

Illinois Community College Board

377th Meeting Agenda and Materials



September 19, 2008

Rend Lake College
Student Center, Room 110
Ina, Illinois

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Agenda
377th Meeting of the
Illinois Community College Board
Rend Lake College
468 North Ken Gray Parkway
Ina, Illinois

September 19, 2008

Committee Meetings

Friday, September 12 @ 1:00 p.m. - External Affairs - Via Conference Call
Monday, September 15 @ 3:30 p.m. - Academic Affairs & Student Relations - Via Conference Call
Tuesday, September 16 @ 2:00 p.m. - Strategic Planning - Via Conference Call
Thursday, September 18 @ 1:30 p.m. - Budget & Finance Hearing, John A. Logan College
Friday, September 19 @ 8:15 a.m. - Personnel and Evaluation - Administration Building, *Room 129*
Friday, September 19 @ 8:30 a.m. - Budget and Finance - Administration Building, *Room 129*

9:00 a.m. - Business Meeting - Student Center, Room 110 Page

- | | | |
|-----|--|---|
| 1. | Roll Call and Declaration of Quorum <i>Allison Ray</i> | - |
| 2. | Announcements and Remarks by Guy H. Alongi, Chair | - |
| 3. | Board Member Comments | - |
| 4. | Remarks by Mr. Charles Holstein, Interim President,
Rend Lake College | - |
| 5. | Recognition of Rend Lake College Student Olympian Athlete | - |
| 6. | Approval of 2009 ICCB Meeting Calendar Locations (Action) | 1 |
| 7. | Committee Reports | |
| 7.1 | Budget and Finance Committee | - |
| | 7.1a. Budget Update <i>Ellen Andres</i> | - |
| 7.2 | Personnel and Evaluation | - |
| 7.3 | Academic Affairs & Student Relations | - |
| 7.4 | External Affairs | - |
| | 7.4a. Public Relations <i>Steve Morse</i> | - |
| | 7.4b. Legislative Update <i>Steve Morse</i> | - |
| 7.5 | Strategic Planning | - |
| 8. | President/CEO Report <i>Geoff Obrzut</i> | - |
| 9. | Advisory Organizations/Foundation Reports | |
| 9.1 | Illinois Community College Trustees Association <i>Mike Monaghan</i> | - |
| 9.2 | Illinois Community College Faculty Association <i>Kevin Weston</i> | - |

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9.3 Student Advisory Committee <i>Christopher Brunson</i>	–
9.4 Presidents Council <i>Robert Mees</i>	–
9.5 Illinois Community College System Foundation <i>Ray Hancock</i>	–
10. Dual Credit Initiative and Task Force Update <i>Elaine Johnson</i>	2-3
11. New Units of Instruction (Action) <i>Elaine Johnson</i>	4-17
12. State of Illinois Participation in the American Diploma Project (Action) <i>Elaine Johnson</i>	18-29
13. GED Testing <i>Karen Hunter Anderson/Jennifer Foster</i>	30
14. The Illinois Community College System Promoting and Improving Transitions <i>Karen Hunter Anderson/Scott Parke</i>	31-38
15. Consent Agenda (Action)	
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15.4 College and Career Readiness Grant Guidelines	58-59
15.5 Proposed Illinois Community College Board Rules Concerning Elimination of Examination of Patriotism From Program Requirements (<i>Final Approval</i>)	60-63
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16.1 Fiscal Year 2008 Financial Statements	–
16.2 Fiscal Year 2009 Financial Statements	–
16.3 FY 2008 Lincoln’s Challenge Report	64
17. Other	–
18. Executive Session	–
19. Public Comment	–
20. Adjournment	–

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
2009 CALENDAR OF MEETINGS**

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following locations for the 2009 Board meeting calendar:

January 16	9:00 a.m. - Harry L. Crisp II Community College Center 401 East Capitol Avenue, Springfield
March 20	9:00 a.m. - College of Lake County, Grayslake
May 15	9:00 a.m. - Lake Land College, Mattoon
*June	<i>Location to be determined</i>
July	(Subject to Call)
September 18	9:00 a.m. - Kankakee Community College, Kankakee
November 20	9:00 a.m. - Carl Sandburg College, Galesburg
December	(Subject to Call)

* June Board meeting is held in conjunction with the ICCTA and the Presidents' Council.

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DUAL CREDIT INITIATIVE AND TASK FORCE UPDATE

HJR36 directed the Illinois Board of Higher Education to convene a task force to study issues related to dual credit in Illinois. The purpose of the Task Force is to objectively examine Illinois and national dual credit programs and make recommendations to improve student outcomes for dual credit programs throughout the state. A report containing policy recommendations on dual credit will be presented to the General Assembly on or before December 1, 2008.

The Task Force is scheduled to convene on September 10, October 8, and November 12, 2008 to:

- Examine related reports and review the landscape of dual credit
- Hear various presenters on issues in dual credit
- Discuss preliminary recommendations and report format
- Discuss final recommendations/final report
- Submit final report to the General Assembly in December 2008

The Illinois Community College Board will make a presentation to the Task Force on September 10. The purpose of the presentation is to inform the committee members of the current dual credit programs and policies that already exist within the community college system. The following topics will be included in the presentation:

- Difference between dual credit and dual enrollment
- Different models of dual credit offered at community colleges
- A discussion of how the ICCB ensures quality through administrative rules and college recognition
- Data related to enrollment numbers, course enrollments and partnering districts

An oral presentation will be made to the Board that includes a Task Force update and a summary of the ICCB presentation.

HJ0036 Engrossed

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HOUSE JOINT RESOLUTION 36

2 BE IT RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE
3 NINETY-FIFTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE
4 SENATE CONCURRING HEREIN, that the Board of Higher Education
5 establish a task force to study issues related to dual credit;
6 and be it further

7 RESOLVED, That the task force shall consist of one member
8 of the House of Representatives appointed by the Speaker of the
9 House of Representatives, one member of the House of
10 Representatives appointed by the Minority Leader of the House
11 of Representatives, one member of the Senate appointed by the
12 President of the Senate, one member of the Senate appointed by
13 the Minority Leader of the Senate, one representative of the
14 Illinois Community College Board appointed by the Chairperson
15 of the Illinois Community College Board, one representative of
16 the State Board of Education appointed by the Chairperson of
17 the State Board of Education, one representative of a
18 professional teachers' organization appointed by that
19 organization, one representative of another professional
20 teachers' organization appointed by that organization, and 2
21 representatives from the higher education community appointed
22 by the Board of Higher Education; and be it further

23 RESOLVED, That the task force shall report its findings to

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1 the General Assembly on or before December 1, 2008; and be it
2 further

3 RESOLVED, That a suitable copy of this resolution be
4 delivered to the Board of Higher Education.

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Apprenticeship Construction Laborer Associate in Applied Science (A.A.S.) Degree (60 semester credit hours)
- ▶ Apprenticeship Construction Laborer Certificate (45 semester credit hours)

Elgin Community College

- ▶ Histotechnology Associate in Applied Science (A.A.S.) Degree (60 semester credit hours)
- ▶ Histotechnology Certificate (30 semester credit hours)

Highland Community College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education (63 semester credit hours)
- ▶ Medical Assistant Associate in Applied Science (A.A.S.) Degree (64 semester credit hours)

Illinois Central College

- ▶ Medical Assistant Certificate (41.5 semester credit hours)

Kennedy-King College and Wilbur Wright College

- ▶ RN Completion Associate in Applied Science (A.A.S.) Degree (70 semester credit hours)

Lewis & Clark Community College

- ▶ Water Quality/Wastewater Technology Associate in Applied Science (A.A.S.) Degree (63.5 semester credit hours)
- ▶ Water Treatment Specialist Certificate (33.5 semester credit hours)

John A. Logan College

- ▶ Fire Science Associate in Applied Science (A.A.S.) Degree (70 semester credit hours)

Morton College

- ▶ Associate of Arts in Teaching (A.A.T.) Early Childhood Education (64 semester credit hours)

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Rock Valley College

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

South Suburban College

- ▶ Graphic Design Associate in Applied Science (A.A.S.) Degree (60 semester credit hours)
- ▶ Forensic Science Technology Associate in Applied Science (A.A.S.) Degree (65 semester credit hours)

Southwestern Illinois College

- ▶ Massage Therapy Associate in Applied Science (A.A.S.) Degree (71 semester credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) Degree and a related 45 semester credit hour Certificate program entitled, "Apprenticeship Construction Laborer." These programs will prepare individuals for employment as journey-level construction laborers in highway construction, building construction and environmental remediation. These programs were developed in partnership with the Illinois Laborer's Contractor's Construction Craft Laborer Apprenticeship & Training Program and meet the guidelines for construction laborers as established by the U.S. Department of Labor-Bureau of Apprenticeship and Training National Joint Apprenticeship and Training Committee. The certificate curriculum includes 45 semester credit hours of required career and technical education coursework in construction blueprint reading, construction surveying, bridge construction, asphalt technology and construction, asbestos abatement, concrete practices and procedures, mason tending, pipelaying, landscaping, hazardous waste training, and over 3,200 hours of on-the-job training. The degree curriculum builds on the 45 credit hours of instruction to include 15 semester credit hours of required general education coursework. Assessment of student learning objectives will be accomplished through an evaluation of the student's performance during the work-based learning component of the curriculum.

Labor market information provided by the college supports the interest in and the need for a formalized training program for construction laborer apprentices within the college's district. The college has worked closely with local union representatives to identify a training program that will help provide a better educated workforce in this labor field. The college anticipates an enrollment of 30 full-time students per year during the first three years. The programs will require nine (9) existing full-time and three (3) existing part-time faculty, all currently employed by the local Laborer's Contractor's Training Center. Because all facilities, equipment and instructional resources will be supplied by the local Training Center, no new costs are anticipated to implement this program during the first three years.

Elgin Community College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree program and a related 30 semester credit hour Certificate program in "Histotechnology". These programs will prepare individuals for employment as medical/clinical laboratory technicians that prime sections of body tissue for examination by medical/clinical pathologists. Both programs meet the standards outlined for program accreditation through the

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National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) and will prepare graduates for optional certification as a “Histotechnician” through the American Society of Clinical Pathology (ASCP). The degree curriculum includes 19 semester credit hours of required general education coursework and 41 semester credit hours of career and technical education coursework. The career and technical component includes instruction in introductory healthcare terminology, human anatomy and physiology, microbiology, general and organic chemistry, introductory and intermediate levels of histotechnology, introductory and intermediate levels of embedding and cutting, special stains and a required work-based learning experience in histotechnology. The certificate program requires three (3) semester credit hours of general education coursework in English composition and 27 semester credit hours in career and technical education coursework related to histotechnology. Assessment of student learning objectives will be achieved through a comprehensive certification exam review including both written and practical application and evaluation.

Labor market information provided by the college supports the interest in and the need for a certificate and two-year degree program in medical/clinical laboratory technology. Employment of “medical and clinical lab technicians” is expected to grow faster than the average growth for all occupations statewide through 2014, according to the Illinois Department of Employment Security. The college anticipates a combined enrollment of 10 full-time and five (5) part-time students per year during the first three years of the program. One (1) existing full-time faculty and two (2) existing part-time faculty will be required the first year of the program. All faculty are currently in place through existing related allied health programs and hold the required credential, ASCP Certified Histotechnician, for instruction in an accredited program. Costs of implementing this program will be approximately \$75,000 the first year, \$39,974 the second year, and \$41,513 the third year. These costs include partial updates to existing facilities and the purchase of related supplies.

Highland Community College is seeking approval to offer a 63 semester credit hour Associate of Arts in Teaching (A.A.T.) Special Education Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-44 semester credit hours of general education coursework, and 18-21 semester credit hours of professional and special education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Highland Community College is also seeking approval to offer a 64 semester credit hour “Medical Assistant” Associate in Applied Science (A.A.S.) Degree. This program will prepare individuals for employment as medical assistants in a variety of health service settings. The curriculum was developed according to standards established by the Commission of Accreditation of Allied Health Education Programs (CAAHEP) for medical assistant training programs and will prepare individuals for optional credentialing as a Certified Medical Assistant (CMA) through the American Association of Medical Assistants (AAMA). The curriculum consists of 16 semester credit hours of required general education coursework and 48 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory, intermediate and advanced levels of medical terminology, medical coding, medical office

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procedures, introductory and advanced levels of medical assistant clinical procedures, pharmacology, legal and ethical issues of health care and a required work-based learning experience as a medical assistant. Assessment of student learning objectives will be achieved through a comprehensive final exam covering all components outlined in the AAMA-CMA certification exam, as well as evaluation of the student's performance during the work-based learning component of the program.

Labor market information provided by the college supports the interest in and the need for a two-year degree program for medical assistants within the college's district. Currently there is no mechanism for formalized education and training in this field of study locally. The program was developed in collaboration with Freeport Health Network, a local health care provider, who will provide program support and clinical sites for the work-based learning courses. According to the Illinois Department of Employment Security, demand for "medical assistants" is expected to increase at a rate nearly four times the demand for all occupations statewide through 2014. The college anticipates an enrollment of 10 full-time and five (5) part-time students the first year, increasing to 20 full-time and five (5) part-time students by the third year. The program will require one (1) new part-time and one (1) existing full-time faculty the first year, increasing over the three (3) year period to meet enrollment demands. Costs of implementing this program will be approximately \$30,000 the first year, \$60,000 the second year, and \$70,000 the third year.

Illinois Central College is seeking approval to offer a 41.5 semester credit hour "Medical Assistant" Certificate program. This program will prepare individuals for employment as entry-level medical assistants with both administrative and clinical skills. The curriculum consists of 10 semester credit hours of required general education coursework and 31.5 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in medical assistant administrative skills, medical assistant clinical skills, medication administration, ICD-9 CM Coding, introductory medical laboratory and phlebotomy, phlebotomy lab, clinical lab for medical assistants, basic electrocardiograms, interdisciplinary care, disease processes, basic life support, first aid and a required work-based learning experience in medical assisting. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the clinical laboratory and practical experiences. The curriculum was developed according to guidelines established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) for medical assisting programs and will prepare students for optional certification through American Association of Medical Assistants (AAMA).

Labor market information provided by the college supports the interest in and the need for a formalized educational program for entry-level medical assistants. Currently the college offers an option in administrative medical assisting to an existing office technology program. Input from local employers indicated a need for a program designed to prepare individuals with both administrative and clinical medical assisting skills. Furthermore, the employment growth for "medical assistants" both within the college's district and statewide is nearly four times the anticipated growth for all occupations through 2014, according to the Illinois Department of Employment Security. The college anticipates an enrollment of 15 full-time and five (5) part-time students the first year, increasing to 20 full-time and 10 part-time students by the third year. One (1) existing full-time faculty, one (1)

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new part-time and two (2) new full-time faculty will be required during the first year. Costs of implementing this program will be approximately \$35,000 the first year, \$41,000 the second year, and \$4,000 the third year. Higher first year costs reflect the addition of new faculty, while second year costs reflect the upgrade of equipment and purchase of new materials for the program.

Kennedy-King College and Wilbur Wright College, two of the City Colleges of Chicago, are seeking approval to offer a 70 semester credit hour “RN Completion” Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as Registered Nurses (RNs). The proposed program targets graduates of the college’s existing Practical Nursing (LPN) program, as well as current LPNs, looking for an educational ladder opportunity into registered nursing. The curriculum includes 34 semester credit hours of required general education coursework and 36 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in mental health and medical-surgical nursing, obstetrical nursing, pediatrics, gerontology, advanced medical surgical nursing, nursing roles in various healthcare settings, legal and ethical considerations, community nursing, emergency response, and workplace communication in addition to required clinical and practical learning experiences.

Students who have completed the college’s existing practical nursing program will receive credit towards completion of the first year of the proposed degree, upon successful attainment of their practical nursing licensure. Assessment of student learning objectives will be achieved through evaluation of students’ performance on the Health Education Systems, Inc. (HESI) pre-test for associate degree nurses. The curriculum was developed according to standards set by the Illinois Department of Finance and Professional Regulation-Board of Nursing (IDFPR-BON) for Registered Nursing programs and will prepare graduates for the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Registration through IDFPR is required for entry-level employment as a registered nurse in Illinois. The Board of Nursing is awaiting all state-level approvals before making its final recommendation for approval of this curriculum.

Labor market information provided by the college indicates an urgent need for additional registered nurses within the City of Chicago. Labor market data issued by the Illinois Department of Employment Security supports the need for the proposed program illustrating a strong and continued demand for “registered nurses” both locally and statewide through 2014. College-collected survey data also supports the notion that existing LPNs and recent practical nursing program graduates are seeking more accessible methods of continuing their education, while being able to maintain full-time employment. This program provides those students with an alternative through flexible formatting and course scheduling, integrated academics and contextualized learning. Furthermore, the colleges have agreements in place with several baccalaureate institutions, including St. Xavier, University of Illinois, and Chicago State University, for articulation of this program towards their Bachelor of Science in Nursing (BSN) degrees.

The colleges anticipate an enrollment of 30 students each the first year, increasing to 40 students each by the third year. All existing facilities are adequate and one (1) new full-time faculty member

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per institution will be required during the first year with additional faculty being added in subsequent years to meet program accreditation requirements. All current faculty meet the requirements for nursing education program instructors as outlined by IDFPR-BON. Costs of implementing this program vary by institution. Wilbur Wright College anticipates total costs at approximately \$272,000 the first year, \$280,000 the second year, and \$300,000 the third year. Kennedy-King College anticipates total costs at \$422,000 the first year, \$442,000 the second year, and \$463,000 the third year. These cost estimates include faculty and administrative salaries, the purchase of additional supplies and library materials.

Lewis & Clark Community College is seeking approval to offer a 63.5 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Water Quality/Wastewater Treatment Technology” and a related 33.5 semester credit hour “Water Treatment Specialist” Certificate program. These programs will prepare individuals for entry-level employment, as well as for advancement opportunities, as water and wastewater treatment technicians. The degree curriculum consists of 18 semester credit hours of required general education coursework, 12 semester credit hours of required foundational coursework in business/management, and 33.5 semester credit hours of career and technical education coursework. The Certificate program, also the career and technical component of the degree curriculum, includes instruction in introductory and intermediate wastewater operations, introductory and intermediate water quality lab, introductory and intermediate water supply operations, water quality communications, mechanical maintenance, electrical/instrumentation maintenance, system maintenance, and a work-based learning experience in water treatment technology. Assessment of student learning objectives for both programs will be achieved through evaluation of the student’s performance during the laboratory and work-based learning experiences. The curricula were developed according to guidelines established by the Illinois Environmental Protection Agency (IEPA) for certification as entry-level public water supply operators and/or wastewater treatment system operators.

Labor market information provided by the college supports the interest in and the need for a formalized training program in this field of study. The college currently offers similar training through its workforce development department, whose students have indicated a strong interest in a more extensive credit program. Additionally, the Illinois Department of Employment Security indicates a significant growth in the demand of “water and wastewater treatment operators and technicians” both within the college’s district and statewide through 2014. Furthermore there are only three (3) other colleges across the state offering short-term certificate programs in this area. The proposed certificate program would address the short-term training needs of existing employers, while the proposed degree program would offer potential educational ladder opportunities for those graduates. The college anticipates a combined enrollment of 15 full-time and 12 part-time students the first year, increasing to 20 full-time and 15 part-time students by the third year. The college plans to utilize equipment and facilities of the Environmental Resource Training Center (ERTC) housed locally through Southern Illinois University at Edwardsville for the proposed programs. Five (5) existing full-time and two (2) existing part-time faculty will be required and no new costs are associated with the implementation of the both programs.

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John A. Logan College is seeking approval to offer a 70 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Fire Science”. This program will prepare individuals for entry-level employment as firefighters. The curriculum consists of 30 semester credit hours of required general education coursework and 40 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in Firefighter skills IIA, IIB, IIC, III, Firefighter Instructor, Firefighter Management I and II, Fire Apparatus Engineer, fire prevention principles, tactical strategies, hazardous materials awareness and operations. Assessment of student learning will be achieved through evaluation of the student’s performance during practical performance examinations. The curriculum meets the requirements for firefighter certification through the Illinois State Fire Marshall’s Office at the Firefighter II, Firefighter III, and Fire Officer I training levels. Upon receipt of all appropriate state-level approvals the college plans to seek optional program accreditation through the International Fire Science Accreditation Congress (IFSAC). This associate degree program is also designed for articulation with Southern Illinois University at Carbondale’s Bachelor of Arts in Fire Science capstone degree program.

Labor market information provided by the college supports the interest in and the need for a formalized educational program for new and existing firefighters within the college’s district. Statewide the demand for “firefighters” is expected to increase faster than the average for all occupations through 2014, according to the Illinois Department of Employment Security. The college anticipates an enrollment of 15 part-time students the first year. The college will utilize instructors, equipment and facilities available through the Illinois State Fire Marshall’s Office for this program. Costs for implementing this program will be approximately \$16,000 the first year, \$11,000 the second year, and \$9,000 the third year.

Morton College is seeking approval to offer a 64 semester credit hour Associate of Arts in Teaching (A.A.T.) Early Childhood Education Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-42 semester credit hours of general education coursework, and 18-22 semester credit hours of professional and early childhood education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Rock Valley College is seeking approval to offer a 64 semester credit hour Associate of Arts in Teaching (A.A.T.) 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.

South Suburban College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree in “Graphic Design”. This program will prepare individuals for entry-level employment as general graphic designers, web designers, multimedia designers and illustration production technicians/assistants. The curriculum consists of 15 semester credit hours of required general education coursework and 45 semester credit hours of career and technical

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education coursework. The career and technical component includes instruction in introductory and intermediate drawing, two-dimensional design, introductory and intermediate computer art, computer animation, web design, and introductory and intermediate graphic design, color theory, multimedia production, introductory photography, entrepreneurial skills and advertising, in addition to a required work-based learning experience in graphic design. Graduates of this program will be prepared for optional certification through Certiport, Inc., an independent provider of IT-related testing services and certifications, for Adobe Creative Suite software. Assessment of student learning objectives will be achieved through the evaluation of a student portfolio containing artifacts of their educational accomplishments as well as through evaluation of a professional portfolio and observation during their internship.

Labor market information provided by the college supports the interest in and the need for a two-year educational program in graphic design. According to the Illinois Department of Employment Security the demand for “graphic designers” is expected to increase about as fast as the employment demand for all occupations within the college’s district through the year 2014. The college anticipates an enrollment of three (3) full-time and three (3) part-time students the first year, increasing to 10 full-time and 10 part-time students by the third year. One (1) existing full-time faculty member will be required during the first year. No new costs will be incurred for program implementation, all equipment needs are currently in place, and existing facilities are adequate for this program.

South Suburban College is also seeking approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S.) degree in “Forensic Science Technology”. This program will prepare individuals for entry-level employment as forensic technicians in laboratories associated with state and local law enforcement, insurance companies and independent providers of forensics services. The curriculum consists of 16 semester credit hours of required general education coursework and 49 semester credit hours of career and technical education coursework. The career and technical component includes instruction in introduction to criminal justice, criminology, evidence and criminal procedure, forensic science, forensic photography, forensic death investigation, forensic DNA, chemistry, biology, biochemistry and a required work-based learning experience in forensic science. Assessment of student learning objectives will be achieved through evaluation of a student portfolio containing artifacts of their educational accomplishments as well as through evaluation of a professional portfolio and observation during their internship.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security, demand for employment of “forensic science technicians” is nearly three times the demand for all occupational employment in Illinois through 2014 and within the college’s district. The college anticipates an enrollment of 15 full-time and 20 part-time students the first year. The program will require one (1) new part-time faculty member to coordinate the program the first year. Existing faculty will be utilized to deliver courses already in place as well as those developed specifically for the proposed program. Facilities and equipment needs will be shared with existing programs, however new reagents and forensic supplies will be purchased. Costs of implementing this program will be approximately \$10,000 the first year, \$5,500 the second year, and \$6,000 the third year.

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Southwestern Illinois College is seeking approval to offer a 71 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Massage Therapy”. This program will prepare individuals for employment as massage therapists. The proposed degree program will provide an educational ladder opportunity for students completing the college’s existing 36 semester credit hour Massage Therapy Certificate program. The proposed degree curriculum consists of 21 semester credit hours of required general education coursework and 50 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory and intermediate therapeutic massage, introductory and intermediate body structure and function, complimentary techniques, movement and massage, orthopedic massage, biodynamic carniosacral therapy, massage therapy for the glenohumeral joint, pathology for the massage therapist, massage therapy for the in-patient, self-care for the massage therapist, business practices in massage therapy, professional ethics, and a required work-based learning experience in massage therapy. Assessment of student learning objectives will be achieved through a comprehensive final examination and evaluation of the student’s performance by program staff during their clinical practice assignment. The existing certificate-level curriculum, as well as the proposed degree curriculum, have been developed according to guidelines established by the Commission on Massage Therapy Accreditation (COMTA) and will prepare individuals for required licensure through the Illinois Department of Finance and Professional Regulation, as well as for optional certification through the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB). While program accreditation is optional, the college plans to seek accreditation for this program upon receipt of all appropriate state level approvals.

Labor market information provided by the college supports the interest in and the need for an associate degree-level program in massage therapy. Locally and statewide employment of “massage therapists” is anticipated to grow faster than the average growth for all occupations through 2014, according to the Illinois Department of Employment Security. In additional support of the proposed program, the college has graduated 75 students in the existing certificate over the last five (5) years of operation, 85 percent of which indicated they were interested in seeking further education during a recent survey. Furthermore, the proposed degree would provide individuals with advanced-practice education and skills that would prepare existing massage therapists and allied health professionals who have completed a certificate-level program with advancement opportunities. The college anticipates an enrollment of 70 full-time students and 25 part-time students the first year, increasing to 70 full-time and 40 part-time students by the third year. Seven (7) existing faculty will be utilized for the proposed program, all licensed massage therapy instructors. Existing facilities and equipment are adequate and no new costs will be incurred to implement the program.

TEMPORARY PROGRAM APPROVAL

Kennedy-King College

- ▶ Construction and Materials Inspector Associate in Applied Science (A.A.S.) Degree (66 semester credit hours)
- ▶ Soil and Asphalt Inspector Certificate (50 semester credit hours)
- ▶ Concrete and Masonry Inspector Certificate (50 semester credit hours)
- ▶ Steel, Welding, Fireproofing Inspector Certificate (50 semester credit hours)

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Parkland College

- ▶ Hospitality: Resort & Casino Management Associate in Applied Science (A.A.S.) Degree (66 semester credit hours)

Rend Lake College

- ▶ Enology Associate in Applied Science (A.A.S.) Degree (66 semester credit hours)
- ▶ Viticulture Associate in Applied Science (A.A.S.) Degree (67 semester credit hours)
- ▶ Welding Technology Associate in Applied Science (A.A.S.) Degree (65 semester credit hours)

Carl Sandburg College

- ▶ Industrial Welding Technology Associate in Applied Science (A.A.S.) Degree (68 semester credit hours)

BACKGROUND

Kennedy-King College is also seeking temporary approval to offer a 66 semester credit hour “Construction and Materials Inspector” Associate in Applied Science (A.A.S.) degree program and three (3) related certificate programs 50 semester credit hours each. The certificates are structured to provide an educational ladder towards completion of the proposed degree and to allow students the opportunity to specialize their learning in three focused areas of construction inspection. The programs were developed in collaboration with the International Union of Operating Engineers Local 150 and will be offered through the college’s Dawson Technical Institute campus.

The degree curriculum consists of 16 semester credit hours of required general education coursework, 34-40 semester credit hours of required career and technical education coursework in one of three specialized fields, and 10-16 semester credit hours of required work-based learning. The career and technical component of each specialty consists of a common core including instruction in introductory and intermediate field inspection, introductory nuclear gage density, introductory aggregates and soils, hot mix asphalt (HMA), Portland Cement Concrete (PCC), structural welding code, Underwriter Laboratories’ (UL) charts and ICC fireproofing, post tension and plan reading and basic drafting. In addition, the “Soil and Asphalt Inspector” specialty includes instruction in soil types and American Society Testing and Materials (ASTM) standards, grade stakes, introductory and intermediate soil training, intermediate PCC, and intermediate and advanced HMA training. The “Concrete and Masonry Inspector” specialty includes additional instruction in concrete national standards, admixture/mortar/grout, reinforced concrete inspection, prestressed concrete inspection, reinforced masonry inspection, bolt inspection, soil types and ASTM standards, intermediate soil training, and intermediate PCC. The “Steel, Welding, and Fireproofing Inspector” specialty includes additional instruction in International Code Council (ICC) and American Welding Society (AWS) welding inspection, bolt inspection, American Society of Nondestructive Testing (ASNT) magnetic particles, ASNT Liquid penetrant, ASNT visual and ultrasonic testing, and structural steel members and fasteners. Upon completion of any concentration and an additional 10-16 semester credit hours of specialized on-the-job training students will be awarded a Certificate of completion as well as be prepared for various optional certifications available through the Illinois Department of Transportation (IDOT), the Post Tension Institute, the American Concrete Institute, the American Society of Non-destructive Testing, and the International Code Council. Assessment of student learning objectives will be achieved through evaluation of the students performance during the work-based learning component of the curriculum.

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The college anticipates a combined enrollment of 50 apprentices during the first year of the program. Labor market information provided by the college supports the interest in and the need for a formalized training program for construction inspectors within the college's district and within the Local Union's labor force. The college is seeking temporary approval of these programs to meet the immediate needs for apprenticeship training and to continue to monitor such need for a college educational program. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

Parkland College is seeking temporary approval to offer a 66 semester credit hour "Hospitality Industry: Resort & Casino Management" Associate in Applied Science (A.A.S.) degree program for a period of three (3) years. This program will prepare individuals, new and existing employees, for employment as or advancement into supervisory and management-level positions in hotels and resorts offering gaming and related entertainment. The curriculum consists of 15 semester credit hours of required general education coursework and 51 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introduction to the hospitality industry, food service systems, resort and event operations, casino floor operations and management, hospitality marketing and accounting, hospitality law and business ethics, computer application and facilities management, hospitality supervision and front office operations, and a required hospitality seminar and related work-based learning experience. Assessment of student learning objectives will be achieved through a comprehensive final examination and a final project whereas students will design a resort "special event, presenting it for evaluation to program faculty and their peers.

Labor market information provided by the college supports the interest in and the need for a specialized degree program in this field of study. The college anticipates an enrollment of 10 full- and part-time students the first year. The college is seeking temporary approval of this program to continue monitoring program need and validity over the three year period. *Permanent approval of this program will be considered after a period of three (3) years based on program outcomes.*

Rend Lake College is seeking temporary approval to offer a 66 semester credit hour Associate in Applied Science (A.A.S.) Degree in "Enology" and a 67 semester credit hour Associate in Applied Science (A.A.S.) Degree in "Viticulture" for a period of three years. These programs will prepare individuals for entry-level employment, advancement and entrepreneurial opportunities in the fields of winemaking (enology) and grape growing (viticulture). These curricula consist of a core set of general education requirements and specialized career and technical education, including a required work-based learning experience. The enology curriculum includes career and technical coursework in chemistry, microbiology, introductory and advanced levels of enology, winery equipment operations, winery sanitation, wine and must analysis, wine production, cellar operations, sensory evaluation and introductory viticulture. The viticulture curriculum includes career and technical coursework in ag mechanization, botany, soil science, viticulture, pest management, midwest vineyard management, introductory enology, winter/summer viticulture technology, and summer/fall viticulture technology. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning component of each curriculum.

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Labor market information provided by the college supports the interest in and the need for formalized degree programs in these related fields of study. According to the Illinois Grape Growers & Vintners Association, between 1999 and 2007 the total number of vineyards statewide increased by 158%, making Illinois among the top 12 wine producing states in the nation. The demand for educated and skilled managers and workers in these industries is anticipated to increase to meet the continued demand for Illinois products. The proposed degree programs will provide an educational ladder opportunity for graduates of certificate-level programs offered in a neighboring district, as well as provide formalized education and training for individuals already involved in viticulture and/or winemaking or for those interested in starting their own business. The college anticipates an enrollment of 10 students per program, during the first year, increasing to 15 students per program during the third year. Temporary approval is being sought to meet the immediate needs of the college's district and to monitor continued need for the program. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

Rend Lake College is also seeking temporary approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S.) degree in "Welding Technology" for a period of three (3) years. This program will prepare individuals new to the field, and existing employees, for entry-level employment and for advancement opportunities within their current employer. The curriculum consists of 15 semester credit hours of required general education coursework and 50 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introductory and advanced welding processes, structural shielded metal arc welding, GMAW/GTAW welding, metallurgy and heat treatment, introductory and intermediate pipe welding, machining technology, weld inspection and quality control, basic electricity for welders, blueprint reading, industrial safety, and three (3) credit hours of related technical electives. The program was designed to meet the guidelines of the American Welding Society (AWS) for optional certifications they offer. Assessment of student learning objectives will be achieved through evaluation of a comprehensive final performance exam.

Labor market information provided by the college supports the interest in and the need for a formalized training program in this field of study. The college anticipates an enrollment of 10 full- and part-time students the first year. The college is seeking temporary approval of this program to continue monitoring program need and validity over the three year period. *Permanent approval of this program will be considered after a period of three (3) years based on program outcomes.*

Carl Sandburg College is seeking temporary approval to offer a 68 semester credit hour Associate in Applied Science (A.A.S.) degree in "Industrial Welding Technology" for a period of three (3) years. This program will prepare individuals for entry-level employment as welders in industrialized settings, as well as for advancement opportunities into management. The curriculum was developed according to standards established by the American Welding Society (AWS) for certification and includes 15 semester credit hours of required general education coursework and 53 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in fundamentals of welding theory, metal preparation, metallurgy fundamentals, basic and advanced arc welding, basic and advanced gas shielded arch welding-MIG and TIG, flux

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core arc welding, gas applications, robotic applications welding, electrical fundamentals, machine tool fundamentals, manufacturing processes, introductory drafting, welding blueprints, industrial safety, total quality management, production and inventory control, weld test evaluations, supervision fundamentals and a required work-based learning experience in welding. Assessment of student learning objectives will be achieved through a comprehensive final performance exam as well as through evaluation of the student's performance during the work-based learning experience.

Labor market information provided by the college supports the interest in and the need for a two-year degree program for existing welders beyond current educational opportunities in technical skill training. The proposed degree will provide an educational ladder opportunity for students and graduates of the college's existing Welding Certificate program. The college anticipates an enrollment of six (6) full-time students the first year, increasing to 12 full-time students by the third year. The college has requested temporary approval to continue monitoring program need and validity over the three year period. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

Following is a list of basic certificates (less than 29 semester credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval

Black Hawk College

- ▶ Concrete Specialist Certificate (10 semester credit hours)

William Rainey Harper College

- ▶ Advanced Industrial Electronics Certificate (24 semester credit hours)

Illinois Eastern Community Colleges: Lincoln Trail College, Olney Central College, Wabash Valley College, Frontier Community College

- ▶ Health Careers Certificate (29 semester credit hours)

John A. Logan College

- ▶ Fire Officer I Certificate (15 semester credit hours)
- ▶ Firefighter II Certificate (11 semester credit hours)
- ▶ Firefighter III Certificate (11 semester credit hours)

Sauk Valley Community College

- ▶ Introduction to Wind Energy Certificate (28 semester credit hours)
- ▶ Advanced Wind Energy Certificate (20 semester credit hours)

South Suburban College

- ▶ Graphic Design Adobe Creative Suite Certificate (21 semester credit hours)

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Temporary Program Approval

Danville Area Community College

- ▶ Basic Culinary Arts Certificate (12 semester credit hours)

Parkland College

- ▶ Dietary Manager: Career Advancement Certificate (15 semester credit hours)

Triton College

- ▶ Machining Certificate (12 semester credit hours)

Illinois Community College Board

**STATE OF ILLINOIS PARTICIPATION IN THE
AMERICAN DIPLOMA PROJECT**

This item requests approval for the Illinois Community College Board to support Illinois' participation in the American Diploma Project (ADP) Network. The American Diploma Project is a coalition of states that are committed to an ambitious policy agenda designed to better prepare students for successful transitions from high school to postsecondary education and the workforce. The ADP state network seeks to raise the high school standards, strengthen assessments and curriculum, and align expectations with the competencies required for college and career. Achieve, Inc., a bipartisan, non-profit organization created by the nation's governors and business leaders, provides policy and advocacy leadership, technical assistance, and other support to the ADP Network states. For Illinois to officially join the ADP Network, the Governor, state superintendent, state higher education executive officer, and business representatives must sign a letter to Achieve, Inc. outlining their shared commitment and goals. State Superintendent Dr. Chris Koch and the Illinois State Board of Education have invited the Illinois Community College Board to be a partner with the State Board on the American Diploma Project.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses participation in the American Diploma Project Network by becoming a partner with the Illinois state team.

Illinois Community College Board

**STATE OF ILLINOIS PARTICIPATION IN THE
AMERICAN DIPLOMA PROJECT**

BACKGROUND

The Illinois Learning Standards were adopted in 1997 and have not undergone a review and revision since. Recently the Illinois State Board of Education contracted with Achieve, Inc., a bipartisan non-profit organization created by the nation's governors and corporate leaders, to conduct a review and analysis of the Illinois Learning Standards for grades 8 through 12 and compare these to Achieve's exemplars in English Language Arts, Science, and Mathematics. The findings represented consensus opinions of Achieve's team of national experts. The report provided answers to the following questions.

1. How do Illinois Learning Performance Descriptors compare with the rigor of standards set by Achieve's exemplars in English Language Arts, Science, and Mathematics?
2. How well do the Illinois Learning Performance Descriptors in the three content areas measure up against the criteria of coherence, progression, focus, specificity, clarity, and measurability?

At its June meeting, the Illinois State Board of Education elected to join the American Diploma Project (ADP) as part of their strategy for working with the higher education and business communities to better align expectations and increase student readiness for college and career.

Joining the American Diploma Project. The American Diploma Project is a coalition of states that have committed to an ambitious policy agenda designed to better prepare students for successful transitions from high school to postsecondary education and the world of work. The Network has grown from 13 to 33 states since it was first launched at the 2005 National Education Summit on High Schools.

Joining ADP requires the commitment of leaders from four sectors—Governor, P-12, higher education, and business—to work together on the ADP policy agenda of college and career-ready academic standards, graduation requirements, assessments, data, and accountability systems.

To officially join, leaders from these four sectors (as well as other key leaders whose participation can "make or break" the initiative's success) sign a letter to Achieve outlining their shared commitment and goals.

The next step will be to form the Illinois ADP Leadership Team. The four sectors that join ADP also make up the typical Leadership Team—Governor, P-12 chief, higher education chief, and business leader. The most effective State Leadership Teams meet regularly to chart strategy, identify policy goals and options, create action plans, monitor progress, and identify outreach needs. They identify

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a “lead coordinator/liaison” who is responsible for convening the team and advancing the team’s work. The Leadership Team also attends the annual Achieve ADP Leadership Meeting with their counterparts from other ADP states. The 2008 meeting is September 11-12 in Washington, D.C.

States have launched their ADP initiatives in various ways. Most have arranged a series of meetings with and presentations to stakeholders about ADP that may include Achieve staff. Many have also leveraged public announcements to show that leaders across the sectors are joining together to address this critical issue.

Achieve’s Alignment Institutes. After joining the ADP Network, Illinois will begin preparations to participate in the Alignment Institute. Achieve’s Alignment Institutes are a strong vehicle for facilitating the kind of collaboration among P-12, higher education, and business leaders that is needed to strengthen P-12 standards. Twenty states have been through this process with Achieve over the past few years and nearly all have emerged with a very strong set of standards as a result.

The Alignment Institute is tailored to take into account Illinois priorities and the state activities already underway. Conceptually, the Alignment Institute process will take the following shape:

Illinois ADP Leadership Team will identify a group of 10 to 15 Institute participants. These individuals will be drawn from Illinois’ P-12 and higher education sectors, as well as individuals from industries important to Illinois’ economic future. The mix will include officials with oversight for academic standards and policies, faculty senate representatives, and individuals from P-12, higher education, and business with deep subject matter expertise.

Achieve will work closely with this team during 2008 to plan the Institute. The process will formally commence in October with a two-day meeting at a location outside the state to review Achieve’s analysis of the state’s standards, learn about successful postsecondary and business outreach processes in other states, and create a work plan and time line for action. Two additional out-of-state meetings will occur over the following 12 to 15 months to review progress and finish execution of the plan (see time line).

In Illinois’ case, the Institute plan might address: outreach to postsecondary and business leaders to identify skills critical for all Illinois students to successfully transition to college and careers; filling in gaps in the high school standards to align with college and career-ready standards; adjusting the P-8 grade standards as necessary to vertically align with the high school standards and college and career-ready standards; and aligning the PSAT and ISAT with the revised P-12 standards.

Achieve is currently in discussion with leaders from California and Florida about participating in the same cohort of the Alignment Institute. California and Florida leaders will be focused on alignment within their states, but there will be significant opportunities for cross-fertilization and thought partnership with those states around shared challenges.

Reviewing and Aligning the PreK-12 Standards and State Assessments. One question that the State Board had is whether it is possible to review the Illinois P-8 academic standards and help the state “vertically align” its elementary, middle, and high school standards with the college and career-ready expectations. Achieve has produced model course descriptions and benchmarks specifying what students should know and be able to do beginning in elementary school to culminate in college and career readiness by the end of high school. Achieve is prepared to think through with the Illinois team how those “back-mapped” standards and new college and career-ready standards can be used to review preK-8 and high school standards and how that work can be incorporated into the alignment institute process described above.

In addition, once Illinois has addressed the gaps in its standards, the next step is to look at the alignment of the new back-mapped preK-12 standards with ISAT in 3-8 and PSAE in high school.

Costs. There is no cost for joining ADP, but the alignment services are provided on a fee-for-service basis. The budget will need to be based on the ultimate scope of work agreed upon by the state and Achieve. To address this, the State Board has earmarked funds for its work with Achieve.

Notwithstanding the up-front investment, better systemic alignment will likely stimulate savings in the near-term, and certainly in terms of downstream costs. Illinois’ participation in the Alignment Institute will be a powerful way to deepen the commitment and momentum among the state’s leaders to advancing college and career readiness.

Achieve Alignment Institute 2008-2009—Illinois Overview. The Illinois State Board of Education requested that Achieve analyze the Illinois Stage I (Grades 8, 9, 10) and Stage J (Grades 11, 12) Performance Descriptors in English and mathematics and compare them to the ADP Benchmarks for English and mathematics. A preliminary report delivered in February 2008 and a final report delivered in May 2008 indicate that there are significant gaps in alignment with the skills and knowledge that college faculty and employers say is essential for student success. Participation in the Achieve Alignment Institute can be a powerful strategy for bringing the P-12, higher education, and business communities together to define college and career readiness expectations for Illinois high school graduates. These expectations will serve as an anchor for the alignment of the state’s P-12 standards with the actual preparation students need for their next steps into postsecondary education and the workforce.

Goal: Identification of Illinois’ College and Career Ready Standards. The Achieve Alignment Institute is designed to help Illinois identify College and Career Readiness Standards that are co-owned and mutually endorsed by P-12, postsecondary, and business. Achieve will customize the Alignment Institute and create a process with the Illinois team to identify the English and mathematics expectations that are most critical for high school graduates to:

- Enter into credit-bearing coursework in two- or four-year colleges, without the need for remediation and with a strong chance for earning credit toward their program or degree; and
- Gain entry-level positions in quality job and career pathways, which often require further education and training.

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Additional analyses may be done for Illinois' ADP Leadership and Alignment Teams to better understand how existing assessments like the PSAE will align with the College and Career Readiness Standards that are identified. The goal is for Illinois' high school students to have an accurate view of the preparation they may still need in order to be career ready, to ensure successful placement in entry-level, credit bearing college coursework, and to graduate college.

When Illinois has identified the College and Career Readiness Standards, the next critical step for the state would be to evaluate and "vertically align" Illinois' Learning Standards in English Language Arts and mathematics for K-8. Achieve could provide analyses of the current Illinois K-8 standards in English and mathematics as a basis for this work. These analyses would indicate where gaps might occur in the progression of knowledge and skills that build students' preparation for college and work.

Illinois' Cross Sector Team. In order to participate in the Achieve Alignment Institute, Illinois will put together an alignment team consisting of leaders and experts from the P-12, higher education, and business communities. The make-up of the team varies across the three meetings of the Alignment Institute depending upon the agenda and input/expertise needed (see Attachment B). Collaboration among the members of the state team will be critical to the alignment effort. States have found that various types of expertise and broader engagement result in high quality College and Career Readiness Standards that are co-owned and supported across the sectors.

Members of the alignment team will engage in careful analysis and dialogue to identify the core knowledge and skills mutually verified and endorsed by:

- State postsecondary institutions as defining the knowledge and skills necessary for placement into credit-bearing courses;
- Employers and the business community as constituting skills necessary to enter and succeed in the 21st century workplace, and
- Leaders of P-12, including the state board of education or other appropriate governing body, as defining the core knowledge and skills in English and mathematics that all students need in order to successfully transition from high school to college and careers.

Achieve Provides Support

Achieve, Inc. provides support by:

- Convening the state alignment team three times over a one year period;
- Providing technical assistance, training, tools, and coaching;
- Providing comparisons of various state expectations as national benchmarks, and
- Reviewing preliminary and final drafts of College and Career Readiness Standards.

Costs

Basic Support

A basic fee (paid by the Illinois State Board of Education) would be charged to cover:

- Lodging, meals, and materials for the members of the State Alignment Team during the actual times all states are scheduled to meet (October 2008, March and July 2009);
- The initial, preliminary, and final analyses of drafts of Illinois' College and Career Readiness Standards that will be shared during the institute sessions, and
- On-site technical assistance during Institute sessions and interim state visits to the state (as needed) by Achieve staff.

Additional Analytics

Illinois will be able to request additional analyses such as:

- How the PSAE, a college readiness exam used within the state, aligns with the college and career standards identified by the Illinois' team;
- How the current Illinois Learning Standards in English Language Arts and mathematics for K-8 "vertically align" with the College and Career Readiness Standards that are drafted as part of the alignment process.

These analyses would indicate where gaps might occur in the progression of knowledge and skills that build students' preparation for college and work. Other customized analyses may also be designed as needed by Illinois.

Time Line of Achieve Alignment Institutes and Illinois' Activities. Generally, states have taken a period of 12-18 months to complete the process of identifying College and Career Readiness Standards that are co-owned and mutually endorsed by P-12, postsecondary, and business. Progress depends on the extent to which the team can build on current state efforts – specifically on the existing high school standards and any postsecondary efforts to identify entry-level standards. Legislative and Board priorities also influence progress. An approximate time line for the 2008-09 Alignment Institute of Cohort IV States follows:

May – September 2008

Achieve team visits Illinois to:

- Learn about the state's priorities and critical timelines (e.g. Illinois College and Career Readiness Standards, alignment of the PSAE with these standards, ensuring vertical alignment of K-12 to better prepare students for college and careers) and how these priorities will be integrated into the Alignment Institute State Plan;
- Begin planning overall alignment process to address various state priorities (for example, discuss documents needed for analysis and timelines for submitting documents);
- Prepare for first institute with the Alignment Team Coordinator and other key individuals from K-12, postsecondary, and business, who will form the Illinois Alignment Team

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- Present overview of American Diploma Project and Alignment Institute to groups critical to alignment effort such as Chief Academic Officers.
- Begin to identify key faculty to participate in 2-3 in-state convenings following the October, March, and July Alignment Institutes with California and Florida. (See Attachment A). These in-state convenings are part of the larger process to identify the knowledge and skills required for high school graduates to enter and succeed in credit-bearing coursework and employment. These “College and Career Ready Standards” will be aligned with the K-12 standards, assessments, graduations requirements, and postsecondary placement

October 2008

Achieve convenes the first Alignment Institute and the Illinois Alignment Team:

- Overviews national data and rationale for alignment, related research, national college-ready benchmarks, international benchmarks;
- Learns about comparison of state expectations and ADP Benchmarks, and
- Develops strategy and time line for outreach to postsecondary and business and drafting of preliminary College and Career Readiness Standards.

November 2008 – February 2009 In-State Convening(s)

Using data and analysis from the first Alignment Institute as a point of departure, faculty:

- Overview alignment process as well as national and international benchmarks within the context of what is required for entry into credit bearing coursework in Illinois,
- Examine results of initial analysis from Achieve’s comparison of state expectations and ADP Benchmarks and identify critical skills for entry level credit-bearing coursework that are present/not present,
- Begin preliminary draft of critical skills for entry level credit-bearing coursework, and share results across campuses and existing groups (i.e. CAO) with per plan and timeline from Illinois Alignment Team.

March 2009

Achieve convenes the second Alignment Institute and the Illinois Alignment Team:

- Presents the results of their postsecondary and/or business outreach efforts;
- Finalizes preliminary draft of College and Career Readiness Standards for Achieve review, and
- Reviews additional analytics requested on analysis of K-8 standards in English and/or mathematics and refines plan with Achieve coach; plan may identify specific benchmarks for vertical alignment of K-8 standards with the College and Career Ready Standards that are being developed.

April – June 2009 In-State Convening(s)

Using data and analysis from the second Alignment Institute as a point of departure, faculty:

- Review data from postsecondary and/or business outreach efforts as compared to what has been identified in preliminary draft of College and Career Readiness Standards for Achieve review and note needed additions/deletions,

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- Determine how emerging set of expectations begin to align with current postsecondary efforts; i.e., end of course outcomes for general education coursework, and identify areas of convergence emerging in expectations for comparable entry-level courses,
- Identify additional sources of data that would inform identification of college-readiness such as remediation rates, student performance in entry level courses and retention beyond first year,
- Review any additional analytics, Achieve completed at request of Illinois Alignment Team, and
- Share results across campuses and existing groups (i.e., Chief Academic Officers) per plan and time line from Illinois Alignment Team.

July 2009

Achieve convenes the third Alignment Institute and the Illinois Alignment Team:

- Presents their progress in alignment and next steps;
- Receives Achieve's review of preliminary draft College and Career Readiness Standards, identifies final revisions needed, and plans submission of final College and Career Readiness Standards to Achieve for review;
- Integrates next steps for vertically aligning K-8 standards with College and Career Readiness Standards (when endorsed) to ensure a progression across K-12, and
- Plan process for adoption/endorsement of the K-8 and College and Career Readiness Standards

August 2009 – January 2010 In-State Convening(s)

Using data and analysis from the third Alignment Institute as a point of departure, faculty:

- Review Achieve analysis of preliminary draft of College and Career Readiness Standards make recommendations to Illinois Alignment Team regarding final revisions,
- Continue process (initiated at April-June convening) of linking and integrating the Illinois College and Career Readiness Standards to on-going campus efforts to align entry level expectations across campus and increase student preparation and retention, and
- (Integrate faculty groups' efforts with next steps of Illinois Alignment Team's next steps.)

August 2009 - January 2010

Achieve continues to work with the Illinois Alignment Team to:

- Convey to the state Achieve's final review of the College and Career Readiness Standards and conclude the alignment process for identifying these expectations that are co-owned and mutually endorsed by K-12, postsecondary, and business.
- Plan next steps for integrating College and Career Readiness Standards into related efforts such as high school graduation requirements, college-ready assessments such as the PSAE, admission and/or placement into postsecondary training and degree programs.

Individuals to Consider Including in Illinois' Alignment Team Activities

P-12 Representatives

- Associate superintendents, deputies, or upper management in the state board office or education agency who are responsible for the implementation of standards and assessments
- Staff member(s) in the state education agency who lead the development of high school mathematics and English standards and assessments
- High school teachers who have a depth of experience in transitioning students from high school to postsecondary (They may be recognized as leading “expert teachers” who are actively engaged in state level high school reform efforts or lead programs that focus on preparing middle and high school students for college; e.g., GEAR-UP, and alignment of curriculum and assessment across 6-12.)
- High school teachers who teach in Early College, International Baccalaureate, or Advanced Placement Programs, or teach in the applied and technical programs that feed directly into programs at two- and four-year institutions
- High school principals and other education leaders who direct exemplary programs that have produced results in students' achievement and postsecondary entry and success

Postsecondary Representatives

- Postsecondary staff members who coordinate P-16 or high school to college articulation efforts or standards development for state postsecondary governing bodies, coordinating boards, or systems of higher education
- Faculty who teach entry-level, credit-bearing coursework in English and mathematics courses on the two- and four-year campuses (Consider ways to engage faculty from all campuses and provide means to review work-in-progress via electronic bulletin boards, faculty e-mail networks, etc.)
- Faculty in mathematics and English who coordinate campus-based efforts to accurately assess and place students in entry-level coursework (in some cases, these individuals might include senior faculty or department chairpersons who bring the institutional knowledge of past and current campus efforts to the alignment process).
- Arts and sciences faculty; e.g., social sciences, science, and applied programs, who have experience in articulating student learning expectations that are critical to success in entry-level coursework in that discipline
- Faculty with institutes, centers, or projects to improve the preparation of middle and/or high school students in mathematics and English Language Arts and have established partnerships with high schools and districts across the state (consider including in this group, representative faculty serving on state standards and assessment panels or those who direct the state content area associations and may work in partnership with high school reform efforts, e.g. Teachers of Mathematics, Teachers of Writing, etc.).

Representatives of the Business/Employer Community

- Front line managers from companies that employ large percentages of the state workforce in quality jobs that may require further education and training; e.g., state government and the military

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- Employer or Labor representatives who devise and oversee technical training (e.g., apprentice) programs in the “skilled trades”
- Personnel directors or human resource personnel particularly those responsible for math and English screening of incoming employees for specialized jobs (e.g., utility and power companies)
- Postsecondary faculty in the applied fields and career technical educators from the programs at two- and four-year institutions that connect directly with the state’s workforce preparation effort. (These individuals contribute valuable perspectives on the rigor of math, reading, and writing skills required in entry-level coursework in the technical and applied fields that a number of students will enter after high school.)
- Representatives of key business groups in the state including the Chamber of Commerce and professional business associations

THE AMERICAN DIPLOMA PROJECT

CLOSING THE EXPECTATIONS GAP

In nearly every state today, students can meet the requirements for high school graduation and still be unprepared for success in college or the workplace. Simply put, our standards have not kept pace with the world students are entering after high school.

States need to raise standards for all students and tie high school tests and requirements to the expectations of colleges and employers. Colleges and employers must then honor and reward student achievement on state tests through their admissions, placement and hiring policies. This will send a powerful signal to students that it pays to meet higher standards in high school.

The American Diploma Project

The American Diploma Project (ADP) is an Achieve initiative created to ensure that all students graduate from high school prepared to face the challenges of work and college. The ADP Network includes 33 states dedicated to the same goal. ADP is designed to ensure that all states:

- Align high school standards and assessments with the knowledge and skills required for success after high school.
- Require all graduates to take rigorous courses – aligned to college- and career-ready standards – that prepare them for life after high school.
- Streamline the assessment system so that the tests students take in high school also can serve as placement tests for college and hiring for the workplace.
- Hold high schools accountable for graduating students who are ready for college or careers and hold postsecondary institutions accountable for students' success once enrolled.

Keeping Pace with Rising Knowledge and Skill Demands

In the new, knowledge-based economy, employers and college leaders are placing a higher premium on high-level math and communications skills than ever before. Yet, few states expect students to take high school courses in math through and beyond Algebra II or advanced courses in English and science, despite the research that finds students that complete this coursework are more likely to be successful in work and college. Only eighteen states have high school graduation requirements aligned with college and workplace expectations.

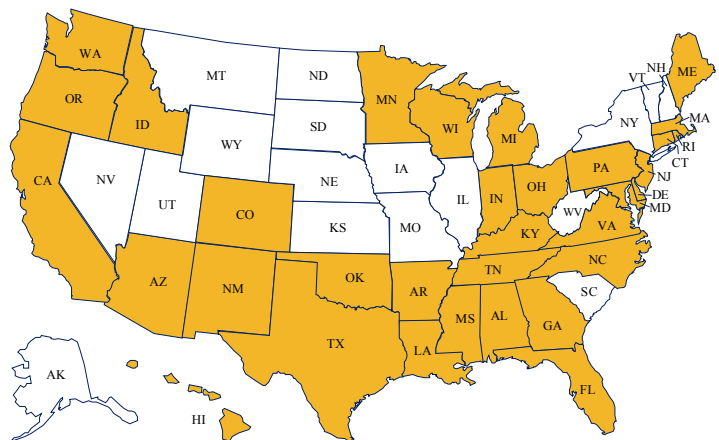
High School Graduates Are Not Prepared To Succeed

Far too many recent high school graduates enter college and the workplace unprepared for the demands of learning and earning. According to a survey commissioned by Achieve, 39 percent of recent graduates enrolled in college and 46 percent in the workforce say there were significant gaps in their preparation. Professors and employers estimate that four out of ten graduates are unprepared for college or employment.

The American Diploma Project Network

Thirty-three states – educating nearly 80 percent of America's high school students – have signed on to the American Diploma Project (ADP) Network. In these states, governors, state education officials, business executives and higher education officials work together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and careers.

Although all Network states have committed to a common set of key policy priorities, there is no one-size-fits-all approach. Each state has developed its own action plan for carrying out the agenda. See the state profiles at [Achieve.org](http://www.achieve.org/node/317) for more details: <http://www.achieve.org/node/317>



THE AMERICAN DIPLOMA PROJECT

CLOSING THE EXPECTATIONS GAP

These gaps come with a steep price. States, postsecondary institutions, employers and young people spend an estimated \$17 billion each year on remedial classes to re-teach material that should have been mastered in high school. This price tag might be acceptable if remediation was a proven fix, but one national study indicates that 76 percent of students who take remedial courses in reading and 63 percent of students who take one or two remedial courses in math fail to earn college degrees.

What Is Causing the Expectations Gap?

Only recently have state officials, together with college and business leaders, begun working to define what skills and content signify college and work readiness. This lack of collaboration has bred confusion in the past: parents, teachers, colleges and employers have no agreed-upon benchmark for what readiness entails, so students don't know what courses to take to ensure they are prepared. As a result, the case is not effectively being made that hard work in high school leads to future success in the marketplace, college, and beyond.

Unless these stakeholders come together, high school courses will continue to vary widely in their academic content and rigor. Although some students are exposed to content-rich and stimulating classes that build college- and work-ready skills in high school, many others only have access to courses that offer remedial and non-academic content. These watered-down courses are unlikely to engage students, let alone prepare them for work and college, and can lead to higher drop out rates.

Next Steps for the States

The good news is that progress is being made throughout the states. While only a handful of states have put into place the policies championed by ADP, many others are in the process of implementing them. Over half of the states already have aligned their academic standards and developed comprehensive data systems – or plan to do so in the coming years. There is certainly more work to be done, but the ADP agenda is gaining momentum.

About Achieve

Created by the nation's governors and business leaders, Achieve, Inc. is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments and strengthen accountability to prepare all young people for postsecondary education, work and citizenship. Achieve was founded at the 1996 National Education Summit and has sponsored subsequent Summits in 1999, 2001 and 2005. At the 2005 Summit, Achieve launched the American Diploma Project Network.

Achieve provides policy and advocacy leadership, technical assistance and other support to the ADP Network states and is leading a number of initiatives aimed at meeting specific challenges states face while implementing the ADP policy agenda, including:

- *Alignment Institutes:* K-12, postsecondary and business leaders from each state come together to define the core English and math knowledge and skills graduates need to be ready for college and work and then revise their high school standards as necessary.
- *Algebra II Consortium:* Fourteen states have partnered to develop a new end-of-course assessment in Algebra II. Achieve is supporting the development of the test, providing an annual report comparing the performance of participating states, and helping the states share and develop tools and strategies for improving teaching and learning in high school math.
- *Research and Data:* Achieve is a resource of information, analysis and advice for state leaders through policy briefs, annual progress reports, public opinion polling, sample communications materials, and best practices.
- *State Outreach and Advocacy:* Achieve convenes states to engage in meaningful and strategic dialogue about policy and political strategies and to provide the opportunity for peer networking.

Illinois Community College Board

GED TESTING

BACKGROUND

In July 2005, the GED Testing Program transferred from the Illinois State Board of Education (ISBE) to the Illinois Community College Board (ICCB). The transfer of the responsibility for GED testing included no funding to support the state administration of this testing program. ICCB staff provide guidance and oversight for 68 GED Testing programs statewide.

In fiscal year 2006, the GED Transition Committee conducted a Fee and Feasibility Study to determine the actual costs of administering the GED Test in Illinois. The committee determined that:

- there is a \$1.2 million deficit that is absorbed by testing Centers;
- the average testing cost is \$84 per test taker; and
- Testing Centers are losing, on average, \$49 per test taker. Approximately, 26,000 individuals are tested annually, and the current cost to take the test is \$35.00.

After a review of this information, the GED Transition Committee made the following recommendations to ICCB:

1. To eliminate the deficit of \$1.2 million, the ICCB should request additional resources from the state Legislature to offset cost of administering the GED Test.
2. Raise the cost to take the GED to \$50.00, an increase of \$15.00.

The GED Testing Services/American Council on Education has recently increased the cost of the testing materials, including the actual GED Test and other materials and services, by 15-20 percent, increasing the deficit even more for Illinois GED Testing Centers. In addition, the ICCB requested additional funds in fiscal year 2008 to the Legislature, but the amount of \$500,000 was not funded.

RECOMMENDED ACTION

It is recommended that Illinois Community College Board consider an increase of the GED Testing fee for Illinois of \$15.00 to offset a portion of the cost to administer the GED Test. The GED fee would be increased from \$35.00 to \$50.00 for Illinois residents wishing to take the GED Test. This fee increase is comparable with other larger states and states in the Midwest.

Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM
PROMOTING AND IMPROVING TRANSITIONS**

One of the key issues in current education reform is how educational institutions deal with student transitions from one level to another. Community colleges are in a pivotal position to help individuals transition from secondary to postsecondary education, from pre-college to college-level coursework, and from entry-level employment into careers requiring higher level skills. With many jobs in the new economy that pay a living wage requiring at least some postsecondary education, Illinois community colleges are, and will be relied upon, to help develop the human capital to keep the individual and state competitive. Many, if not most, of the Illinois Community College Board's programs and initiatives deal with transition issues in one way or another.

Policy decisions that will affect and ease the various transitions our students face should be made in collaboration with our partner education agencies and should be data driven. To better address these decisions, the ICCB will review the various transition points and identify supporting initiatives to ensure that the best policies and processes are in place for a seamless and effective P-20 continuum of education.

An oral presentation will be provided that will introduce some of the barriers to successful transitions and some of the transition issues to be addressed. The presentation will also provide a review of the various transition points and recommended initiatives to improve student performance.

**ILLINOIS COMMUNITY COLLEGE SYSTEM
PROMOTING AND IMPROVING TRANSITIONS**

TRANSITION POINTS

The 21st century student, during the course of their education, frequently is required to adapt to challenges, to acquire new knowledge and skills, and to make informed choices. Transition points in the educational process are places where individuals move within and across levels. To help individuals move successfully through the educational process, community colleges monitor student progress, retention and outcomes and attempt to identify places in the educational pipeline where students may experience academic difficulty. Success in each step of the process and the desire to persist through goal attainment are necessary for the students to meet their goals. The following is one model for thinking about educational transitions:

- Within course transitions – course completion.
- Within institution/level transitions – retention.
- Transitioning from one educational level to another – transfer.
- Transitioning “out” of education – graduation.
- Transitioning from education to employment – placement in employment.
- Transitioning within employment – employment retention.

At one end of the educational attainment spectrum is the completion of assignments that leads to successful course completion. A student enrolls in a course with the intent of mastering the academic content, gaining knowledge and skills and earning the associated credit hours. Courses are the building blocks of degrees and certificates. Related courses are often sequential in nature and require mastery of initial material to position the student to succeed in subsequent related instruction.

Degrees and certificates are earned by completing the required number of credit hours in the student’s major program of study. Programs are designed with a scope and sequence that allows students to master a skill set that prepares the individual for employment or the next step in the educational process.

Degree completion or movement from college to placement in employment would be at the other end of the spectrum. Movement from high school to college would be another major transition in a student’s education career. Movement from developmental (pre-college) coursework to college-level coursework. Movement from adult education to college level coursework would be another significant transition.

Students with adequate preparation at previous levels have a better chance of successfully moving through the series of educational transitions required to graduate from college. Students with personal support systems and access to individuals who have experience at elevated educational levels are at an advantage. These individuals can help the student navigate across educational levels based on their own prior experience in the process. Hence, first generation students can be at a disadvantage since members of their immediate family have not experienced the inherent challenges required to successfully advance within educational institutions and their associated structures / bureaucracies.

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Bridge programs assist students in their efforts to make successful transitions. Such initiatives tend to target groups of students with common characteristics that would put them “at risk” for success in postsecondary education without extra assistance. Jenkins’ (2004) description of bridge programs focuses on individuals whose basic academic skills need to be elevated to enter college level coursework. In this instance the bridge program provides broad foundational academic skill building and integrates job training components. These individuals are typically in either adult education programs or require developmental/remedial education. There are several key features which bridge programs may include:

- Curriculum defined in terms of competencies needed to succeed in postsecondary training leading to career-path employment and further learning in a target field.
- Focus on the basics of communication, problem-solving, applied mathematics, technology applications, and technical fundamentals taught in the context of training for employment and further learning in the given field.
- Instruction emphasizing learning-by-doing through projects, simulations, labs, and internships.
- Exposure of students to opportunities and requirements of employment and education in the target sector through career and college exploration and planning, in-class projects and simulations, field trips, job shadowing, internships and other means.
- Programs offered at times and places and through media convenient to working adults.
- “Wrap-around” support services, including assessment and counseling, case management, child care, financial aid, job and college placement and follow-up.
- Active cooperation between degree-credit and non-credit divisions within colleges and between colleges and outside partners such as community groups, social service agencies, and high schools to recruit students and provided needed supports. Jenkins (2004).

There are also Academic Bridge programs. Approaches to Academic Bridge programs vary but typically involve extra support services and personalized attention – advisement/counseling, tutoring, supplemental instruction – exposure to a variety of career options, and can include learning community arrangements where individuals pursuing similar academic majors are housed together. For example, the University of Texas at Dallas operates a two-month bridge program for selected student populations that is held the summer before new freshmen enter the university. The program targets first generation students from urban high schools with solid academic backgrounds (top 20 percent of their high school class) who did not complete the full college preparatory curriculum. Students enroll in up to three college courses – math, English and Introduction to Engineering/Computer Science. It is an immersion experience where students live on campus; are taught in small class sections; and receive extra tutoring and supplemental instruction. These proactive interventions aim to improve the chances that these students will master the course content, get an exposure to college resources and career options, and upgrade their study habits and academic output. The experience is intended to provide students with a better understanding of the level of effort and commitment required to succeed in college-level courses.

WHY ARE TRANSITIONS IMPORTANT?

Community colleges assist individuals in their efforts to improve their lives. The colleges provide individuals with accessible opportunities to gain skills and make transitions from secondary to postsecondary education; from pre-college to college-level coursework; from two-year institutions to four-year colleges and universities; and from entry level employment into careers requiring higher level skills. Simultaneously, community colleges play a pivotal role in developing the human capital and skilled workforce employers need to thrive in an increasingly competitive environment.

Demographic shifts are accelerating demands that transition initiatives be strengthened. Baby boomers are aging, and demographers project that the natural pipeline of replacement workers will not be sufficient to meet the need for skilled workers. According to Northern Illinois University P-20 Task Force (2006) related research, the relationship between the number of “entry age” workers (18-24 years of age) and the number of “exit age” workers (65+) is projected to remain relatively constant in Illinois through 2015. However, as more baby boomers reach the traditional retirement age, nearly twice as many citizens will be workforce “exit age” as “entry age”. Hence, if the status quo is maintained, there will be fewer wage earners to support needed programs and services and keep Illinois competitive.

Addressing the worker shortage is expected to take creativity and the involvement of a more diverse cross section of the population including all traditional populations plus more: racial/ethnic minorities; individuals from low income families; first generation students; non-native English speakers; and adults who have not previously developed their skills to their full potential. Approximately three-quarters of the jobs of the future that can support a family will require postsecondary education and training and higher level skills. Hence, for the good of the individual and the family as well as to provide a competitive advantage for Illinois and the nation, higher levels of education and training should be promoted for the array of Illinoisans exhibiting an ability to benefit.

Jobs of the future will require postsecondary education and training and higher skill levels. Employers that traditionally required a workforce with only a high school education, like automotive service centers and manufacturing, are now utilizing technology to the extent that postsecondary training for their workers is essential for the success of the industry. Callan and Finney (2003) argue that to compete in the global economy, virtually every working age young adult (18 – 49 years of age) in the United States will need at least two years of education beyond high school.

SELECTED STATEWIDE TRANSITIONS INITIATIVES

Examples of statewide transitions initiatives that are underway in Illinois which the Illinois Community College Board partners in and provides leadership to include: College and Career Readiness (CCR); P-16 Grant Initiatives; the American Diploma Project (ADP); the Adult Education Strengthening Student Transitions Theme for FY2009; Shifting Gears; the Career and Academic Readiness System (CARS); Career Clusters, Pathways and Programs of Study; Partnerships for College and Career Success (PCCS); Illinois Articulation Initiative (IAI); Course Applicability System/U.Select Illinois; Associate of Arts in Teaching (AAT); and Lincoln’s ChalleNGe Academy Completer Community College Stipend and Scholarship. The student population categories used

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in conjunction with the measures are used to list the selected statewide transition initiatives. Several of the initiatives could be listed under multiple categories. A single broad category was selected to avoid duplication – Secondary, Adult Education, Developmental, Postsecondary Perkins and Career and Technical Education; or General.

Secondary

College and Career Readiness (CCR) – Pilot Initiative to Collaborate Across Educational Levels to Increase the Number of College Ready High School Graduates Transitioning to Higher Education
The College and Career Readiness (CCR) initiative is being implemented to further dialogue and enhance cooperation across secondary and postsecondary education. The project will make positive contributions to developing shared expectations about what the term “college ready” means in Illinois. The goals of the CCR project include diagnosing college readiness, collaborating across educational levels to reduce remediation, strengthening the alignment of high school and college curriculum, providing resources and academic support to students, and enhancing evaluation processes.

P-16 Grant (Dual Credit & Dual Enrollment) – The P-16 Grant funding allows community colleges to expand service to high school students with the ability and interest in taking college-level classes prior to receiving their high school diploma. The grant is primarily used to provide financial support to dual credit and dual enrollment programs. These programs serve to increase secondary to postsecondary alignment and collaboration.

American Diploma Project (ADP) – Illinois is moving toward joining the American Diploma Project (ADP) and working with Achieve, Incorporated to further align expectations across educational levels and increase student readiness for college and careers. States that are already part of the ADP network have committed to address key policy priorities including increased alignment, elevated rigor of high school curriculum, streamlined assessment systems, strengthened accountability, and linked data systems.

Adult Education

Adult Education Strengthening Student Transitions Theme for FY 2009 – The August 2008 Adult Education and Family Literacy Administrators Conference focused on strengthening transitions for adult education students into college-level coursework and the workplace. Administrators attended sessions addressing state policy, tools for aiding transitions, and best practices for helping individuals advance. At the end of the conference, administrators spent time identifying next steps at the local level to facilitate student transitions in Adult Education programs. This focus on strengthening student transitions has been identified as the Adult Education community’s theme for fiscal year 2009.

Shifting Gears – Shifting Gears is a Joyce Foundation funded pilot initiative with the goals of positively impacting policy and increasing the number of current and aspiring workers transitioning from adult education and developmental education into college level postsecondary credit education. In Illinois, Shifting Gears is supporting bridge programming in the high demand industries

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of Healthcare, Transportation, Distribution, Logistics (TDL), and Manufacturing. The eight pilot projects include Black Hawk College, College of DuPage, Lewis & Clark Community College, John A. Logan College, the City Colleges of Chicago, McHenry County College, College of Lake County, and Oakton Community College. The approach being used across projects is to integrate workforce and foundational academic skills course content. These blended and contextualized courses are being used to enhance student's core math, science, and verbal and written communication skills and develop the area specific technical skills for success in the workforce. Illinois' overall project goal is to identify policy issues that help, or are barriers to people moving smoothly through the education and training system and to identify best-practice transition models.

Developmental

Career and Academic Readiness System (CARS)–Enhancing Opportunities for Online Foundational Academic Skills – The new internet based statewide Illinois Community College Board (ICCB) Career and Academic Readiness System (CARS) initiative is being designed to enhance and extend existing developmental education course/content delivery opportunities. The CARS online teaching and learning system will provide engaging interactive coursework to help individuals build their basic academic skills anytime and anywhere they have adequate internet access.

Postsecondary Perkins Career and Technical Education Career Clusters, Pathways and Programs of Study – Illinois' approach to Programs of Study within Career and Technical Education is being organized around Career Clusters and Career Pathways. Clusters are formed around major groupings of similar occupations and industries within the United States economy (e.g., business, information technology, manufacturing, health, and human services). Within each of the career clusters are various Career Pathways. The national level recognizes 16 clusters and 81 associated pathways. The project further aligns course content at the secondary level with increasingly advanced academic and technical courses at the postsecondary level. The Illinois approach to Programs of Study aims to equip students with the knowledge and credentials required for success in the emerging high skills workplace. The project aims to establish additional formal linkages between basic skills, academic preparation, and entry-level training.

Partnerships for College and Career Success (PCCS) – The Partnerships for College and Career Success (PCCS) initiative develops seamless avenues that prepare students for careers that are in demand now and those that are projected to thrive in the future. Partnerships are built around local geographic areas and collaborations. Partnership programs have existed for several years and achieved substantial success at the state and local levels. Successful Partnerships are built around several key components including: cooperation; career pathways; professional development; equal opportunity; preparatory services; closely coordinated activities; and accountability/ performance reporting.

General

Illinois Articulation Initiative – The Illinois Articulation Initiative (IAI) is a joint initiative of the ICCB, Illinois Board of Higher Education, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process among all sectors of Illinois higher education. Community college faculty and staff, along with representatives from four-year

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institutions, serve on IAI panels that developed specific recommendations for lower-division transfer courses. Recommendations have been endorsed for a common General Education Core Curriculum and major specific courses. The IAI Core Curriculum includes 12-13 courses in five different academic areas. The Core Curriculum transfers to any IAI Participating school and fulfills the lower level General Education requirements. Courses approved for statewide articulation are listed on the IAI website (www.iTransfer.org).

Course Applicability System/U.Select Illinois – The Course Applicability System (CAS) which is transitioning to a new name this fall -- u.select Illinois -- provides free internet based information to students and advisors to facilitate planning for the transfer of courses. CAS provides Course Equivalencies between participating schools. The system Planning Guide indicates how specific courses from specific institutions will transfer to another school and how they apply toward specific degrees.

Associate of Arts in Teaching Degree – Associate of Arts in Teaching (AAT) degree models have been developed in high-need disciplines. The resulting AAT programs are designed to facilitate a smooth transition for community college student transfer into university teacher preparation programs. To date, AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education have been completed and bring implemented. Four customized checklists to facilitate AAT program development are available on the ICCB website. Additional information about the Illinois CAS system can be located at the following links: <http://www.ibhe.state.il.us/cas/default.htm> and <https://uic.transfer.org/cas/index.jsp>.

Lincoln's ChalleNGe Academy Completer Community College Stipend and Scholarship – The Illinois National Guard youth intervention program called the Lincoln's ChalleNGe Academy works to improve life skills and employability of high school dropouts through participation in a military boot camp program. There are eight core objectives that cadets attending the academy must demonstrate proficiency with during the strictly supervised residential intervention: Academic Excellence; Job Skills; Physical Fitness; Leadership/ Fellowship; Health, Sex Education and Nutrition; Life Coping Skills; Responsible Citizenship; and Community Service. Participants can enroll in dual credit, are offered education and enrichment opportunities and can receive a scholarship to an Illinois Community College Additional information about the program can be located on the Lincoln's ChalleNGe Academy website (<http://www.ngycp.org/state/il/>).

NEXT STEPS

“American community colleges are the nation’s overlooked asset. As the United States confronts the challenges of globalization, two-year institutions are indispensable to the American future. They are the Ellis Island of American higher education, the crossroads at which K-12 education meets colleges and universities, and the institutions that give many students the tools to navigate the modern world” College Board (2008).

With a more in-depth examination of these transition points and the supporting programs and policies during this fiscal year, the ICCB will be able to develop recommendations on how the system can continue to refine and expand the number of variety of transition points we track, improve our educational partnerships, and determine our funding priorities to best address the needs of our system in improving successful transition of students.

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UNAPPROVED

Minutes of the 376th Meeting of the
Illinois Community College Board
May 19, 2008
Lewis and Clark Community College
Godfrey, Illinois

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the May 19, 2008 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, Suzanne Morris, Rudolph Papa, Tom Pulver, Judith Rake, and Jake Rendleman. Diane Meeks, Brian Savage, and Addison Woodward were absent.

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

Chairman Alongi welcomed everyone and thanked President Dr. Dale Chapman, the Lewis and Clark Community College staff and board of trustees for hosting the meeting. Mr. Alongi noted that it was his first visit to the beautiful campus, and he appreciated the hospitality. Chairman Alongi welcomed Allison Ray to the ICCB staff as executive assistant to the President/CEO. Mr. Alongi introduced and welcomed Judy Erwin, IBHE Executive Director.

Item #3 - Board Member Comments

Jake Rendleman thanked Lewis and Clark Community College staff and commented on the beautiful campus and all it has to offer.

Tom Pulver thanked Lewis and Clark Community College for hosting the Board meeting.

Judy Rake thanked Lewis and Clark Community College and announced that she will be attending the Midwest Higher Education Compact Executive Committee meeting in Topeka, Kansas.

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Rudy Papa commented that he is glad to be home at Lewis and Clark Community College and welcomed the Board. Mr. Papa reported on the “crash program” for nursing that is scheduled to be held on campus for those interested in nursing. Rudy Papa also thanked Dr. Chapman and all that the LCCC Board of Trustees and faculty have done to prepare for the week long nursing seminar.

Suzanne Morris also commented on the beautiful campus and thanked everyone at Lewis and Clark Community College for hosting the meeting.

Item #4 - Remarks by Dr. Dale Chapman, President, Lewis and Clark Community College

Dr. Chapman welcomed everyone to his campus and gave a brief history of Lewis and Clark Community College. The college provides services for over 20,000 people across seven counties and also serves as a cultural destination for the region. Some of the college’s noteworthy programs include its nursing program initiatives, it is the second school in the state for workforce training, its engineering program is practical experience-based, and it is one of only two all-Steinway campuses in the United States. Many of the college’s buildings are on the National Register of Historic Sites and its expansive grounds houses many signature gardens. Due to the vast and beautiful campus, Lewis and Clark Community College is regarded as a cultural destination in the area and hosts many events for surrounding communities.

Dr. Chapman also showed a video highlighting the Great River Research and Education Center that Lewis and Clark Community College has been integral in developing in cooperation with the University of Illinois and the Illinois Natural History Survey. The video also featured the Confluence Station, which is currently in development and incorporates many green buildings and operating procedures.

Item #5 - Committee Reports

Item #5.1 - Academic Affairs and Student Relations

Jake Rendleman reported that the committee met via conference call on Thursday, May 15, at 2:00 p.m. Committee members in attendance included Tom Pulver and Jake Rendleman. Staff present were Elaine Johnson, Brian Durham, Rob Kerr, Jennifer Timmons, and Becky Sanders. Mr. Rendleman reported that the committee discussed:

▶ **Program Review Statewide Summary**

The program has been redesigned to make it more user-friendly and it highlights best-practices. CTE, General Education and Academic Support Services were reviewed. There were 1,129 instructional programs received and 1,061 included instructional programs and 68 student academic support services. The areas with the most significant activity include: Health Services, Information Technology, Electronics and Criminal Justice.

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- ▶ **Partnership Grant for College and Career Success** (formerly known as Tech Prep and funded through Title II and Perkins IV). Illinois chose to maintain funding and change the name. It joins secondary and postsecondary stakeholders to take responsibility and pull together to provide transition and make it as clear and easy as possible.
- ▶ **Student Leadership Institute**
This institute is held for Student Advisory Committee members. Typically 30 to 40 students attend. Registration forms are being sent out electronically, as well as phone call follow-ups. Jennifer Timmons has coordinated the Institute and Mr. Rendleman highly recommends student attendance.
- ▶ **Dual Credit Summit**
The Dual Credit Summit will be held October 6-7, 2008. A statewide advisory group is helping plan the agenda.
- ▶ **Forum for Excellence Conference**
The Forum for Excellence Conference will be held September 23-24, 2008. This is the 6th year for the Forum. This year's focus is on programs of study that involve Perkins IV and will serve as the kick-off for comprehensive professional development efforts around programs of study for the upcoming fiscal year.
- ▶ **Bio-Summit**
The Bio-Summit will be held May 30, 2008, at Kankakee Community College. This is a joint partnership between ICCB and DCEO. The primary focus will be on farming, agriculture energy, and postsecondary curriculum development. Elaine Johnson indicated Summit organizers are working in conjunction with many Illinois Presidents that are holding a summit on green jobs this fall in Illinois.

Jake Rendleman reported that the above conferences indicate the renewed commitment of ICCB staff to engage in the field with additional technical assistance efforts and reinforce their role as a resource to colleges throughout Illinois.

Elaine Johnson reported on additional professional development efforts in the College and Career Readiness pilots and plans are to hold a summit sometime in the fall. Legislation mandates opening the programs to other colleges, but it will not be known if that is an option in the next fiscal year until funding levels are determined. Elaine Johnson also reported that the Achieve Project report is ready and will be presented to ISBE next week.

Item #5.2 - Budget and Finance

Rudy Papa reported that the members of Budget and Finance Committee met at 8:30 a.m. this morning in the Trimpe Advanced Technology Center and reviewed Fiscal Year 2008 system budget issues. Fiscal Year 2008 office budget issues also were discussed.

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Agenda Items 14.2, 14.3, and 14.4 are annual items that are approved by the Board. These three items allow the President/CEO to enter into grant agreements and contracts for our services, to transfer up to 2 percent of operating funds among lines, and to enter into contracts for services. The Committee discussed these items and recommends them for approval.

The Committee had a brief discussion about the fiscal year 2008 and 2009 budgets; however, there is no indication of when and at what level the budget will be passed. Discussion followed regarding the continued strategy of student tuition at which time Suzanne Morris provided an update. Vice Chair Morris stated that the ICCB has been asked to withhold 1/12 of its budget and the more that the ICCB is asked to withhold, the more burden is placed on students in the effect of increased tuition. She also indicated that the committee is looking forward to our advisory groups' thoughts and recommendations on this issue.

Item #5.3 - External Affairs

Jake Rendleman reported that the External Affairs Committee met by conference call on Wednesday, May 14, at 11:00 a.m. Discussion focused on public relations and legislative activity.

Steve Morse reported that ICCB Vice President Dr. Karen Hunter Anderson has been quoted extensively recently and was the keynote speaker at Regional Trustees meetings and spoke of funding, technology, and educational issues. The ICCB worked with the Illinois Channel to cover the Homeland Security Conference and Campus Security activities of the ICCB and community colleges. As a result, Dr. Anderson was interviewed by the public affairs cable network on these activities. The Illinois GED Advisory Committee wants to get involved in a statewide public relations campaign and further activity will take place during the summer.

It was also reported that Steve Morse had begun the process of scheduling regional meetings with community college public relations and marketing personnel over the summer. The purpose of these meetings is to help the colleges with public information and marketing while working within the budget efforts of the ICCTA and the Presidents' Council.

A legislative update will be provided later in the meeting.

Geoff Obrzut thanked Suzanne Morris for her involvement in public relations and Karen Anderson for her cooperation with Illinois Channel.

Item #5.4 - Strategic Planning

The Strategic Planning Committee met on Wednesday, May 14, at 2:00 p.m. via conference call. Discussed was the IBHE Public Agenda on College and Career Success. IBHE has engaged the services of National Center for Higher Education Management Systems (NCHEMS) to assist in the development and final report of the initiative created to meet the

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requirements of House Joint Resolution 69. NCHEMS will conduct a presentation later during the meeting. The Public Agenda meetings that are to be held by the IBHE are a priority of the ICCB, and ICCB staff and Board Members will be invited to provide input and are encouraged to attend any and all meetings if possible.

Item #6 - President/CEO Report

Geoff Obrzut welcomed everyone and thanked Dr. Dale Chapman and the Lewis and Clark staff for hosting the Board meeting. Mr. Obrzut also thanked Cherie VanMeter for preparing the Board materials and planning the meeting and Liz Becker for assisting at the Board meeting. Allison Ray was introduced as Mr. Obrzut's new assistant, filling the vacant position. Get well wishes were passed on to Board member Dianne Meeks who is dealing with health issues. Guy Alongi was recognized for his vision of the Homeland Security and Campus Safety Institute and the success of the event. The Board was invited to the ICCB Staff Appreciation Day to be held June 26 at the Lincoln Land Community College office. Geoff Obrzut also reviewed the remainder of the Fiscal Year 2008 Calendar and reminded everyone that Board meetings were returning to Fridays, a change from the Monday meeting schedule that is currently in place. In closing, Mr. Obrzut expressed his condolences to ICCB staff member Lavon Nelson on the passing of her father.

Item #7 - Advisory Organizations

Item #7.1 - Adult Education and Family Literacy Advisory Council

Professional Development, Training and Marketing Committee - Working on a new marketing tool to promote self-assessment. It will partner with other agencies to provide an assessment to show marketing strengths and weaknesses and then recommendations may be made to improve marketing program.

Curriculum and Instruction Committee - Has been working on what constitutes vocational completion for Adult Education. A survey was recently completed to find out what current requirements are in place for course completion. Findings resulted in difficulty in finding a narrow definition of vocational completion. Want to align the vocational completion with the Illinois Department of Labor categories.

Policy Studies Committee - Focused on various test proofing instruments and whether it would be in Adult Ed's best interests to consider another test type to take. After research they have decided to stay with the current test. The group has also been working on the current funding formula for Adult Education.

Transition Support Services Committee - Focus is primarily on students transitioning from Adult Education to college or the workplace. In the future, the Committee will take a close look at successful transition programs currently in place and identify which aspects of those programs that can be successfully duplicated.

Item #7.2 - Illinois Community College Faculty Association

Kevin Weston thanked Guy Alongi, Board members, Geoff Obrzut, and staff for all of their support without which the Illinois Community College Faculty Association would have trouble achieving their membership goals. He also thanked Dale Chapman and Lewis and Clark and commented on the beautiful campus and architecture of the buildings -- a true insight as to what community colleges are all about.

Mr. Weston reported that the **Teaching and Learning Excellence Conference** is held every year for community college faculty throughout the State of Illinois and will be held this year on October 9 and 10 at the President Abraham Lincoln Hotel & Conference Center in Springfield . Planning for this conference is currently taking place. The ICCFA retreat will be held June 6 and 7 in Springfield in conjunction with the ICCTA meeting. The highlight of this retreat will be the awarding of five \$1,000 scholarships to community college students, as well as faculty, to provide workshops to enhance faculty involvement or conduct research. Funding for these scholarships is provided through dues paid by the community colleges to belong to the Faculty Association. Currently, 14 of 39 community colleges have paid their dues.

Kevin Weston thanked Tom Pulver for representing the Faculty Association as the liaison on the ICCB. Mr. Weston also expressed his eagerness for the September Board meeting that will be held at Rend Lake College.

Guy Alongi initiated a discussion regarding the issue of community colleges not paying Faculty Association dues. Elaine Johnson commented that membership is not required. Chairman Alongi requested that an update on membership be reported at the September meeting. If membership is lagging, perhaps the Board may try to sanction the community colleges to pay ICCFA dues.

Item #7.3 - Illinois Community College Trustees Association

Mike Monaghan reported that the Trustees Association experienced a very busy year thus far. The state convention will be held June 6 and 7 at the President Abraham Lincoln Hotel & Conference Center in Springfield . The executive committee meeting will be held June 5, the election of officers will be held June 6, and an awards banquet will follow.

The top legislative issue is passage of the Ethics and Local Control Issue, House Bill 4189 sponsored by Representative Pritchard. The bill passed committee and is scheduled to come up for a vote this week, we are positive it will pass with an affirmative vote. If it passes, the bill then goes to the Governor for signature.

The college insurance program for community college retirees is another issue that needs our attention. This program is in need of an increase in the effect of a current .5 percent payroll match to a .75 percent increase to maintain adequate funding. Not sure of the possibility of the bill passing, but something to monitor.

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Budget is the major issue right now. The ICCTA is very involved in the FY 2009 budget in advocacy as well as creation. Trustees have received information after testifying before the House Committee that we would like Level 5 of the Illinois Board of Higher Education budget recommendations. This is the highest of the various recommendations suggested by the IBHE for consideration by the General Assembly. Level 5 includes a 6.9 percent increase in funding above FY 2008 amounts. The House is currently preparing budgets and will include Step 3 for the community college budget. That amounts to a 2.9 percent increase in funding above FY 2008 levels. This is good news and we have reason to believe that the House and Senate may agree on budgets for higher education and K-12. The question we are dealing with now is the current FY 2008 budget and what is its actual amount. We have been informed that community colleges may be asked to withhold \$25 million or 8.3 percent of their FY 2008 budget. This is a major issue and a very serious situation.

As trustees we are lobbying everyone possible, talking with the Governor's office and members of the General Assembly. However, the General Assembly has done its part in passing the budget, now it is the Governor managing the budget. However, the General Assembly now needs to approve a FY 2009 budget at an acceptable level. The trustees are working on the issue and can see the support of everyone. At the ICCTA meeting on June 6-7 in Springfield, the board will be brought up to speed with everything and any recommendations that may help the issue at hand.

Item #7.4 - Presidents Council

President Terry Bruce thanked Dr. Chapman, Chairman Alongi, and members of the Board. Mr. Bruce thanked Judy Erwin for taking her board on the journey in developing the 5 level budget and noted that the General Assembly accepted a recommendation of Level 3. That would not have happened without the leadership of the Board of Higher Education. Mr. Bruce also thanked Aims McGuinness; he likes the fact that Mr. McGuinness is advocating for education in the K-12 sector and is looking forward to reviewing the final report.

Terry Bruce went on to say, "\$25 million is to be cut out of our budget and we were chosen to help balance the budget. I can't figure out what happened. We have one million students throughout the state and we got cut but senior institutions did not. We educate the largest number of nurses in the state of Illinois, Dale has the largest program and we got cut. We serve 65% of all minority students the go into higher education and we got cut. We have the largest number of multi-lingual, Latino students and we got cut. We educate people in the most efficient, most effective, lowest cost of higher education in the state of Illinois and we got cut. We serve the poorest students in the state of Illinois, people least able to get a higher education degree come to us and we got cut. We serve most of the students who come for the first time in their family to an institution of higher education and we got cut. We serve the most adults in the state of Illinois and we got cut. We serve high school students. I don't understand why we got cut, I don't understand how to get the funding back. This cut is frustrating. Someone in the office of the Governor had the power to say that this group of

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small colleges should take a cut and the four-year institutions should walk away. That is unspeakable - let me make it clear, I'm not saying they should be cut, I am glad they did not because they have suffered as we have suffered. But, it means that somewhere along the way we have dropped the ball and I have dropped the ball."

"Now, let's talk about next week and where are we going? If we got cut in the budget for last year maybe we can do better. We have a coalition: the ICCTA, the ICCB, the community college presidents and faculty. We did testify trying to advocate for Level 5. The commission and the committee indicated that the Level 3 which is a 2.9% increase was to be recommended. They also indicated that we are going to get money back for Student Success. The House meets next week and I hope everyone is available to advocate for us. The speaker I believe is going to pass out three bills which would encompass the budget. They're going to pass out the three bills and a fourth optional bill. The first bill will take care of all the union employees, the second take care of all merit compensation employees and normal expenditures at level funding and the first bill also will provide an additional \$100 million and bill three includes us. These three bills will comprise of all government spending. There are not any new revenues, not right now. However, bill four includes the wish list of \$650 million for Medicaid, \$650 million for education (elementary and secondary), \$270 million for health and human services and nothing for higher education. It is unclear if bill four will pass at all or pass the Governor's desk. There also seems to be no support for a capital bill."

"For the last five years we've had substantial growth in population of students and now we have an 8.3 percent cut and I keep saying why did that happen? Why of all the people were we chosen? I just think that I have failed and the presidents have failed to make the case that we're worthy of funding. I would like to think that somebody else on my watch is responsible for a cut of \$25 million. I have to say that on my resumé that's not a crowning accomplishment for the year that I have served this operation. I have failed that is simply it. We have failed and I believe we need to consider its workings, how we are organized and how we relate to the Board of Higher Education and how we relate to the senior institutions. Maybe it's time to go to the Governor - the IBHE, the ICCB, selected Presidents and selected trustees and just say 'What do you want us to do?' When adult educators, adults, come to our schools, we let them in; when the poorest come to our schools, we let them in; when blacks come to our schools, we let them in; if that is not what you want us to do, then tell us what to do. Because we've done it for over 40 years, yet at the end of this long trail of history we are funded at less and less amounts every year. I think it is just time we go to the people who make the decisions where we have failed to make the case that we are worthy of support and ask them those things. Thank you." Following Terry Bruce's comments, an open discussion of the budget situation took place.

Item #7.5 - Illinois Community College System Foundation

Ray Hancock thanked the chairman, President, and members of the board. He commented on Lewis and Clark's campus, especially the aquatic center. He also appreciates Terry

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Bruce's aggressive stance; he has seen this system when it was very aggressive and very successful and that is where we need to be again. The Illinois Community College System Foundation continues to do well and there are a few updates.

Purchasing Consortium - Created about three-four years ago to benefit all 48 community colleges. It has been quite successful; virtually every college has utilized it with the exception of one or two. Produced about \$6 million in total sales for 2007 and continues to do well.

Partners with the system - These have been made possible through the Purchasing Consortium. This has created numerous contacts with communications companies, insurance companies and energy consulting groups that would like to partner with the foundation to serve our colleges. These partnerships are not entered into lightly with the Foundation board, the ICCB, President's Council, and the colleges all involved in the process. This has put community colleges in a position of significant purchasing power.

Scholarship Program - Is doing quite well and the program has almost doubled in size within the last few years. About seven or eight scholarships are awarded to each community college every year representing about \$250,000 a year.

Membership Program - This is brand new and is tentatively being called *Enroll Illinois*. It would provide memberships in the foundation for colleges, universities, but mostly individuals that have been a part of the system. They asked for input from the colleges so as to not create competition and thus far no negative input has been received about the program so they will proceed with their efforts. It is a big job but one that is being looked forward to.

Grants - Recently awarded a grant to the Illinois Community College Funding Coalition and another to Heartland Community College for a pilot program in their Developmental Mathematics Program.

Harry L. Crisp II Community College Center - All plans with architects and engineers, financing has been arranged, bids have been accepted for construction plans to add two floors to the building. However, the Foundation has asked the contractor not to start construction because of concerns about the state of the state and how would things look if we started construction and then money was being withheld. The Foundation is also concerned about renting out the fourth floor of the building. So the project is tentatively on hold awaiting further developments with the current budget situation.

Chairman Alongi recognized that Marikay Hegarty served on the Illinois Community College System Foundation and that a replacement is needed on the Foundation Board. Ray Hancock agreed and Chairman Alongi asked Tom Pulver if he would like to serve on the Foundation Board. Mr. Pulver agreed and a motion was made by Jake Rendleman to appoint Tom Pulver to the ICCSF Board, which was seconded by Rudy Papa. The motion was carried by voice vote.

Item #8 - Legislative Report

Steve Morse reported that the Legislature is in the final two weeks of its scheduled session and has been very active in moving bills and amendments. The House is in session today starting at 4:00 p.m. and the Senate is scheduled to reconvene tomorrow, May 20, at 12:00 p.m.

Mr. Morse noted that the ICCB House budget bills, along with numerous other agency bills, were introduced by the Speaker recently. They were all shell bills. Several of the ICCB bills and other higher education bills are scheduled to be heard in the House Higher Education Appropriations Committee on Tuesday morning, with the possibility of substantive budget amendments added. There is also one ICCB budget bill, HB6481, that has been reassigned to the House Executive committee scheduled for a hearing on May 20.

House Bill 1434 that would allow Harper College to offer limited access baccalaureate degrees was amended by Senate Amendment 2 and was defeated in the Senate State Government and Veterans Affairs Committee on May 8. It is currently being held by that committee, and the ICCB remains opposed to this legislation since its introduction from early last year.

Senate Bill 2691, as amended by Senate Amendment 2, will require higher education institutions to develop security and first-response campus violence plans to form partnerships in cooperation with local law enforcement, emergency management, and other appropriate entities. This legislation is a result of the recommendations of the Governor's Campus Security Task Force and the ICCB filed its support of the bill as amended. The bill passed the Senate Higher Education Committee on May 8 and by the full Senate on the same day. Currently the bill is in House Rules.

Steve Morse also distributed a report on behalf of Paul Rosenfeld who is with the Government Navigation Group.

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Chairman Alongi announced that action on Agenda Items #10, 11, and 14 would be taken and then a break would take place after which two presentations would be given.

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Item #10 - New Units of Instruction

Judy Rake made a motion, which was seconded by Suzanne Morris, to approve the following new units of instruction:

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education (61 semester credit hours)

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Kaskaskia College

- ▶ Medical Laboratory Technology A.A.S. degree (67 semester credit hours)
- ▶ Occupational Therapy Assistant A.A.S. degree (71 semester credit hours)

College of Lake County

- ▶ Associate of Arts in Teaching (A.A.T.) Early Childhood Education (63 semester credit hours)

Moraine Valley Community College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education (62 semester credit hours)

Triton College

- ▶ Emergency Management A.A.S. degree (64 semester credit hours)
- ▶ Emergency Management Certificate (39 semester credit hours)

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ Construction: Electrical Residential Technician Certificate (42 semester credit hours)

The motion was approved by unanimous voice vote.

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Item #11 - Illinois Community College Board Recognition of Community Colleges

Rudy Papa made a motion, which was seconded by Tom Pulver, to approve the following item:

The Illinois Community College Board hereby grants a status of “recognition continued” to Carl Sandburg College.

The motion was approved by unanimous voice vote.

Item #14 - Consent Agenda

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

Item #14.1 - Minutes of the March 21, 2008 meeting

The Illinois Community College Board hereby approves the Board minutes of the March 31, 2008 meeting, as recorded.

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Item #14.2 - Authorization to Enter into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2009.

Item #14.3 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its President/CEO to transfer funds among fiscal year 2009 appropriated operating line items, as needed.

Item #14.4 - Contracts for the Illinois Community College Board Office

The Illinois Community College Board hereby approves the following fiscal year 2009 contractual agreements:

<u>Vendor</u>	<u>Purpose of Contract</u>	<u>FY 2009 Estimated Annual Cost</u>	
Illinois Community College System Foundation - renewal	Rental of Office Space	\$284,300	
Lincoln Land Community College- renewal	Rental of Office Space	\$57,921	
Kerber, Eck & Braeckel	Annual GAAP Statements	\$26,000	*
Sorling Law Offices	Legal Services	\$35,000	*
Individual Contractors	Liaison Services		
Terry Clark (CTE)		\$45,000	*
Bernie Ferreri (CTE)		\$36,000	*
Sue Petrilli (various)		\$32,800	*
Dan Segebarth (CTE)		\$36,000	*
Roz Petrilli (GED)		\$22,500	*
Government Navigation Group	Legislative Services	\$45,000	

* Billed daily or hourly; annual cost is estimated, but will not exceed a set maximum.

The motion was approved by unanimous voice vote.

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Item #9 - Homeland Security and Campus Safety Report

A summary of the **Governor's Task Force on Campus Security** was distributed and the entire report is available at <http://www.ready.illinois.gov/>. In April 2007 the Governor, in response to the shootings at Virginia Tech, appointed a Task Force to address the issue of campus safety in higher education in Illinois. He challenged the Task Force to look at policies and make recommendations for state-wide improvement and also to provide services and training to the higher education community in Illinois. The Task Force was divided into three committees, the first was in response which the ICCB participated in. That committee was to review and recommend enhancements to the system on security preparedness. The second committee was the prevention and mental health committee. We provide some support to this area but do not attend regularly. The last group is the legal committee. These three committees worked together throughout 2007 and were ready to produce a report but then the February 14 shooting occurred at NIU and the committees reconvened and reassessed where they were and added additional outcomes to review for the final report.

After Karen Anderson spoke about the Governor's Task Force, Chairman Alongi said a few words about the Homeland Security Conference. This was an idea originated by Chairman Alongi and he thanked Preston Morgan, ICCB Senior Director for Workforce Development, for coordinating and planning a successful conference the last two years. Chairman Alongi also presented Preston Morgan with a certificate of recognition and appreciation for his support and dedication to the Illinois Community College System for his high standards, excellence, and contribution to the Homeland Security and Campus Safety Institute. Mr. Morgan expressed his thanks and he felt honored to work on this project.

Illinois Community College System Homeland Security and Emergency Response Institute. Preston Morgan reported that there were 170 people registered for the event representing Illinois community colleges, federal and state agencies, and other local organizations.

The Institute offered three keynote speakers: Dr. Antonio Pérez, President, Borough of Manhattan Community College who spoke of his experience during and recovery after the 9/11 attack on the World Trade Center. Despite having buildings lost and damaged during the attack and having students scattered throughout the city and surrounding area, the college was able to reopen its doors on October 1; Dr. Ronald Stephens, Executive Director, National School Safety Center, who stressed the importance of higher education in securing their campuses and to work with the local community and to collaborate with first responders; and Patrick O'Connor, Chief, Moraine Valley Community College Police Department who provided vivid examples of current and past security issues in schools and the emergency response to those events.

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There were also 16 concurrent sessions that included topical areas such as program development, campus security, economic development, IT security, and first responder. Presenters for these sessions included Illinois community colleges and public universities, Illinois Terrorism Task Force, Illinois Emergency Management Agency, National Weather Service, Illinois Department of Commerce and Economic Opportunity, Office of Illinois Attorney General Lisa Madigan, Illinois State Geological Survey, American Association of Community Colleges, Minnesota State Colleges and Universities, and the Kentucky Community and Technical College System. New this year was a pre-conference session, "All Hazard Emergency Planning for Colleges and Universities" presented by the School and Campus Security Training Program, Illinois Terrorism Task Force of which many members of the Task Force did attend.

Evaluations by attendees of the Institute were very favorable. They liked the range of topics and the many speakers. Copies of the evaluations will be distributed to all Board members. The attendees at the Institute have asked that we continue with future Institutes.

Upon closing, Preston Morgan introduced Bob Bauer of the Illinois State Geological Survey. Mr. Bauer gave a presentation on earthquakes and their effects in the United States. He hoped to provide information that we may use in our every day life, our community, and the community colleges. In addition to giving a presentation on earthquakes, how they occur, the possible damages and responses that need to be taken in the event of an earthquake, Mr. Bauer also showed an extensive slide show that showed the effects of the recent earthquake in Illinois in comparison to other earthquakes throughout the United States and the world.

Item #12 - Illinois Community College System Program Review Statewide Summary

Dr. Elaine Johnson noted that all meeting participants received a copy of the Illinois Community College Statewide Summary for Fiscal Year 2007. This report was used to measure accountability of our community colleges. All colleges are required to review their programs every five years and the colleges that receive program reviews are taking the results of their reviews and incorporating that into their institutional planning process.

Brian Durham gave a presentation covering the 2007 Program Review Statewide Summary Report. This report summarized major findings of the colleges through their local review and evaluation of all academic programs and student support services. Community colleges reviewed a total of 1,061 Instructional programs and 68 Student Support Services programs during Fiscal Year 2007. Review of Academic programs covered the disciplines of Oral and Written Communications and General Education. Review of Career and Technical education covered 915 programs and included information on 77 new programs added to the colleges' CTE offerings. Student Services reviewed included the areas of Financial Aid, Library Services, and Counseling. Colleges also submitted Best Practices in the areas of Instructional Programming, Student Services, and Administrative Services.

Item #13 - Overview of A Public Agenda for Illinois Higher Education: Planning for College and Career Success

Dr. Elaine Johnson reported on the Public Agenda initiative currently being conducted by the Illinois Board of Higher Education. Dr. Johnson introduced Aims McGuinness of the National Center for Higher Education Management Systems (NCHEMS) and Judy Erwin, Executive Director of Illinois Board of Higher Education.

Judy Erwin provided background information on the Public Agenda for College and Career Success. In the spring 2007 session, the General Assembly directed the Illinois Board of Higher Education (IBHE) to develop a Public Agenda for higher education to study the State's higher education and workforce opportunities and challenges. Through the work of a broad-based task force, the IBHE has investigated these issues in other states, as well as our own demographic and economic trends. Judy Erwin thanked the community college presidents and ICCB staff for their assistance, especially Elaine Johnson and Scott Parke. She then explained the regional meetings that will be held during June that will allow the colleges, the community, and business leaders to provide input into the Public Agenda draft policy goals. Ms. Erwin then introduced Aims McGuinness of the National Center for Higher Education Management Systems (NCHEMS).

Aims McGuinness presented the NCHEMS recommendations for the state of Illinois. Their analysis started by identifying initial themes which they then will transform into preliminary public agenda goals. The Task Force will recommend measurable performance outcomes and identify state policies that will address those goals. He also noted that it is important to keep in mind that every challenge provides a differentiated choice in action as a means to finding a solution. We are a critical solution to the problem within this state and we need a definitive plan.

Item #15 - Information Items

Fiscal Year 2008 Financial Statements were provided to the Board for their information and review.

Item #17 - Executive Session

President/CEO Geoff Obrzut noted that executive session topics would include discussion about a lawsuit that the ICCB was mentioned in and FY 2009 ICCB staff salaries.

Tom Pulver made a motion, which was seconded by Rudy Papa, to convene into Executive Session. The motion was approved by unanimous voice vote.

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After reconvening into public session, four motions were recommended:

1. Judy Rake made a motion, which was seconded by Suzanne Morris, to direct the President/CEO to award a 4 percent raise to non-union employees, effective July 1, 2008.
2. Rudy Papa made a motion, which was seconded by Jake Rendleman, to direct the Chairman of the Board to amend the President/CEO contract to reflect a 4 percent raise, effective July 1, 2008.
3. Suzanne Morris made a motion, which was seconded by Tom Pulver, to cancel the June 2008 Illinois Community College Board meeting.
4. Rudy Papa made a motion, which was seconded by Jake Rendleman, to accept the remainder of the Board meeting calendar for Calendar Year 2008 and Calendar Year 2009.

The motions were approved by unanimous voice vote.

Item #19 - Adjournment

At 1:00 p.m., Jake Rendleman made a motion, which was seconded by Tom Pulver, to adjourn the meeting. The motion was approved by unanimous voice vote.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

REVIEW OF EXECUTIVE SESSION MINUTES

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

The last review of executive session minutes was made on January 28, 2008. The next review of executive session minutes will be on the January 2009 agenda.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on March 25, 2005; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; and May 19, 2008, are to remain confidential. All other executive session minutes have been made available for public inspection.

Illinois Community College Board

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

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2008 or fiscal year 2009 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2008 or fiscal year 2009 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.16 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 25.16 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

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

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

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District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	6.16¢	\$ 1,892,459
Heartland	22.50¢	2.66¢	\$ 952,999
Illinois Central	25.00¢	.16¢	\$ 91,642
Illinois Eastern	25.00¢	.16¢	\$ 17,838
Illinois Valley	17.00¢	8.16¢	\$ 2,082,782
Kankakee	18.00¢	7.16¢	\$ 1,409,093
Kaskaskia	25.00¢	.16¢	\$ 18,461
Lake Land	18.00¢	7.16¢	\$ 1,452,481
Lewis and Clark	25.00¢	.16¢	\$ 50,967
Moraine Valley	22.50¢	2.66¢	\$ 2,831,686
Prairie State	23.00¢	2.16¢	\$ 818,914
Rend Lake	25.00¢	.16¢	\$ 10,827
Sandburg	22.00¢	3.16¢	\$ 390,079
Southwestern	16.00¢	9.16¢	\$ 5,372,939
Spoon River	25.00¢	.16¢	\$ 10,773
John Wood	22.50¢	2.66¢	\$ 285,660
			\$ 17,689,601

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received. This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

Illinois Community College Board

**FISCAL YEAR 2009
COLLEGE AND CAREER READINESS PILOT PROGRAM**

**Policy Guidelines for Expenditures and Reporting
Effective July 1, 2008**

Purpose of Grant. SB 858 amended the Illinois Community College Act to require the Illinois Community College Board to create a 3-year pilot project, to be known as the College and Career Readiness Pilot Program (contingent upon continued funding). Recipients of these funds must engage in activities to assist the Board with meeting the five elements of the Act, including the:

- (1) diagnosis of college readiness by developing a system to align ACT scores to specific community college courses in developmental and freshman curriculums;
- (2) reduction of remediation by decreasing the need for remedial coursework in mathematics, reading, and writing at the college level;
- (3) alignment of high school and college curriculums;
- (4) provision of resources and academic support to students to enrich the senior year of high school through remedial or advanced coursework and other interventions; and,
- (5) development an appropriate evaluation process to measure the effectiveness of readiness intervention strategies.

Eligible Recipients. Eligible recipients of the grant in year one are the following:

Moraine Valley Community College
Southwestern Illinois College
Shawnee Community College / John A. Logan College
South Suburban College

Grant Period: July 1, 2008 – June 30, 2009.

Grant Award Process. Recipients will receive notification of the amount of the grant for which they are eligible, along with a request form to be completed and returned to ICCB. Upon review and approval of the request, ICCB will issue a formal grant agreement to the eligible recipient in the approved amount. Continued funding is contingent on satisfactory performance of the terms of the grant and grant application.

Allowable Expenditures

Personnel – salaries and benefits are allowed for faculty/instructors/administrators engaging in activities consistent with the grant elements.

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Instructional Equipment – replacement or addition of instructional equipment to be use consistent with the purposes of the grant elements.

Materials and Supplies – materials and supplies that are necessary to support the purposes of the grant elements.

Curriculum Development – upgrading curriculum to reflect strategies related to: interventions designed to reduce remediation between high school and college; the alignment of high school and college curriculum; and/or, to otherwise provide resources and academic support to students to enrich their senior year of high school through remedial or advanced coursework.

Staff Development – staff development opportunities for faculty, instructors, and other staff that provide and/or support interventions designed to reduce remediation between high school and college; the alignment of high school and college curriculum; and/or, staff development that supports the provision of resources and academic support to students to enrich their senior year of high school through remedial or advanced coursework.

Travel Expenses – Travel expenses incurred that support the purposes of the grant elements.

Other expenditures – if approved in writing by the appropriate ICCB staff.

Expenditure Limitations – none.

Grant Administrative Standards. Final reports consisting of a narrative report of activities and services supported by the grant and a final fiscal report shall be filed with the ICCB by October 15 following the end of the fiscal year on forms provided by the ICCB. The recipient shall have an external audit of grant expenditures conducted in a format provided by the ICCB concurrent with the recipient's regular audit schedule, filed with ICCB no later than October 15th following the end of the fiscal year.

The grant funds shall be expended or obligated prior to June 30 of each year, the last day of the fiscal year. Goods for which funds have been obligated shall be received and paid for prior to August 31 following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the grant purpose.

Grant funds not used in accordance with these criteria regardless of the amount shall be returned to the ICCB by October 15 following the end of the fiscal year. Other identification of improper expenditures subsequently verified by the ICCB shall be returned upon notification by the ICCB.

Illinois Community College Board

**PROPOSED ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING ELIMINATION OF EXAMINATION OF PATRIOTISM
FROM PROGRAM REQUIREMENTS**
(Final Approval)

The Illinois (K-12) School Code 105 ILCS 5/27-3 (from Ch. 122, par. 27.3) requires that all students graduating from a public school be required to receive instruction and pass an examination on the American patriotism, principles of representative government, proper use and display of the American flag, and the Australian ballot voting system. The Illinois Community College Board has interpreted this requirement to be inclusive of community college graduates.

Several years ago, the Illinois Board of Higher Education abandoned the requirement, except for education majors. Given the ever increasing diversity of our student population at Illinois community colleges, this requirement has become burdensome and impractical. Students who have met the specifics of the requirement in other states may not use their high school diploma as evidence since it is not from the state of Illinois. Similarly, the successful completion of the constitution test required during the citizenship process does not provide validation of the article requirements. Additionally, this requirement may hinder the opportunity for Illinois community colleges to offer online educational programs outside of the state of Illinois.

In order to offer greater programmatic access to students wishing to receive a degree or certificate from an Illinois community college, the elimination of this subsection of the *Administrative Rules of the Illinois Community College Board* is recommended.

The following proposed amendment was presented to the Board and the system in the September 10, 2007 agenda for review and comment and again in the November 5, 2007 agenda for initial approval. No opposition to the proposed amendment has been received. The item is, therefore, presented for the Board's final approval to be submitted to the Secretary of State Department of Index Administrative Code Division as adopted.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

SUBPART C: PROGRAMS

Section 1501.303 Program Requirements

- a) Comprehensive Program. The programs of each college shall be comprehensive and shall include: pre-baccalaureate, occupational, and general studies curricula, and public service programs.
- b) Degrees and Certificates. A college shall award associate degrees and certificates in accordance with units of instruction approved by the ICCB. This authority is not extended to administrative units of the college.
- c) Honorary Degrees. Honorary degrees awarded by a Board shall be limited to the associate degree.
- d) Review and Evaluation of Programs.
 - 1) Each college shall have a systematic, collegewide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
 - 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.
 - 3) Each college shall develop a schedule that shows when each program will be reviewed during each five-year cycle. Occupational programs shall be scheduled in the year following their inclusion in the ICCB follow-up study unless the college obtains an exception in writing from the ICCB. The review of general education objectives of the academic programs shall be scheduled annually, but may focus each year on areas specified by the Illinois Board of Higher Education and ICCB.
 - 4) The ICCB may request the college to include special reviews of programs that have been identified as a result of State-level analyses, legislative resolutions, or Illinois Board of Higher Education policy studies by notifying the college of this request prior to January 1 of the year the special review is to be conducted.
 - 5) Each college shall keep on file for ICCB recognition purposes a copy of its current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.

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- 6) Each college shall submit to the ICCB by August 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of its current five-year schedule of program reviews.
- e) Academic Calendar.
- 1) A college shall operate on an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).
 - 2) The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, collegewide placement or assessment testing, faculty workshops, and final examinations.
 - 3) Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).
 - 4) Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).
 - 5) If an emergency such as a fire, flood, or strike makes it necessary for the college to shorten one of its academic terms, the college may request the ICCB President/CEO to approve a shorter term. In such cases, the length of the term may be shortened, but only to the extent that enables all courses to meet the contact hours specified in Section 1501.309(b).
 - 6) If a college entered into a contract with its faculty regarding the length of the academic calendar in compliance with subsection (e)(1) prior to the effective date of this revision, it may continue to operate under the provisions of that contract until that contract is renegotiated or expires.
- f) Preparation of Professional Staff. Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and

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professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in those areas in which the work experience and related training is the principal learning medium.

- g) Library. Each college shall maintain a library or learning resource center with a collection of reference works and other learning resources to meet the specific needs of its curricula and students. This collection shall be kept up to date through a planned program of acquisition and deletion.
- h) Supplies and Equipment. Classrooms, laboratories, and shops shall be provided with equipment and supplies that are adequate for effective teaching and learning.
- i) General Education. Organized curricula leading to an associate degree shall include general education courses designed to contribute to the liberal education of each student.
- j) Apprenticeships. A college that participates in apprenticeships coordinated by the Bureau of Apprenticeship Training, U.S. Department of Labor and/or other programs related to business, industrial, or trade groups or organizations shall meet applicable federal, State, and local governmental rules, regulations, and guidelines.
- ~~k) Examination of Patriotism, Principles of Representative Government, Proper Use and Display of the American Flag, and Method of Voting. The examination on American patriotism, principles of representative government, proper use and display of the American flag, and the Australian ballot voting system may be satisfied in one of the following ways:
 - ~~1) The student may pass an appropriate examination at the college;~~
 - ~~2) The student may complete, with a passing grade, a specified course that includes all subject matter identified above; or~~
 - ~~3) The college may accept as evidence that the student has previously met the examination requirement a diploma earned from an Illinois high school or an Illinois high school equivalency certificate for the successful completion of the Test of General Education Development (GED). Such evidence authorizes the college to make an appropriate notation on the student's transcript.~~~~

Illinois Community College Board

FY 2008 LINCOLN'S CHALLENGE PROGRAM UPDATE

Since 1993, the ICCB Lincoln's Challenge Scholarship Program, in conjunction with the Lincoln's Challenge Academy (LCA) in Rantoul, offers LCA graduates an opportunity to improve the likelihood of their academic and personal success. A scholarship award of up to \$1,000 per semester for two years is issued to eligible, selected students to continue their education at one of the 48 community colleges throughout the state.

An ongoing accomplishment within the program has been the dual credit agreement among the colleges and the Academy. Enacted in 2003, the dual credit agreement allows students to earn three credit hours each in basic computers and English Composition, which is transferrable to any state community college. Besides being the first dual credit linkage in the state with a GED program, the agreement has served as an incentive for students to attend a community college upon graduation. Other successes include the organizing of the Lincoln's Challenge Advisory Committee, specifying a Lincoln's Challenge contact at each community college, and the development of a list serve for sharing information concerning the program.

One of the biggest challenges of the program has been retention. Most of the graduates are considered "at risk" and are first generation college students. With input from the Lincoln's Challenge Advisory Committee, retention will remain an ongoing focus of the program. Retention efforts for fiscal year 2008 included requiring students to enroll in a mandatory orientation class their first semester and to have a mandatory visit with their counselor or college contact at midterm. Reminder postcards are sent to the students prior to the midterm visit, and congratulatory cards are sent at the end of the semester for those who have participated successfully.

While attending Lincoln's Challenge Academy, student training involves focusing on future plans once they graduate from the Academy. Therefore, Lincoln's Challenge Academy students have the opportunity to participate in two career days, meet with community college recruiters, and learn about the benefits of attending a community college.

In fiscal year 2009, transition and retention efforts in collaboration with the Illinois Student Assistance Commission (ISAC) will include an orientation visit to Parkland College in Champaign for those students who express an interest in attending a community college. This effort will be initiated for the fall 2008 and spring 2009 semesters at the Academy. In addition, parents will be included in the orientation where they will receive information and assistance in applying for financial aid. Other FY 2009 goals include expanding orientation, creating a brochure with student success stories, and continued streamlining of student tracking.

To date, 10,338 students have graduated from the resident phase of the program, and 6,987 have received their GEDs. In addition, 2,587 scholarships have been awarded to qualified Lincoln's Challenge Academy graduates. In fiscal year 2008, 691 students graduated with 154 receiving scholarships. The fiscal year 2008 budget remained at \$120,100.