBE) and the Illinois Community College Board (ICCB) collaborated to develop two initiatives to respond to the needs of paraprofessionals.

Statewide Degree Model

In August 2002, ICCB and ISBE hosted a focus group meeting to discuss the issues and needs surrounding the NCLB legislation and seek input on the best way to meet those needs. The focus group unanimously recommended the development of two preparation tracks for paraprofessionals – one for an Associate in Applied Science degree for those preparing for immediate entry into the workforce, and a transfer degree (the Associate of Arts in Teaching degree, which was already in process) for those interested in pursuing teacher certification. In September 2002, the two agencies convened a Paraprofessional Task Force that included representatives from the K-12 community and higher education. The Task Force developed a proposal for an Associate in Applied Science (AAS) Degree and Certificate for the Paraprofessional Educator. The Task Force recommendations were disseminated throughout the K-12 and higher education communities for review and comment in January 2003. Approval for the statewide model curricula for an AAS degree program and a 30 semester credit hour certificate program in “Paraprofessional Educator” was granted by the Illinois Community College board in May 2003.

Since the statewide model curricula were approved, community colleges have responded positively to implement programs that are aligned with the models. Prior to the development of the statewide models, many community colleges offered programs to prepare paraprofessionals. However, the majority of the programs were at the certificate level, since the requirement to be approved as a paraprofessional in Illinois was the completion of 30 semester credit hours of college coursework. The programs could vary greatly from college to college, as there were no statewide standards that defined what content should be included.

The statewide models incorporate American Federation of Teacher paraprofessional standards and provide a means for the colleges to develop new programs, or adapt existing programs, that are standards-based and more consistent across the colleges. To date, 29 community colleges have been approved to offer Paraprofessional Educator programs at the degree and/or certificate level.

Paraprofessional Test Preparation Initiative

As an alternative to completion of 60 semester credit hours of college-level coursework or an associate's degree or higher, NCLB requirements may be met through a formal State assessment. In March 2003, the ISBE endorsed two primary testing options for establishing a candidate's qualifications as a paraprofessional educator: the ETS ParaPro Assessment, and the ACT WorkKeys tests of Applied Mathematics, Reading for Information, and Business Writing. In April 2003, ISBE and ICCB developed a partnership to assist paraprofessionals in preparing for these assessments. ISBE used federal Title II professional development funds to provide annual grants to ICCB for fiscal years 2004, 2005, and 2006 to support the creation and delivery of a statewide test preparation curriculum for both the ETS ParaPro and ACT WorkKeys assessments. During the first year of the Paraprofessional Test Preparation (PTP) Initiative, a test preparation course was created using the expertise of content developers and reviewers from the community college and K-12 systems. Curriculum guides and accompanying CDs were created and distributed free of cost to all Regional Offices of Education, each of the 48 community colleges, and other education entities in the state to provide broad access to consistent, quality preparation for Illinois' paraprofessionals. An online version of the course was created as well.

In order to ensure that paraprofessionals had the opportunity to benefit from the test preparation course, grant funds were used during all three years of the grant to support the delivery of test preparation courses throughout the state. Partnerships of community colleges, Regional Offices of Education, school districts, and teacher unions were funded to deliver the test preparation course at no cost to the paraprofessionals. Several strategies were employed to evaluate the effectiveness of the PTP initiative: demographic information derived from a statewide database, pre- and post-tests embedded within the course curriculum, data from the two testing companies, instructor and student evaluations, and final reports from each partnership. During the first two years of the PTP initiative, 7,029 individuals enrolled in PTP courses throughout the state, and 4,064 of them took either the ETS ParaPro or the ACT WorkKeys assessment. The overall pass rate for test takers was 84.5 percent in year one, and 89 percent in year two, which is consistent with or higher than national pass rates for the two assessments. During year three of the initiative, which ended June 30, 2006, several PTP course delivery partnerships developed customized approaches to serve populations of paraprofessionals that lack the basic skills and/or the language skills needed to succeed on either of the tests. Year three outcome data are currently being compiled. Final reports for the PTP Initiative for fiscal years 2004 and 2005, as well as other information about the initiative, can be accessed at <http://www.iccb.state.il.us/HTML/what/parapro.html>.

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Conclusion. New requirements included in NCLB legislation had a significant impact on educational paraprofessionals. The Illinois Community College Board and the Illinois State Board of Education partnered to assist paraprofessionals meet the new NCLB requirements through two efforts that resulted in (1) the development of statewide models of an AAS degree and 30 semester credit hour certificate program for Paraprofessional Educators, and (2) the development and delivery of free test preparation courses to assist paraprofessionals prepare for the ETS Parapro and ACT WorkKeys assessments.

In January 2004, the American Federation of Teachers released a national study of paraprofessional preparation programs in response to NCLB. The state-by-state comparison report rated Illinois as one of only two states to be “very well prepared” to meet NCLB’s deadline for ensuring that paraprofessionals meet new standards. Illinois’ response was a unique collaboration between the K-12 and higher education communities that involved state agencies, community colleges, Regional Offices of Education, school districts, and teacher unions all working together toward the common goal of improving the quality of education in the state.