

Illinois Community College Board

384th Meeting Agenda and Materials



November 20, 2009

Carl Sandburg College
Donald G. Crist Student Center
2400 Tom L. Wilson Boulevard
Galesburg, Illinois

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Agenda
384th Meeting of the
Illinois Community College Board
Carl Sandburg College
Galesburg, Illinois

November 20, 2009

Committee Meetings

Tuesday, November 17 at 9:00 a.m. - Academic Affairs and Student Relations - Via Conference Call
Tuesday, November 17 at 1:30 p.m. - External Affairs - Via Conference Call
Friday, November 20 at 8:30 a.m. - Budget and Finance - Carl Sandburg College, Room B76
Personnel and Evaluation - Executive Session

<u>9:00 a.m. - Board Meeting - Building B, Dr. Donald G. Crist Student Center</u>		<u>Page</u>
1.	Roll Call and Declaration of Quorum <i>Allison Ray</i>	-
2.	Announcements and Remarks by Board Chair <i>Guy Alongi</i>	-
3.	Board Member Comments	-
4.	President/CEO Report <i>Geoff Obrzut</i>	-
5.	Remarks by Mr. Thomas Schmidt, President, Carl Sandburg College	-
6.	Committee Reports	-
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6.2	Academic Affairs and Student Relations	-
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7.	Advisory Organizations	-
7.1	Illinois Community College Faculty Association <i>Kathy Westman</i>	-
7.2	Illinois Community College Trustees Association <i>Mike Monaghan</i>	-
7.3	Student Advisory Committee <i>Melissa Gamber</i>	-
7.4	Presidents Council <i>Tom Schmidt</i>	-
7.5	Illinois Community College System Foundation <i>Ray Hancock</i>	-
8.	Adult Education Strategic Plan (<i>ACTION</i>) <i>Jennifer Foster</i>	2-3
9.	Latino Advisory Committee Report (<i>ACTION</i>) <i>Karen Hunter Anderson</i>	4-5
10.	New Units of Instruction (<i>ACTION</i>) <i>Elaine Johnson</i>	6-18

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12. Dual Credit Report <i>Elaine Johnson</i>	–
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17. Executive Session	–
17.1 Personnel Contract	–
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18. Public Comment	–
19. Adjournment	–

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BUDGET AND FINANCE COMMITTEE

Committee discussion for November:

- Financial Statements: Fiscal Year 2010

- State General Funds
- Special State Funds
- Federal Funds
- Bond Financed Funds

- Fiscal year 2010 state cash flow

Illinois Community College Board

ADULT EDUCATION AND FAMILY LITERACY: FIVE-YEAR STRATEGIC PLAN

The Illinois Community College Board (ICCB) Adult Education Program has developed a Five-Year Strategic Plan titled “Creating Pathways for Adult Learners.” This vision for Illinois Adult Education outlines the role of adult education programs in preparing students for a pathway system that begins with basic literacy and/or English skills and culminates in postsecondary education and/or obtaining employment.

In Illinois, more than 1.4 million individuals (18 years and over) are without a high school diploma. Nearly one in every seven Illinoisans’ is an immigrant (1.77 million) with 900,000 between the ages of 18-64. Almost 44% of Illinois adults over 18 have not completed any postsecondary coursework. Now more than ever, Illinois Adult Education must be prepared to develop services and systems designed to provide students with access to middle skill jobs that allow them to thrive in this economy.

The development of the Adult Education Strategic plan was facilitated by Kathi Polis of Strategic Training and Resources, Inc. In April 2009, a thirty-two member task force, representing the Adult Education providers from each region of the state, was convened to develop the Illinois Strategic Plan. This group used the following eight guiding principles in the development of the Plan and the recommendations.

- Responsiveness
- Collaboration
- Innovation
- Alignment
- Accountability
- Evidence-based Teaching and Learning
- Professional Development
- Contextualization

In the development process, input was gathered from State Stakeholders, the Illinois Professional Development Team, the Adult Education Advisory Council, ICCB staff, and through regional public forums. The Task Force used this information in the development of recommendations in the following areas.

- Recommendation 1: Assessment, Curricula, and Instruction
- Recommendation 2: Support and Follow-Up Services to Encourage Access and Retention
- Recommendation 3: High-Quality Teaching and Professional Development
- Recommendation 4: Partnerships
- Recommendation 5: Research, Data, and Accountability
- Recommendation 6: Program Design

This Plan was approved by the Illinois Adult Education Advisory Council on October 15, 2009.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Five-Year Strategic Plan for Illinois Adult Education to begin July 1, 2010.

Illinois Community College Board

**RECOMMENDATIONS OF THE
LATINO ADVISORY COMMITTEE**

At a time when enrollments are increasing while state budgets are limited, Illinois community colleges are facing numerous challenges as they try to meet the needs of a diverse population of students.

One population showing dramatic increases at our colleges is the Latino student population. Latino students make up the largest number of minority enrollments this year and have since fiscal year 2000. According to the Pew Research Center (2007), the Latino population will triple in size and will account for most of the nation's population growth from 2005 through 2050. Our population estimates in Illinois and our enrollments in the Illinois Community College System reflect this demographic shift. An estimated 660,000 immigrants of Hispanic descent are currently residing in Illinois, and 2.33 million Illinois residents speak a language other than English in their homes. Latinos currently account for almost 17 percent of our community college credit enrollees. While the overall enrollment numbers remained relatively unchanged from fall 1990 to fall 2006, community college Latino enrollments grew over 77 percent in that same time period (source: ICCB E1 data). In adult education courses in 2007, almost 60 percent were enrolled in English as a Second Language (ESL) courses.

Many of these students are first generation college students and/or are limited English language speakers, requiring increased academic assistance and student services. Because of these changes in our student population, the colleges are faced with the task of eliminating barriers to success, providing more ESL training, and examining our delivery methods.

As a means of facilitating these necessary operational and educational changes, the Illinois Community College Board approved the formation of a Latino Advisory Committee at its March 2008 meeting to make recommendations on how to address these changes. The Latino Advisory Committee is composed of statewide advocates on Latino educational issues, as well as members of our community colleges and partner agencies. The Committee has developed recommendations on how the Illinois Community College System can better serve the expanding Latino population in the state.

RECOMMENDATIONS

- **Dual Enrollment / Dual Credit**
Enhance opportunities for dual credit/dual enrollment for Latino students and Adult Education students through increased funding and improved awareness.
- **Institutional Improvement Plans**
Encourage the development of Institutional Improvement Plans for the recruitment and

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retention of Latino students through a review of effective practices and the development of a self-assessment instrument for community colleges.

■ **Improved Access and Success**

Improve access to, and success in, higher education for Latino students by providing templates for bilingual resource guides for counselors, parents, and students to help them navigate the educational process for higher education; by working with ACT to provide “college planning” resources in Spanish; by engaging Latino families; and by encouraging colleges to provide specially designed transition courses.

The committee is an ongoing ICCB advisory committee and will meet again during 2010. These recommendations will frame the agenda for the committee during 2010 when the Committee will develop action items for implementation of the recommendations and develop further system recommendations. The Committee also accepted the recommendation of the participants of the 2009 Summit on Latinos in Illinois Community Colleges to organize another Summit in 2010. As a result, the 2010 Summit on Latinos in Illinois Community Colleges will be held at Elgin Community College on February 18, 2010.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the recommendations of the Latino Advisory Committee.

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

College of DuPage

- ▶ Administrative Assistant & Meeting/Event Planning A.A.S. degree (65 credit hours)
- ▶ Administrative Assistant & Meeting/Event Planning Certificate (46 credit hours)
- ▶ Cosmetology A.A.S. degree (64 credit hours)
- ▶ Cosmetology Certificate (46 credit hours)
- ▶ Fitness Instructor Certificate (31 credit hours)
- ▶ Paralegal Studies A.A.S. degree (67 credit hours)

Illinois Valley Community College

- ▶ Advanced Construction Welding Certificate (42 credit hours)

Kennedy-King College

- ▶ Overhead Electrical Line Worker Certificate (30 credit hours)

John A. Logan College

- ▶ Residential Construction Management A.A.S. degree (64 credit hours)

Rock Valley College

- ▶ Fitness, Wellness & Sport A.A.S. degree (64 credit hours)
- ▶ Coaching Education Certificate (30 credit hours)
- ▶ Personal Training Certificate (30 credit hours)

Carl Sandburg College

- ▶ Massage Therapy Certificate (30 credit hours)

Southeastern Illinois College

- ▶ Associate in Fine Arts A.F.A. degree (64 credit hours)

Southern Illinois Online Nursing Initiative (SIONI): Hybrid Online Associate in Applied Science (A.A.S.) in Nursing degree (68-78 credit hours)

- ▶ Illinois Eastern Community Colleges: Lincoln Trail College, Olney Central College, Wabash Valley College, and Frontier Community College
- ▶ John A. Logan College
- ▶ Rend Lake College
- ▶ Shawnee Community College
- ▶ Southeastern Illinois College

BACKGROUND

College of DuPage is seeking approval to offer a 65 credit hour “Administrative Assistant & Meeting/Event Planning” Associate in Applied Science (A.A.S.) degree program, and a related 46 credit hour “Administrative Assistant & Meeting/Event Planning” Certificate. The proposed curricula will prepare individuals for entry- and advanced-level employment as administrative assistants with a focus on travel, meeting and event planning in public, private and corporate settings. The curricula combines coursework from both the office technology and travel services program areas. The degree curriculum consists of 19 credit hours of required general education coursework and 46 credit hours of career and technical education coursework. The certificate curriculum consists solely of the career and technical coursework. The career and technical component of the proposed curricula includes instruction in introductory and intermediate levels of word processing, word processing transcription, speed keyboarding, desktop publishing, electronic presentations, document formatting, business correspondence, MS Office for Professional Staff, email and electronic communication, professional office procedures, professional development, fundamental and advanced meeting and event planning, incentive travel and planning, marketing for travel, tourism and meeting industries, and one (1) technical elective in travel and tourism. Assessment of student learning objectives will be achieved through the evaluation of a student portfolio including a comprehensive oral presentation on planning a meeting or event.

Labor market information provided by the college supports the interest in and need for a training program for administrative support personnel that specialize in travel, meeting and event planning services. While statewide the demand for “administrative assistants” is expected to increase by 6.88 percent and demand for “travel agents” is expected to decrease, through 2014 according to the Illinois Department of Employment Security, the local need for administrative support staff with training in these services exists. The college worked with local employers to identify coursework necessary in preparing students with these skills. The college anticipates a combined enrollment of 20 full-time and 10 part-time students the first year, increasing to 25 full-time and 15 part-time by the third year. Because the college currently offers related office technology programs, no new faculty will be required to implement the proposed curricula. Three (3) existing full-time and seven (7) existing part-time faculty will be utilized. Facilities are in place and adequate to support the implementation of the proposed programs. No new costs will be incurred during the first three years of implementation.

College of DuPage is seeking permanent approval to offer a 64 credit hour Associate in Applied

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Science (A.A.S.) degree and a related 46 semester credit hour Certificate program in “Cosmetology”. The programs were granted temporary approval on September 15, 2006 and have been in operation for three (3) years. These programs will prepare individuals for entry-level employment as well as advancement opportunities in the field of cosmetology. The certificate program curriculum consists 46 credit hours of required career and technical education coursework in salon safety and sanitation, basic hairstyling, cosmetic chemical services, basic thermal styling, salon operations, esthetics and nail technology, license review and over 1,500 contact hours of practical cosmetology experience. The degree curriculum builds on this by adding 18 credit hours of general education requirements. Both curricula were developed according to standards outlined by the Illinois Department of Finance and Professional Regulation (IDFPR) and will prepare students for required licensure in the State of Illinois. These programs are a collaborative effort between the College and the Technical Center of DuPage, which currently offers cosmetology training to students at the high school level. This partnership will allow the college to offer training during the evening for the adult population in the district.

Labor market information provided by the college continues to support the interest in and the need for the college to offer college level training in this field. The college has ultimately exceeded its expectations for enrollments over the temporary approval period. The college projected an estimated 30 students per semester, while during Fall 2007 - 23 students were enrolled, during Spring 2008 - 44 students were enrolled, and during Fall 2008 - 54 students were enrolled. The college indicates this is one of the most requested programs within the district. Of the students enrolled in this program, 66 percent have completed either the certificate or the degree program over the three (3) year period. The college indicates a 70 percent of its graduates maintaining employment or pursuing further education after six (6) months and a pass rate on the State of Illinois licensure exam of 100 percent in 2008. Graduates of the program in July 2009 are currently waiting to take the state licensure exam.

The college identified several program strengths including well-qualified faculty, strong student interest, and a collaborative partnership among secondary and postsecondary institutions. Student retention was identified as the program’s biggest challenge. Many students are only able to attend part-time, increasing their time to degree, and many other students stop-out after completing the certificate for employment before continuing on with their general education coursework to complete the degree. The college is exploring options for making the degree program more appealing for certificate graduates.

College of DuPage is seeking approval to offer a 31 credit hour “Fitness Instructor” Certificate program. This program will prepare individuals for employment as fitness instructor and related health and fitness personnel in a variety of settings. The program was developed according to standards outlined by the American Council on Exercise (ACE) and the National Strength and Conditioning Association (NSCA) and will prepare graduates for taking both the ACE and NSCA related certification exams for fitness instructors. The curriculum consists of coursework in anatomy and physiology, the science of fitness, human biological science, applied kinesiology, first aid/CPR, group fitness instruction, personal fitness instruction, weight training, and a required work-based learning experience in fitness training. Assessment of student learning objectives will occur during

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the work-based learning experience. Labor market information provided by the college supports the interest in and the need for an instructor level training program. The college currently offers a related 30 credit hour Personal Trainer Certificate. No neighboring community colleges currently offer a program in fitness instruction. The college anticipates an enrollment of one (1) full-time and five (5) part-time students the first year, increasing to one (1) full-time and six (6) part-time students by the third year. The proposed program will utilize existing facilities and faculty resources, therefore, no new costs, except for an additional \$500 in library equipment during year two, are anticipated to implement this program during the first three (3) years.

College of DuPage is seeking permanent approval to offer a 67 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Paralegal Studies". The program was granted temporary approval on March 26, 2007 and has been in operation for a period of two (2) years. This program prepares individuals for entry-level employment as paralegals in a variety of legal environments. The curriculum consists of 19 semester credit hours of required general education coursework, 33 credit hours of required career and technical education coursework and 15 credit hours of related technical electives. The career and technical component of the curriculum includes instruction in introductory paralegal studies, drafting legal documents, litigation, introductory and advanced legal research and writing, business law, professional ethics, law office organization and a required work-based learning component as a paralegal. Assessment of student learning objectives is achieved through the evaluation of the student's performance during the required paralegal practicum. The curriculum was developed according to the American Bar Association (ABA) guidelines for paralegal education programs. Program accreditation through the ABA is optional. The college has applied for ABA accreditation and is currently awaiting completion of the site-visit expected Fall 2009. Graduates of this program are prepared for optional credentialing through several industry associations including the National Association of Legal Assistants (NALA) and the National Federation of Paralegal Associations (NFPA). Certification/Registration through these organizations requires at minimum passage of an examination.

Labor market information provided by the college continues to support the interest in and the need for the college to offer a degree program in this field. The college exceeded its expectations for enrollments and placements over the temporary approval period. The college projected an estimated 30 students per semester, while during Fall 2007-46 students were enrolled and during Spring 2008-57 students were enrolled. Enrollment has continued to remain strong in subsequent semesters. Of the students enrolled in this program, 41 percent have completed the degree over the 2 ½ year period, however, of those students completing the program 75 percent have gained employment as paralegals. The college originally anticipated a 70 percent completion rate for degree seekers in this area. The college identified several program strengths including well-qualified faculty and strong student interest. Student retention was identified as the program's biggest challenge. Most students enroll in courses, rather than by a program, therefore stopping out before completing to find employment. Many other students are only able to attend part-time, increasing their time to degree. The college is exploring options for making program completion more appealing to course-takers, and making the program more accessible for part-time students.

Illinois Valley Community College is seeking approval to offer a 42 credit hour "Advanced

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Construction Welding” Certificate program. This program will prepare individuals with basic construction welding skills in advanced construction welding techniques. The curriculum consists of coursework in technical math, first aid, mechanical drafting, basic forklift operation, welding blueprint reading, welding metallurgy, welding fabrication, stick/plate/flat arc welding, stick/plate/horizontal arc welding, stick/plate/vertical-up arc welding, stick/plate/vertical-down arc welding, stick/plate overhead arc welding, pipe/stick/2G position, pipe/stick/5G position, and GTAW (TIG) mild steel welding. Assessment of student learning objectives will be achieved through an evaluation of the student’s performance on an comprehensive performance final exam. Labor market information provided by the college supports the interest in and the need for an advanced level certificate program for existing welders within the college’s district. In addition to labor market need for “welders” being above average statewide, according to the Illinois Department of Employment Security, locally enrollments have increased nearly four-fold since the college began offering one welding course in 2004. In addition to the proposed program the college is also proposing several short-term certificates designed to meet the immediate employment needs of local construction workers. The college anticipates an enrollment for the Advanced Certificate of one (1) - two (2) full- and part-time students during the first year, increasing to two (2) - three (3) full- and part-time enrollments by the third year. The program will require one (1) existing full-time and three (3) existing part-time faculty during the first year. Costs of implementing this program will be approximately \$2,480 the first year, and \$4,960 per year during the second and third years.

Kennedy-King College, one of the City Colleges of Chicago, is seeking permanent approval for a 30 credit hour “Overhead Electrical Line Worker” certificate program. The program was granted temporary approval on November 17, 2006 and has been in operation for a period of nearly three (3) years. This program prepares individuals for employment as electrical line workers and overhead electricians. The program was developed by the college in partnership with Commonwealth Edison (ComEd) to meet the district’s immediate need for trained line workers in the electrical power field, however, due to slower economic growth in the last few years ComEd has seen fewer retirements, thus fewer replacement needs, and less demand for additional lineworkers positions. The college has used this challenge as an opportunity to market the program to other companies employing high voltage lineworkers and seen an increase in demand for graduates despite any potential decrease in need by ComEd. The original curriculum was revised to fit a more intensive instructional format, fewer overall credit hours, integrate math and communications coursework, broaden the scope of lineworker coursework, and add vocational physical training. Assessment of student learning objectives takes place during the advanced overhead techniques and projects course via performance test.

Program enrollment is cohort-based and during the first six (6) cohorts there 134 students enrolled with 90 students completing. Completion rates for the first six (6) cohorts were at 67 percent. Of those 90 completers, 54 graduates or 60 percent, are currently employed in the field. Enrollments, completers and placements all meet or exceed original projections for this program. The college identified several program strengths including qualified faculty, excellent facilities and instructional support as provided by the primary industry partner (ComEd), community support and employer involvement. Several challenges the college has faced with this program include adapting to rapidly changing economic conditions and variable hiring needs of employers, expanding partnerships

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beyond the original scope, lack of outdoor space for performance testing and work-based learning, and addressing student support issues such as financial aid. The college has already begun to address several of these areas through instructional format and curricular revisions, increased marketing efforts among a larger variety of local employers, and working with existing and new industry partners to provide performance testing and work-based learning opportunities for students.

John A. Logan College is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree in “Residential Construction Management”. This program will prepare individuals for employment in residential construction as project managers, field supervisors, estimators, product sales representatives and related construction positions. John A. Logan College was targeted for developing a program in this field of study by the National Housing Endowment (NHE), an organization that promotes specializations and new programs in construction management. The curriculum was developed in partnership with the National Association of Home Builders (NAHB) and the Residential Construction Academy. The curriculum consists of 15 credit hours of required general education coursework, and 49 credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in construction orientation, building layout, wood frame construction, interior and exterior features, residential construction materials, building renovations, estimating techniques, estimating processes, construction documentation interpretation, residential mechanical systems, Green Building, building codes and standards, construction field supervision, construction scheduling, construction management, land development, and business management for home builders. Assessment of student learning objectives will be achieved through evaluation of the student’s performance on a practice Builder Assessment Review (BAR) exam. The proposed two-year degree will also articulate to Southern Illinois University at Carbondale’s (SIU-C) degree in Technical Resource Management, providing an educational ladder opportunity for graduates at the baccalaureate level.

Labor market information provided by the college supports the interest in and the need for a two-year program in this area. The college was awarded a \$100,000 grant by the NHE to develop and pilot a two-year degree program in residential construction management. Both the NHE and the NAHB have expressed a need for more formally educated construction managers and field supervisors. The college anticipates an enrollment of 25 full-time students the first year, increasing to 50 full-time students by the third year. The college currently offers a related degree program in Heavy and Highway Construction Management, therefore quality faculty, facilities and many related resources are already in place to support the proposed program. Three (3) existing part-time faculty will be required during the first year, with one (1) full-time faculty coordinator needed during the third year. Costs of implementing the program will be covered primarily by the NHE grant and an additional \$40,000 grant awarded to the college through the Department of Commerce and Economic Opportunity (DCEO) for purchasing materials and equipment related to energy conversation. Other costs associated with the start-up and maintenance of the program are estimated at \$2,000 the first year, \$17,500 the second year, and \$60,000 the third year. Higher second year costs reflect the addition of one (1) part-time faculty and higher third year costs reflect the addition of a full-time faculty coordinator for the program.

Rock Valley College is seeking approval to offer a 64 credit hour “Fitness, Wellness & Sport”

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Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for employment as fitness professionals and also provide graduates with the opportunity for articulation into a related baccalaureate program. The curriculum includes 15 credit hours of required general education coursework and 49 credit hours of career and technical education coursework. The career and technical component of the curriculum includes a 12 credit hour core requirement of sociology of sport, history of physical education and sport, sport and exercise psychology and a work-based learning experience. The remainder of the career and technical component includes 37 credit hours focused in one of two specialties: Exercise Science or Sport Management. The Exercise Science specialty includes instruction in biochemistry, human anatomy and physiology, contemporary health issues, exercise science, nutrition, personal fitness and wellness, first aid, and one (1) related technical elective. The Sport Management specialty includes instruction in chemistry, economics, life science, ASEP (American Sport Effectiveness Program) Sport First Aid and CPR, introductory business, business law, financial accounting, managerial accounting, sports management and one (1) related technical elective. The two educational tracks were developed according to skill standards established by the Committee on Accreditation for the Exercise Sciences and the Commission on Sport Management Accreditation. Assessment of student learning objectives will be achieved through evaluation by program faculty of the student's performance during the required work-based learning experience.

Rock Valley College is also seeking approval to offer a "Coaching Education" Certificate and a "Personal Training" Certificate both 30 credit hours. The Coaching Education Certificate will prepare individuals for employment as coaches in secondary school districts within the State of Illinois. The Personal Training Certificate will prepare individuals for employment as personal trainers, fitness technicians and related health/fitness specialists in a variety of health and fitness settings. Both curricula include a core set of coursework including instruction in athletic training, first aid and CPR, sport and exercise psychology, beginning and advanced weight training, nutrition for fitness and sport, and a required work-based learning experience. The Coaching Education Certificate includes additional coursework in ASEP Coaching principles, sociology of sport, history of sport, and drug and alcohol education. This program will prepare students for completing the American Sport Effectiveness Program (ASEP) Coaching certification required by the Illinois High School Association (IHSA) for employment as non-faculty coaches. The Personal Training Certificate includes additional coursework in introductory and intermediate applications of personal training, nutrition for optimal living, and personal fitness and wellness. This program will prepare students for completing the National Strength and Conditioning Association's Certified Personal Trainer's (NSCA-CPT) credential. Assessment of student learning objectives will be achieved through evaluation by program faculty of the student's performance during the required work-based learning experience.

Labor market information provided by the college supports the interest in and the need for a formalized two-year degree program in this field of study, as well as more specialized training programs at the certificate level. The college collaborated with several local employers including the Rockford YMCA, the Rockford Ice Hogs, and Rockford School District 205 to develop the curricula and provide realistic work-based learning sites. Furthermore, the A.A.S. degree program will transfer into baccalaureate degree programs offered through the Physical Education Departments at

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Northern Illinois University, Western Illinois University and Illinois State University. Three (3) full-time and five (5) part-time existing faculty will be utilized for these programs. Existing faculty are currently qualified with a Master of Science in Fitness Management, a Ph.D. in Sport Psychology, and a Ph.D. in Exercise Science and Leisure Management. One (1) new part-time faculty member will be required during the first year of the program. Qualifications include at minimum a Master's degree in a related field of study. The college will house the proposed programs in a recently renovated Physical Education Center including state-of-the-art exercise and analysis equipment, a new fitness lab and "Smart" classrooms. Costs to implement this program are estimated at \$40,000 the first year, \$60,500 the second year, and \$500 the third year. Higher second year costs reflect the purchase of additional equipment.

Carl Sandburg College is seeking permanent approval for a 30 credit hour "Massage Therapy" certificate program. The program was granted temporary approval on January 24, 2006 and has been in operation for a period of three (3) years. This certificate prepares individuals for entry-level employment as massage therapists qualified for licensure in the State of Illinois. The curriculum was originally developed according to accreditation standards outlined by the Commission on Massage Therapy Accreditation (COMTA) and prepares individuals for certification through the National Council Boards of Therapeutic Massage Bodyworks (NCBTMB). The original curriculum has been revised to meet new accreditation standards and includes coursework in applied anatomy and kinesiology, introductory through advanced levels of therapeutic massage techniques, principles and practices of professional touch, ethics and business practices in massage therapy, pathology for therapeutic massage and therapeutic massage clinical experience that exceeds the minimum contact hours of practice for state licensure. The college identified these necessary revisions during the temporary approval period. Assessment of student learning objectives takes place during the student's massage therapy clinical practicum.

Enrollments in the program have steadily increased over the three (3) year temporary approval period: 10 full-time students the first year, increasing to 12 full-time for the second and third years. Completions during the first year were at 60 percent of students and increased to 100 percent of students during the second year. Pass rates on the NCBTMB certification exam during the first two years of the program have been lower than 60 percent, however, modifications to the curriculum and assessment of student's learning have been implemented to address these issues. Fifty percent (50 percent) of completers were employed in the field from the first year of graduates and one-third (33 percent) of completers were employed in the field from the second year of graduates. Employer satisfaction surveys indicate local employers rate the program's graduates as "average to excellent". The college identified strengths of the program as community support and employer involvement, while several weaknesses included the need to revise the curriculum, off-campus location of the program, and lack of full-time faculty coordination. The college has already begun to address these weaknesses through curricular revisions, increased marketing and recruitment efforts, and exploring the use of full-time faculty in related career and technical areas for program coordination.

Southeastern Illinois College is seeking approval to offer a 64 semester credit hour Associate in Fine Arts (A.F.A.) degree with an emphasis on Art. In comparison to the Associate of Art, this degree features less general education and more art instruction to better accommodate the unique

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sequencing of coursework that occurs in this discipline. The proposed degree requirements fall within acceptable limits as defined by ICCB Administrative Rules. Students seeking admission to this degree program will be required to meet admissions criteria equivalent to other transfer degree programs. The college's art instruction facilities includes a studio for painting, drawing, 2-D, 3-D, printmaking and pottery work. Additionally, the college offers a fully functioning dark room for both digital and traditional film instruction. Southeastern also offers a gallery centrally located in the George T. Dennis Visual and Performing Arts Center. The full time faculty member has a Masters Degree from the Marilyn Institute, College of Art. There are no new costs associated with the AFA.

The Southern Illinois Online Nursing Initiative (SIONI), composed of **Illinois Eastern Community Colleges (Lincoln Trail College, Olney Central College, Wabash Valley College, and Frontier Community College), John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College**, requests approval to offer a 68-78 semester credit hour "Hybrid Online Associate in Applied Science (A.A.S.) in Nursing" degree program. The SIONI partnership includes not only the five (5) community college districts stated, but also Southern Illinois University, McKendree College and the health care facilities within the community colleges districts partnering through ConnectSI, a Southern Illinois health care business partnership.

The SIONI partners have been working since 2007 to research the need for alternative education and training programs for nurses and out of their collaboration have developed a hybrid registered nursing program. This program will prepare individuals for employment as registered nurses. The program, including curriculum, faculty, equipment and facilities, has been reviewed by the Illinois Department of Finance and Professional Regulation (IDFPR)-Board of Nursing and meets the standards outlined for program accreditation. IDFPR will grant formal accreditation once this program has received all required state board of education approvals.

The curriculum consists of a minimum of 15 semester credit hours of required general education coursework and a minimum of 53 semester credit hours of required career and technical education coursework. Specific general education coursework varies by college, however, all proposed curricula meet the contact hour to credit hour ratio requirements as outlined in the *Administrative Rules of the Illinois Community College Board*. The career and technical component of the curriculum includes instruction in introductory through advanced levels of medical and surgical nursing, pharmacology, family health, mental health, nutrition, professional role of nurses and six required clinical experiences in nursing. Assessment of student learning objectives will be achieved during an evaluation of the student's performance during their clinical experiences and on a licensure pre-test. The curriculum will prepare graduates for the required National Council Licensure Examination for Registered Nurses (NCLEX-RN) examination as well as for required registration through the IDFPR-Board of Nursing for employment in the State of Illinois. The unique aspect of the hybrid online delivery format will allow students to complete not only their general education coursework online, but also all of the didactic portion of the nursing courses. Skills labs and clinical experiences will then be offered concurrently at each of the SIONI community colleges and at the regional health care facilities. Students will earn the A.A.S. degree upon completion of the program from their respective community college.

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Labor market information provided by the colleges is supportive of the need for additional training programs for registered nurses. According to the Illinois Department of Employment Security, employment needs for “registered nurses” are expected to increase by nearly 20 percent through the year 2014 across Illinois. This is over twice the average growth in overall employment needs throughout the state for the same time period. Through advisory committee input the SIONI partnership established a significant employment need regionally for more graduates in this field. Furthermore, the SIONI partnership identified limited on-campus classroom space as well as accessibility limitations for many students as two issues for warranting the development of an alternative delivery method for this program of study. Each of the SIONI community colleges will enroll 10 students. Nursing theory courses will be divided into two online sections, 20 students per section, totaling 40 students. Faculty requirements include one (1) part-time and one (1) full-time faculty per section. Nursing clinical courses will be divided into four sections, 10 students per section, totaling 40 students. Faculty requirements include one (1) part-time faculty per section. Clinical sites have been reviewed and approved by IDFPR-Board of Nursing and include St. Mary's Good Samaritan Health Care Center, Crossroads Community Hospital, Fairfield Memorial Hospital, Southern Illinois HealthCare, Carbondale Memorial Hospital, Herrin Hospital, Ferrell Hospital, Choate Mental Health Facility, Heartland Regional Medical Center, and Wabash General Hospital.

Because the proposed degree is not the same curriculum as currently being offered by each of the institutions for Associate Degree Nursing, it was independently reviewed and approved by the IDFPR-Board of Nursing and has been accepted by each of the college's Boards as a model curriculum. Therefore, each SIONI community college will maintain academic control over its program. ConnectSI has committed to \$450,000 over the three year implementation period of the proposed program for administrative and related costs. Individual colleges have committed to providing in-kind resources for marketing the program as well as setting aside federal Perkins Post-secondary funding as appropriate and necessary for operation. Costs of implementing this program will be approximately \$38,000 per year per district during the first three years.

TEMPORARY PROGRAM APPROVAL

John A. Logan College

- ▶ Green Technology Certificate (30 credit hours)

Moraine Valley Community College

- ▶ Fire Service Operations A.A.S. degree (62 credit hours)

Carl Sandburg College

- ▶ Basic Network Security Certificate (36 credit hours)

John Wood Community College

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

BACKGROUND

John A. Logan College is seeking temporary approval to offer a 30 credit hour “Green Technology” Certificate program for a period of three (3) years. This program will prepare individuals for entry-level employment in the emerging field of green and environmental technology. The curriculum includes career and technical coursework in biological science, professional technical writing, environmental chemistry, introductory and advanced environmental technology, energy/environment and society, environmental geology, and building green. Assessment of student learning objectives will be achieved through a comprehensive final examination. The curriculum was developed and designed to meet the emerging needs of a variety of local employers for individuals with “green” knowledge and skills. The college anticipates an enrollment of 10 students the first year. Temporary approval is being sought to monitor the continued need for the program locally. Permanent approval will be considered after a period of three (3) years based on program outcomes.

Moraine Valley Community College is seeking temporary approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in “Fire Service Operations” for a period of three (3) years. This program will prepare individuals for entrance into a fire science career through application to the Fire Academy, as well as prepare existing fire service professionals for career advancement opportunities in fire service management and fire science technology education. The curriculum was developed according to standards for training programs outlined by the Office of the State Fire Marshall (CSFM), National Fire Protection Association (NFPA) and the Occupational Safety and Health Administration (OSHA). The curriculum consists of 19 credit hours of required general education coursework, 34 credit hours of required career and technical education coursework, and nine (9) credit hours of related technical electives. The career and technical component of the curriculum includes instruction in Emergency Medical Technology-Basic (EMT-B), fire department special services, hazardous materials operations, fire academy training, fire service internship, and a fire service seminar. Graduates of this program will be prepared for the entry-level State Fire Marshall Examination for Fire Suppression, as well as for the EMT-B exam available through the Illinois Department of Public Health (IDPH). Assessment of student learning will be accomplished through evaluation of the student’s performance on a mock State exam to occur following the student’s completion of the Fire Academy training and before the end of their third semester of coursework.

The college anticipates an enrollment of 20 full- and part-time students the first year, increasing to 60 full- and part-time students by the third year. The college is requesting temporary approval for a period of three (3) years to respond to the immediate training needs of local fire districts, as well as to monitor the continued need for such a program after a few years in operation. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

Carl Sandburg College is seeking temporary approval to offer a 36 credit hour “Basic Network Security” Certificate program for a period of three (3) years. This program will prepare individuals for entry-level employment in networking technology. The curriculum consists of career and technical instruction in Windows Network & Operating Systems, ethical hacking and network defense, introduction to network security, MS Windows Network Infrastructure, managing Microsoft

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Windows networks, wireless LANs, UNIX fundamentals, LINUX networking and security, secure network design, Security+ fundamentals, and CISCO firewall security. Graduates of this certificate will be prepared for optional industry-related certification through Microsoft, UNIX, CompTIA, and CISCO. All courses have incorporated the common required components of these related industry certification standards. Assessment of student learning will be achieved through evaluation of the student's lab portfolio and completion of a comprehensive final case study project. The college anticipates an enrollment of five (5) full-time students the first year. Labor market information provided by the college supports the interest in and the need for a formalized training program that prepares individuals for industry certifications. The college is requesting temporary approval of the curriculum to meet the immediate needs of local employers and to continue monitoring the demand for this training program. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

John Wood Community College is seeking temporary approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree in "Construction Technology" for a period of three (3) years. This program will prepare graduates for employment as a carpenter in the building trades industry. The curriculum consists of 24 credit hours of general education coursework and 40 credit hours of career and technical education coursework. The career and technical component of this curriculum includes instruction in fundamentals of construction practices, print reading, site work and layout, project management and scheduling, roofing fundamentals, introductory and intermediate rough frame construction, siding and exterior trim, introductory and advanced finish carpentry, lean manufacturing and a required carpentry internship. Assessment of student learning objectives will take place through an evaluation of the student's work performance during the carpentry internship. The college anticipates an enrollment of 20-25 full- and part-time students. Temporary approval is being requested for two reasons: 1) to meet the immediate need for better educated and formally trained carpenters within the district and the Tri-State region, including employers in Illinois, Iowa and Missouri; 2) to evaluate the continued need for associate level educated carpenters for the local labor force. *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

Danville Area Community College

- ▶ Basic Auto Technology Certificate: IDOC Statewide Model Curriculum (26 credit hours)
- ▶ Advanced Auto Technology Certificate: IDOC Statewide Model Curriculum (13 credit hours)
- ▶ Small Business Ownership Certificate (15 credit hours)

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College of DuPage

- ▶ Paralegal Studies Certificate (27 credit hours)

Illinois Central College

- ▶ Caterpillar Engine Technology Certificate (17 credit hours)

Illinois Valley Community College

- ▶ Basic Construction Welding Certificate (28 credit hours)
- ▶ Production Welding Certificate (28 credit hours)
- ▶ Gas Tungston Arc Welding Certificate (10 credit hours)
- ▶ Gas Metal Arc Welding Certificate (8 credit hours)
- ▶ Oxy-Acetylene Welding Certificate (6 credit hours)

John Wood Community College

- ▶ Sustainable Local Foods Farming Certificate (29 credit hours)

Temporary Program Approval

Malcolm X College

- ▶ A+ Certified Computer Technician Certificate (6 credit hours)

Carl Sandburg College

- ▶ CISCO Network Professional Certificate (16 credit hours)

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during fiscal years 2006 through 2010 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During fiscal year 2009, Illinois Central College and Illinois Valley Community College underwent in-depth recognition evaluations. The colleges submitted thorough self evaluations, ICCB staff conducted internal evaluations of all required college documents and college site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Illinois Central College
Illinois Valley Community College

BACKGROUND

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

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in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and nonfocused standards. On individual standards districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

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

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

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

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

College districts included in fiscal year 2009 recognition evaluations are: Lincoln Land Community College, Kishwaukee College, John A. Logan College, McHenry County College, Morton College, Rend Lake College, Shawnee Community College, William Rainey Harper College.

Fiscal year 2009 was the fourth year of the current five-year recognition cycle. Staff provided the Board with information about the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

Illinois Community College Board

IDOT SCOPE OF WORK

The GOVERNMENTAL BODY will establish, through its subcontractors, a Highway Construction Careers Training Program (HCCTP) that will increase the total number of minorities, women and disadvantaged individuals working on DEPARTMENT highway construction projects. The HCCTP will also emphasize life-long learning and provide opportunities for further education and assistance to improve employability in Illinois' highway construction industry.

Scope of Services

The GOVERNMENTAL BODY will:

A. Serve as the primary administrative agency for this Agreement and is also be responsible for primary contact and communication with Illinois' highway construction contractors, trade unions, workforce advisory groups and the coordination of activities of its subcontractors;

1. Subcontract with Illinois community colleges, in accordance with their applicable Policies and Procedures, to provide the training program described herein;
2. Together with the DEPARTMENT and the Illinois community colleges, seek the counsel and advice of Illinois highway construction contractors, trade unions and workforce advisory groups as appropriate;
3. Through the Illinois community colleges, provide a \$5.00/hour payment to each trainee during the eight-week training sessions to assist trainees with transportation and/or child care expenses. In addition, a \$500.00 payment will be provided to each trainee upon successful completion of the training program. A tool/clothing allowance will be provided as outlined in Part 6, Compensation For Services. The ICCB will maintain administrative and financial control of the HCCTP and will comply with all relevant federal and state laws, regulations and rules;
4. Serve as HCCTP Administrator and Fiscal agent;
5. Subcontract with the Illinois community colleges to provide Mentor/Transition Coordinators for the delivery of trainee support throughout the life of the HCCTP; and
6. Provide a HCCTP progress report on a quarterly basis to the DEPARTMENT.

B. Through the use of acquired resources (i.e., Illinois community colleges), accomplish the following tasks:

1. Provide Recruiting and Marketing:

Recruit candidates through various means, e.g., community college advertisement, DEPARTMENT EEO Officers, highway construction contractors, trade unions, workforce advisory groups, word-of-mouth, governmental agencies, state and local media, faith-based organizations, etc. Candidates must meet the following requirements:

- Illinois residency; • Interest in highway construction industry trades;
- Be at least 18 years of age;
- Be a female, minority, or disadvantaged individual (as referenced under Title 23, Part 230) ;
- Have dependable child care arrangements if necessary;
- Possess a high school diploma or GED;
- Have appropriate assessment scores;
- Hold a valid Illinois driver's license; and
- Consent to and pass an initial drug screening test and potential random tests.

For those who meet the minimum requirements, each candidate will undergo an interview and orientation process in order to qualify for selection into the HCCTP.

2. Develop Training Curriculum:

The GOVERNMENTAL BODY is responsible for the administration, coordination and delivery of the HCCTP. The Illinois community colleges will consider input from the GOVERNMENTAL BODY, the DEPARTMENT and the workforce advisory groups regarding recommendations for curriculum development and improvement based on the needs of the highway construction contractors and highway construction trade unions.

The parties agree that the Illinois community colleges will provide their chosen curriculum, and any subsequent changes to the curriculum, to the GOVERNMENTAL BODY, who will in turn report said information to the DEPARTMENT.

The following are various types of curriculum that are recommended for the highway construction trades:

- Mathematics for the Trades;
- Heavy and Highway Carpentry;
- Concrete Technician Skills;
- Excavation (Operating Engineer Basics);
- Blue Print Reading;
- Welding & Cutting;
- Construction Quantity/Cost Estimating;

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- Construction Surveying-Layout;
- Plans and Specifications;
- Materials Properties-Testing;
- Construction Scheduling;
- Basic Mechanics;
- Safety;
- Construction-related computer software; and
- Highway Construction Prep / Job Readiness.

3. Conduct Training Sessions:

a. Provide up to three (3) training sessions per academic year, per Illinois community college location. Each session will consist of eight (8) weeks of highway construction training, with a class size not to exceed 25 trainees per session.

During the duration of the eight-week training sessions, each trainee will be expected to:

- Follow the absenteeism policy of the Illinois community college; and
- Consent to and pass random drug screening tests any time it is suspected that alcohol and/or illegal drugs are being used.

The GOVERNMENTAL BODY will submit supporting documentation of costs incurred for drug screening tests for reimbursement from the DEPARTMENT. See Part 6, Compensation For Services, for maximum dollar amount allowed for drug screening tests.

- b. Train 360 applicants on a yearly statewide basis; and
- c. Achieve a goal of at least 90 percent (324 of 360 trainees) of the target population successfully completing the training program; and
- d. Provide completion certificates to the successful HCCTP graduates.

4. Facilitate Placements:

Place 70 percent (227 of 324) of the target population with the DEPARTMENT's highway construction contractors or into Illinois' highway construction trade unions and/or apprenticeship programs within one year from the start of the training sessions.

5. Data Entry:

Maintain current HCCTP data and enter, no later than the 10th day after the end of each month, said data into the DEPARTMENT's web-based application, e.g., training session data, trainee names, addresses, phone numbers, class/progress/employment data.

6. Adhere to Criteria for Training Validity:

The parties recognize that early buy-in and recommendations from local highway construction contractors, associations and trade unions are essential to the implementation of a successful curriculum and validity within the industry. Therefore, the following criteria are essential:

- The sharing of resources, such as instructors and coordinators, who voice consistent messages and connect trainees to the highway construction industry;
- Demonstrating to the trainees the relationship between the education and training they are receiving from the HCCTP and the actual application of those skills to a career in the highway construction industry; and
- Teaching a basic understanding of various union apprenticeship programs in the highway construction industry and what specific skills each apprenticeship program requires.

7. Coordinate Industry Involvement:

The parties agree that individuals from the highway construction industry should interact with HCCTP trainees and serve as guest lecturers, mentors, recruiters, and advisors. The review of trainee resumes, providing mock interviews and accompanying trainees to highway construction work sites are other examples of assistance which the parties may wish to consider. In addition, the GOVERNMENTAL BODY and the Illinois community colleges will maintain an open and ongoing consultative relationship with a broad network of highway construction industry representatives to ensure that the services offered by the HCCTP are preparing trainees appropriately to meet current and future needs of the industry.

8. Comply with Funding Requirements:

- a. The parties acknowledge that funding for the HCCTP will be provided by the DEPARTMENT subject to annual review and approval.
- b. The funds provided by the DEPARTMENT for the HCCTP will be subject to audit and an annual end-of-year fiscal report will be provided by the GOVERNMENTAL BODY. The status of the expenses may be requested at anytime by the DEPARTMENT.
- c. The parties further agree that as the HCCTP Administrator and Fiscal Agent, the

GOVERNMENTAL BODY is responsible for ensuring funds are spent in compliance with restrictions and guidelines of the DEPARTMENT. All funds must be spent in accordance with established Policies and Procedures in the GOVERNMENTAL BODY's state fiscal compliance rules. Such Policies and Procedures will include, but are not be limited to, such areas as contracting/subcontracting, bidding, purchasing, leasing, use of GOVERNMENTAL BODY property, the requisition process, GOVERNMENTAL BODY payments, and other procurement related activities.

d. The parties agree that funds from this agreement will not be used for facility construction or rehabilitation of a physical facility.

9. Provide Staffing:

a. The DEPARTMENT reserves the right to have a representative on the GOVERNMENTAL BODY's interview panel for the selection of the HCCTP Project Director. All staff hired to directly or indirectly support the HCCTP will be hired based upon the continued receipt of funds through this Agreement.

b. The HCCTP Project Director's responsibilities include, but are not limited to:

- Working with Illinois community colleges to make contact with Illinois highway construction contractors and trade unions;
- Assist Illinois community colleges with establishing workforce advisory groups;
- Providing technical support to Illinois community colleges and the workforce advisory groups;
- Tracking progress toward employment placement goals (i.e., with highway construction contractors and trade unions);
- Working with Illinois community colleges that are not meeting HCCTP goals; and
- Ensuring the Illinois community colleges are entering data on a monthly basis as required into the DEPARTMENT's web-based database;

c. The Project Director must hold a valid driver's license, as travel is required throughout the state of Illinois to meet with the Illinois community colleges to ensure the quality control/quality assurance of the HCCTP.

10. Miscellaneous Provisions:

a. All HCCTP trainees will have access to an established and Board-approved Grievance Procedure. This procedure will provide structure to address grievances which involve academic matters, administrative matters, or discrimination. Grievances, other than those involving discrimination charges, will be handled through the established chain of authority.

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Grievances involving discrimination because of race, color, creed, sex, disability, religion, natural orientation, sexual preference or age should be made to the GOVERNMENTAL BODY and the appropriate Illinois community college affirmative action officer. Specific GOVERNMENTAL BODY, or its Illinois community colleges, processes will exist in conformance with state and federal statutes governing such cases.

The complete grievance procedure is included in both the 2009-2010 Student Handbook and the 2009-2010 College Catalog.

b. **Trainee Rights and Conduct:** All HCCTP trainees are subject to the trainee rights and responsibilities as detailed in the 2009-2010 College Catalog and Conduct brochure and the 2009-2010 Student Handbook.

c. **HCCTP Mentors:** The parties agree that the ultimate success of the HCCTP will be measured by the number of trainees who are placed with highway construction contractors or into trade unions or apprenticeship programs. Therefore, the role of the HCCTP Mentor/Transition Coordinator is critical to the success of the trainee from trainee status through employment in the highway construction industry.

Each Illinois community college will be responsible for providing a HCCTP Mentor/Transition Coordinator. The parties agree that the role of a Mentor/Transition Coordinator will include, but not be limited to:

- meeting with trainees to help determine their needs;
- providing individual trainee performance plans to meet program goals;
- establishing a working relationship with local highway construction contractors and trade unions for the purpose of placing trainees;
- advising trainees of appropriate workplace skills and discussing the issue(s) of drug and alcohol testing and a drug and alcohol free workplace;
- serving as job skill trainers as needed;
- meeting with trainees to provide specific information and feedback in job search activities, job seeking skills and resume development; and
- providing mock job interviews and post-mock interview evaluations for trainees.

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The DEPARTMENT will:

- A. Provide information and feedback to the GOVERNMENTAL BODY for consideration in improving and enhancing the HCCTP;
- B. Provide for consultations regarding HCCTP administration issues, as appropriate;
- C. Participate in meetings, as necessary, with the GOVERNMENTAL BODY;
- D. Provide a representative for the HCCTP Project Director interview panel, and
- E. Coordinate with the GOVERNMENTAL BODY should a statewide advisory board be needed.

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UNAPPROVED

Minutes of the 383rd Meeting of the
Illinois Community College Board
Kankakee Community College
Kankakee, IL

September 18, 2009

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 18, 2009 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:10 a.m. Allison Ray called roll with the following members present: Guy Alongi, Suzanne Morris, James Dumas, Tom Pulver, Judy Rake, Jake Rendleman, and Melissa Gamber, Student Member. Rudolph Papa and Addison Woodward were absent. Ms. Ray declared that the Board had a quorum.

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

Chairman Alongi thanked Dr. John Avendano and the staff at Kankakee Community College for providing the ICCB the opportunity to meet at Kankakee Community College's campus. Dr. Avendano was congratulated for his appointment as the sixth president for Kankakee Community College.

Chairman Alongi was happy to announce the reappointment of three ICCB board members; Suzanne Morris, Rudy Papa, and Chairman Alongi were all reappointed for a six-year term. Chairman Alongi was also reappointed as chairman and is proud to serve at the request of Governor Quinn.

Congratulations were bestowed upon the Illinois Community College System Foundation (ICCSF) groundbreaking at its building which houses the ICCB offices. Board members James Dumas, Tom Pulver, and Chairman Alongi attended the ceremony and look forward to the two floors of additional space and the placement of all ICCB staff under one roof.

Chairman Alongi welcomed Julie Smith, Deputy Chief of Staff for Governor Quinn, to the meeting.

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Chairman Alongi hosted Governor Quinn during the DuQuoin State Fair. After spending time with Governor Quinn, Chairman Alongi felt that the Governor is very committed to education in the state of Illinois. Governor Quinn is a friend of community colleges and, in fact, he taught at Triton College in River Grove. The MAP grant situation is a top priority for Governor Quinn at the moment. Chairman Alongi feels that the Governor will work hard to restore the money to fund the MAP grants. Chairman Alongi also discussed the community colleges' base operating grants with the Governor. Community colleges are bursting with new enrollments, which is great, but if the base operating grants are not increased and credit hours continue to increase, it equates to less money for community colleges throughout the state.

Item #3 - Board Member Comments

Jake Rendleman commented that it was great to be at Kankakee Community College, and it was nice to have the opportunity to visit with some of his fellow trustees.

Tom Pulver introduced himself as the faculty representative for the ICCB. He congratulated Dr. Avendano on his new position as President of Kankakee Community College.

Suzanne Morris expressed her appreciation to Kankakee Community College for hosting the ICCB meeting. Ms. Morris commented that the former president of Kankakee Community College, Dr. Jerry Weber, is now the president at her home district, College of Lake County (CLC). CLC is very pleased with Dr. Weber and she congratulated Dr. Avendano on his presidency. Ms. Morris also expressed her appreciation to Governor Quinn for her reappointment and she looks forward to working with the Board and all of its members.

James Dumas was happy to be in northern Illinois and commented on the beautiful campus. He thanked Kankakee Community College for hosting the Board and looks forward to working with the college.

Judy Rake commented that her home district is Lewis and Clark Community College and she has been with the Board for several years. Ms. Rake has a history of working with Kankakee Community College on literacy initiatives and was happy to be at Kankakee Community College again.

Melissa Gamber commented that she is the student member for ICCB. Ms. Gamber stated that it was great to be at Kankakee Community College. Dr. Avendano was a vice president at Illinois Central College (ICC) where Ms. Gamber attends and he is missed, but it was great to see him today.

Item #5 - Remarks by Dr. John Avendano, President, Kankakee Community College

Dr. Avendano commented that it was a pleasure to serve the Board for the meeting. The faculty, staff, and board of trustees welcomed the ICCB. Dr. Avendano introduced Hugh Van Voorst, KCC Board Chair, and Richard Frey, trustee. Kankakee Community College administration introduced included Vicki Gardner, Vice President of Business and Human Resources and Rose Mitchell,

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Administrative Assistant to the President.

Dr. Avendano graduated from Waubensee Community College and stated, "It was a pleasure to be a student and now, to be in a leadership position." He looks forward to working with the ICCB in the future.

* * * * *

At this time, Chairman Alongi invited Julie Smith, Deputy Chief of Staff for Governor Quinn, to make remarks.

Ms. Smith thanked Chair Alongi and the ICCB for inviting her to the Board meeting. Ms. Smith felt that Chairman Alongi gave an excellent outline of the Governor's position on education. Over the years, she believed that the Governor has been on every community college campus throughout the state and is fully aware of how important community colleges are to their state, local districts, and communities.

The current focus of the administration is to find a resolution for the MAP grant situation during the fall veto session. Recently, Dr. John Erwin, President for Illinois Central College, met with the Governor and representatives from the public and private colleges and universities throughout the state about the MAP situation.

Ms. Smith also addressed the broader question concerning the base operating grants. This is an issue that the Governor is fully aware of and, obviously, needs to be addressed. The capital endeavors are another area of concern. A very successful capital plan was passed in the spring session and now we are working on what needs to be done to assure the revenues are there to put the bonds together, to put the programs in place.

Regarding the MAP situation and upcoming events; a kick-off event will be held in Chicago and ISAC has scheduled several MAP-related hearings throughout the state. An event will be held at Illinois State University in Bloomington at the end of September and another at Carl Sandburg College on October 2. Southern Illinois University will host an event on October 12. Also, everyone is working together to bring as many students as possible to the Capitol on October 15 for a Student Lobby Day. Currently, speakers are being secured and round-table discussions are being developed as well.

* * * * *

Item #4 - President/CEO Report

Geoffrey Obrzut thanked Dr. Avendano for hosting the ICCB and commented that the campus was beautiful.

Mr. Obrzut also thanked Julie Smith for attending the Board meeting and commented that it was a

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pleasure working with this administration, especially in comparison to the previous administration. The ICCB appreciates Governor Quinn being such a strong advocate for community colleges as well.

Mr. Obrzut emphasized his thanks for the assistance that was received from the administration in securing the adult education and career and technical education funds. It was a tough decision and was truly needed to keep services available.

Mr. Obrzut congratulated Guy Alongi, Suzanne Morris, and Rudy Papa for their reappointments to the Board.

Tomorrow, September 19, Mr. Obrzut and Judy Rake will attend a check presentation for \$16.3 million to Lewis and Clark Community College from Governor Quinn. The event will be held in Alton at the Great Rivers Research and Education Center. The facility is great, and the work that is being done is really impressive.

Mr. Obrzut congratulated Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support, and her staff for completing four public hearings throughout the state regarding the Strategic Plan for Adult Education and Family Literacy. The final recommendations will be presented to the Board at its November meeting.

The last meeting of the Latino Advisory Committee will be held October 1 at Morton College. The committees' final recommendations will also be presented at the November meeting.

Mr. Obrzut thanked Guy Alongi, James Dumas, and Tom Pulver for attending the Illinois Community College System Foundation (ICCSF) groundbreaking on September 11. Dr. Ray Hancock and the entire ICCSF board worked very hard on this project, and it will be a pleasure to have all of the staff under one roof.

Labor negotiations with the IFT are going well, and the next meeting is October 7.

Item #6 - Committee Reports

Item #6.1 - Budget and Finance

Suzanne Morris reported that the Budget and Finance Committee discussed the increasing community college enrollments and the level of funding the colleges are receiving. Another concern is that some colleges are closing courses due to increased enrollments and lack of space and faculty. Due to this, the open enrollment policy, which is at the heart of community colleges, is under strain as well.

Governor Quinn's support is appreciated and he certainly puts community colleges and the money where his beliefs are. However, that does not erase the problems that are anticipated in the future and have the potential of being very serious. Ms. Morris invited the other members to think about these issues.

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Chair Alongi noted that Ms. Morris brought up a good point and that community college enrollments are expanding and it seems that the universities enrollments are remaining nearly level or decreasing. This would be a great opportunity for community colleges to negotiate for more funds for base operating grants and equalization grants. Chairman Alongi would like to see the ICCB negotiate directly with the Governor's Office for an ICCB budget, that will then be submitted to the Illinois Board of Higher Education (IBHE). It seems, at least in the last five or six years, that the ICCB has fallen through the cracks in regards to funding. It has come to the point that community colleges are hurting financially and, not only our poorest districts, but also our more stable districts. It would be much appreciated if it could be relayed to Governor Quinn and also Ginger Ostro, that the ICCB would like a bigger stake at the negotiating table.

Ms. Morris commented that another item that came up during the committee meeting regarding funding of community colleges was property values. Throughout the state, property values are decreasing. As of now, we have not seen a great impact from decreased values. But, in the future, it will play a larger role. Tuition is another item and, currently, it is at a maximum.

Chairman Alongi commented that base operating funds are on a two-year cycle, so any changes that would be made would not affect the colleges for two years.

Ms. Andres confirmed that Chairman Alongi was correct, and the base operating grants are based on actual credit hours. The fiscal year 2011 budget will be based on 2009 credit hours. There is an inflation factor applied to make the costs actual when the figures are compiled.

Ms. Andres stated that local taxes have been pretty steady and the assessed values have currently not changed. However, in the next couple of years, the colleges are going to take a second hit on local taxes.

Ms. Andres, at this time, commented on tables she distributed during the meeting which outlined the credit hour grant funding history and the equalization funding history for ICCB.

With regard to fiscal year 2011, Ms. Andres explained that fiscal year 2010 was, and still is, a very tough year and we were fortunate to receive \$26.7 million from the \$3.4 billion in discretionary funds which stabilized the Adult Education and Career and Technical Education grants. The system must remember that fiscal year 2010 started with a large deficit from fiscal year 2009. The first revenues that were received in fiscal year 2010 immediately paid off debts from fiscal year 2009. The state also borrowed from the pension system, which generated about \$3.4 billion in funds, there were some funds transfers, and two short-term bond sales which have to be paid back in April, May, and June of 2010. Overall, for fiscal year 2011, there is a lot of revenue that the state must earn to pay off fiscal year 2010 before fiscal year 2011 may even be considered. Governor Quinn proposed a tax increase for fiscal year 2010 that would have brought in \$2 billion worth of revenue, but even if it would have passed, the tax increase would have only made a small decrease in the projected debts. Overall, fiscal year 2011 is going to be very tough, even if there is a tax increase.

Judy Rake commented that a legislator from her area visited her place of employment and it reminded her that the legislators are very busy and the Board members need to remember to make sure they stay in touch with the legislators and ensure the legislators truly understand the community colleges and their role. The Board members understand the situation because they live it, but the legislators have so many demands on their attention and support that the Board members need to strengthen their relationships. While Governor Quinn is very supportive, it also takes other people to make things happen.

Item #6.2 - Academic Affairs and Student Relations

Tom Pulver provided an update on the following items:

Green Jobs Technical Assistance Academy - Illinois is one of five states that has been accepted into this initiative, which is sponsored by the National Research Center on Career and Technical Education. The academy involves intensive training on how to develop green programs of study and how to use the concept of green and existing programs of study. Partners in this initiative include the Illinois State Board of Education (ISBE), Illinois Manufacturer's Association (IMA), John A. Logan College (JALC), and Danville Area Community College (DACC). JALC and DACC will receive small grants to support their programs.

Programs of Study - Implementation grants have been released to the field and are designed to supplement the work that is taking place in Perkins, community colleges, and Partnerships in College and Career Success, which was previously called Tech Prep Consortia. Each of the grantees will be asked to work on a continuous improvement process and identify problems in their programs as they relate to the development of new and existing programs of study. It is expected that 10-12 of these grants will be distributed in the areas of healthcare and manufacturing.

Dual Credit - The Dual Credit Quality Act was signed by Governor Quinn and takes effect on January 1, 2010. Due to this, during the Dual Credit Summit, the ICCB initiated dual credit training workshops that will be held throughout the state. These workshops are primarily for high school faculty and administration. The ICCB staff will remain committed and responsive to the trainings and in the future, will explore additional training opportunities as new information related to dual credit quality is released. The committee was informed about concerns regarding the articulation of dual credit courses with the University of Illinois at the Champaign/Urbana campus.

College and Career Readiness - This project is now in its third year and sessions this year have been offered at Kankakee Community College and College of Lake County.

Shifting Gears - The Joyce Foundation has funded ICCB for another two years and this grant will focus on communication and imbedding bridges in the policies between community colleges, adult education, local workforce boards, and community-based

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organizations. ICCB will continue to develop data transition statements and web page design implementation. The Illinois Department of Commerce and Economic Opportunity (DCEO) will provide a match for these grants.

Illinois Department of Transportation (IDOT) - ICCB is working with IDOT to develop an intergovernmental agreement for community colleges to develop highway construction training across the state. This will utilize ARRA funds.

American Recovery Reinvestment Act (ARRA) - At the state level, DCEO has released several sector-based grant opportunities in the areas of healthcare, manufacturing, transportation, logistics, and green jobs. Several colleges have indicated that they will apply for the grants and the total amount released will be \$9 million, with some grants being valued at \$500,000.

On the federal level, several grant opportunities have been sent to community college and adult education providers. One grant in particular must be submitted through the Illinois Workforce Investment Board (IWIB). However, community colleges may submit energy focused, shovel ready projects to their local workforce investment boards and these will be included in the grant that is due in October. Currently, four colleges have submitted projects.

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At this time, a brief discussion took place concerning the University of Illinois and the dual credit articulation agreement. An update will be provided at the November Board meeting.

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Item #7.3 - Student Advisory Committee

Melissa Gamber reported that the last SAC meeting was held on September 11-12, 2009 at the Hilton in Springfield. There were 24 students in attendance, representative of 22 colleges. All of the elected leadership positions for SAC were filled, including the chair, vice chair, and recording officer. The ICCB SAC representatives were also appointed and a new position was filled to serve as a liaison between SAC and the ICCTA. The new position was created with the intention of establishing better communication between the two groups.

A roundtable discussion was held concerning the MAP grant situation. The students are very passionate about voicing their opinions regarding the situation and discussed in detail, along with a representative from ISAC, the possibility of the student trustees reaching out to their colleges and to have as many students as possible attend the rally on October 15 in Springfield. The students also distributed a letter template in order to reach their legislators. Information was also distributed about various "Save Illinois MAP" grant events that will be held throughout the state in the coming weeks.

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Dr. Scott Parke, Senior Director for Research and Policy Studies for ICCB invited the students to participate in the 2010 census.

Several options were discussed for the statewide service project for the coming year. At the present time, the students hope to work with Phi Theta Kappa and various student organizations at each college to have a larger impact on the chosen service project.

Item #6.3 - External Affairs

Legislative Update

Jake Rendleman reported that Steve Morse, Associate Vice President for External Affairs for ICCB, has been working with the Governor's Office on analysis of various bills that concern community colleges. Several of the bills have been signed and several are due to be signed soon.

There is a new law that impacts the Open Meetings Act (OMA) and the Freedom of Information Act (FOIA). The new law creates the office of Public Access Officer (PAO) within the Attorney General's Office. The PAO will create a training program for FOIA officers within state agencies, boards, and commissions. Mr. Morse has served as ICCB's FOIA officer and will take the training when it becomes available. The PAO will also create a training program for contacts within agencies, boards, and commission for the OMA. Board secretary Allison Ray, as well as Mr. Morse, will attend that training when it becomes available.

Public Relations

The committee discussed the current MAP situation and the student rally that will take place October 15 in Springfield.

Fall veto session is coming up in October.

Recently, the increased enrollment at the community colleges has gained some media interest.

Other items of discussion included the situation at U of I concerning dual credit and the community colleges' base operating grants.

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At this time, Chair Alongiman stated that the ICCB or the community college system as a whole does not have any type of newsletter or publication distributed on a monthly, or even quarterly basis. Chairman Alongi distributed a sample of a newsletter that could be distributed once a quarter to state and federal legislators. Cost of printing would be around \$.49 per copy, and distribution methods were discussed.

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Chairman Alongi asked John Erwin, President of Presidents' Council, Barb Oilschlager, President of ICCTA; and Tom Pulver, member of ICCFA, to present the newsletter proposal to their respective boards in order to assist in funding the newsletter for printing costs.

A motion was made by Jake Rendleman, which was seconded by Tom Pulver, to proceed with the creation of an ICCB newsletter, with the consideration of the Illinois Community College Trustees Association, Presidents' Council, and Illinois Community College Faculty Association, to approve and commit funds to assist with publication.

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

Item #6.4 - Strategic Planning

Item #6.4a. - Approval of New Board Committee Structure

Suzanne Morris made a motion, which was seconded by James Dumas, to approve the following motion:

The Illinois Community College Board hereby approves the new Board Committee structure recommended by the ICCB Strategic Planning Committee: (1) Adult Education and Institutional Support; (2) Fiscal and Personnel; (3) Academic Affairs and Workforce Development; (4) External Affairs; and (5) Student Relations.

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

Chairman Alongi requested that the current committee structure remain in place for the November Board meeting unless the Board receives new appointments. If Governor Quinn does appoint new Board members, Allison Ray, Board Secretary, will then organize new committee selections with the Board members.

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Before Ms. Rake discussed the committee meeting details, she took a moment to praise the ICCB staff and thanked the staff for putting the ICCB in such positions of leadership.

Items of discussion for the Strategic Planning Committee included:

P-20 Council - This council was created by legislation some time ago and still has not been formed. However, Governor Quinn is supportive of the P-20 Council and a list of participants is currently being formed.

Illinois Board of Higher Education Public Agenda - ICCB is being cooperative in working on this initiative. At the moment, the recommendations have not been integrated into place,

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but the Presidents' Council has taken the four goals of the Public Agenda and has held a meeting to discuss the role of the community colleges in this capacity.

Adult Education - Adult Education was inherited by the ICCB from ISBE and now it is time for a new strategic plan for adult education in Illinois. The focus aspect for this year is workforce development and will primarily relate to middle-skill jobs, which really fits the economic recovery plan.

Fiber Optics - The community colleges are hoping to secure funds to make themselves the center of fiber optic offerings for their communities.

Item #7 - Advisory Organizations/Foundation Reports

Item #7.1 - Illinois Community College Trustees Association

Barb Oilschlager reported that she became President of ICCTA on July 1 and, so far, a lot has been accomplished, but there is still a lot to do in the coming year. The ICCTA executive staff held a retreat in August and, for this year, Ms. Oilschlager has changed the structure of the ICCTA committees. All committees now have a chair and a vice-chair, which should help with continuity. The focus of some of the committees changed as well and the focus of every committee has expanded. For example, the government relations committee now includes public policy and the trustee education committee includes leadership and development. The awards committee will hand out three new awards at the annual convention in June 2010. The new awards include a part-time faculty award, a new program award, and a professional board assistance award.

The last ICCTA meeting was held on September 12 in Springfield. The board went over the fiscal year 2009 audit and there were no material findings. The ICCTA is also in good financial shape. The ICCTA has appointed two individuals, Ms. Oilschlager and Don Patton, to the task force created by Senate Resolution 303, which will address community college funding issues. ICCTA attended the ICCSF groundbreaking on September 11 in Springfield. One item that the ICCTA hopes to spend more time on in the coming year is public relations, with the goal of raising awareness about community colleges. This quarter, Ms. Oilschlager drafted a letter to the editor which has been distributed statewide to several newspapers. The letter is available on the ICCTA website and addresses community college funding and MAP grants. A template of the letter has been distributed to the colleges so that other trustees may input their college information and, hopefully, those letters will be published in their local newspapers as well. The letter to the editor will be done four times a year and each letter will focus upon different aspects about community colleges. The first letter focused on funding, other items that will be addressed in the future include adult education and career and technical education, retention, and maybe results and/or accomplishments of community colleges.

The new relationship that Ms. Gamber mentioned between the ICCTA and SAC is

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wonderful, especially since ICCTA does not have a student representative. After the first of the year, Ms. Oilschlager has the intention of designating a trustee to also attend the SAC meetings to promote an exchange of information.

The next ICCTA meeting is November 13-14 in Chicago, and the seminar for this meeting will feature Paul Green and promises to be exciting. The ACCT national convention will be held in San Francisco in October and this is the first time that the leader of ACCT is from Illinois. Thomas Bennett from Parkland College, holds the position of president of ACCT.

Item #7.2 - Illinois Community College Faculty Association

Tom Pulver reported that the annual Teaching and Learning Conference will be October 8-9 in Springfield at the Crowne Plaza. All of the Board members are invited and encouraged to attend the conference. Mr. Pulver thanked the Board for its strong support of the ICCFA and for its assistance in organizing this wonderful conference.

Item #7.4 - Presidents' Council

Dr. John Erwin reported that the last meeting of the Presidents' Council on September 10-11 included a new presidents' orientation. Currently, there are nearly 20 first- or second-year presidents in the system. Dr. Erwin thanked Geoff Obrzut for conducting an overview of the ICCB and Ellen Andres for speaking to the presidents about funding for the colleges and system. The orientation also included a history of Illinois community colleges, the Presidents' Council, IBHE, and ICCTA.

During the actual meeting, the presidents passed a resolution on the MAP grant situation. The resolution asks the legislators to very carefully consider, the funding that is needed to make the MAP program whole again. The Presidents' Council also created four teams that are based on the four goals of the IBHE Public Agenda. The team on affordability has already created a report, which Dr. Erwin distributed. Some key outcomes of the affordability report included 1) reducing the need for remediation for high school students, which in turn, helps reduce costs through preparation; 2) expand dual credit offerings; and 3) encouraging text book rental.

Dr. Erwin also took time to address his concerns related to the dual credit situation at U of I, as well as the issue of utilizing teacher assistants to teach classes at the universities when the community college legislation requires their instructors to hold a masters degree.

Dr. Erwin thanked Julie Smith for her help in securing a meeting with Governor Quinn that took place in early September. It was important to meet with the Governor in order to relay the importance of MAP funding and, most of all, how to make the case to the legislators. Dr. Erwin also participated in an editorial board for the Peoria Journal Star with President Glasser from Bradley University, President Goldfarb from Western Illinois University, Meredith Bunch from Midstate College, and a student, Jordan Alexander from Illinois

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Central College. The editorial went very well and some great questions were asked. Other planned events to draw attention to the situation include a luncheon for lawmakers at Bradley University and a rally at University of Illinois - Chicago on September 29.

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At this time, a brief discussion took place regarding the affordability of online classes in comparison to a traditional class and the issue of how MAP grants are awarded to students in public versus private and/or for-profit colleges.

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Item #8 - New Units of Instruction

Tom Pulver made a motion, which was seconded by Judy Rake, to approve the following motion:

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

PERMANENT PROGRAM APPROVAL

Highland Community College

- ▶ Customer Service Certificate (31 credit hours)
- ▶ Emergency Medical Technician A.A.S. degree (63 credit hours)

John A. Logan College

- ▶ ASL Deaf Studies A.A.S. degree (65 credit hours)
- ▶ Educational Interpreting Professional A.A.S. degree (63 credit hours)

Kankakee Community College

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

Malcolm X College

- ▶ Diagnostic Medical Sonography Certificate (31 credit hours)

Spoon River College

- ▶ Gerontology A.A.S. degree (60 credit hours)

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

Item #9 - Illinois Community College Recognition of Community Colleges

Jake Rendleman made a motion, which was seconded by Suzanne Morris, to approve the following motion:

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

Lincoln Land Community College

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

Item #10 - Status Update of the American Diploma Project

Dr. Elaine Johnson, ICCB Vice President for Academic Affairs and Workforce Development, provided information on the current issues related to the American Diploma Project and the College and Career Readiness Standards movement. Dr. Johnson reported that teams of faculty members representing secondary and postsecondary institutions from across the state have been identifying college and career readiness standards for Mathematics and English Language Arts to ensure that students leaving the secondary school are prepared to enter into college credit courses. In addition to developing Illinois standards, the state has joined 47 other states to develop a common core set of standards for college readiness. The Common Core State Standards Initiative is jointly led by the National Governors Association, the Council of Chief State School Officers in partnership with Achieve, ACT, and The College Board.

On September 21, 2009, a draft of the standards were distributed for public comment. ICCB, ISBE, and IBHE will host four public hearings within 30 days to receive feedback from faculty across the state on the draft of college and career readiness standards.

Item #11 - Consent Agenda

Judy Rake made a motion, which was seconded by Tom Pulver, to approve the following motions:

Item #11.1 - Minutes of the July 17, 2009 Meeting

The Illinois Community College Board hereby approves the Board minutes of the July 17, 2009 meeting, as recorded.

Item #11.2 - Minutes of the July 17, 2009 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the July 17, 2009 meeting, as recorded.

Item #11.3 - Certification on Eligibility for Special Tax Levy

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2009 or fiscal year 2010 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.13 cents per \$100 of equalized assessed valuation and are, therefore,

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eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.13 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

Item #11.4 - Contract

The Illinois Community College Board hereby gives the President/CEO authority to award a contract to the appropriate bidder for the legislative services contract that is currently being bid out statewide.

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

Item #12 - Information Items

Item #12.1 - Fiscal Year 2009 Financial Statements

The Fiscal Year 2009 financial statements were provided to the Board for information and review.

Item #12.2 - Fiscal Year 2010 Financial Statements

The Fiscal Year 2010 financial statements were provided to the Board for information and review.

Item #12.3 - Fiscal Year 2009 Lincoln's Challenge Report

The Fiscal Year 2009 Lincoln's Challenge Report was provided to the Board for information and review.

Item #13 - Other Business

There was no other business at this time.

Item #14 - Executive Session

At 10:45 a.m., Suzanne Morris made a motion, which was seconded by James Dumas, to convene into Executive Session for the purpose of discussing personnel.

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

Item #15 - Public Comment

There was no public comment at this time.

Item #16 - Adjournment

At 11:15 a.m., Jake Rendleman made a motion, which was seconded by Judy Rake, to adjourn the meeting.

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

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

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Illinois Community College Board

APPROVAL OF EXECUTIVE SESSION MINUTES

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Executive Session minutes of the September 18, 2009 meeting, as recorded.

Illinois Community College Board

REVISED 2010 CALENDAR OF MEETINGS

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following revisions to the 2010 calendar of meetings: the Board meeting scheduled to take place on January 29, 2010 at the Harry L. Crisp II Community College Center in Springfield, will now take place on Friday, February 5, 2010 at the Harry L. Crisp II Community College Center in Springfield; and the Board meeting scheduled to take place on Friday, March 26, 2010 at Lake Land College in Mattoon, will now take place on March 26, 2010 at the Harry L. Crisp II Community College Center in Springfield.

2010 CALENDAR OF MEETINGS

February 5

9:00 a.m. - Harry L. Crisp II Community College Center, Springfield

March 26

9:00 a.m. - Harry L. Crisp II Community College Center, Springfield

June*

9:00 a.m. - Harry L. Crisp II Community College Center, Springfield

July

Subject to Call

September 17

9:00 a.m. - Moraine Valley Community College, Palos Hills

November 12

9:00 a.m. - Harry L. Crisp II Community College Center, Springfield

December

Subject to Call

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

Illinois Community College Board

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

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

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

Attached for your information is the list of committee members on the Finance, MIS/Research, and Program Advisory Committees for fiscal year 2010.

INFORMATION ONLY

Finance Advisory Committee

1. Robert Sterkowitz - Chief Financial Officer, Moraine Valley Community College - At Large(2011)
2. Mike Monaghan - Executive Director, Illinois Community College Trustees Association(ICCTA) - Ex Officio
3. Ken Gotsch - Vice Chancellor, Finance, City Colleges of Chicago - Ex officio
4. Barry Hancock, Associate Dean for Community Ed, John A. Logan College - President, Illinois Council of Community College Administrators (ICCCA)- (2012)
5. Joe Kanosky - President, Highland Community College, Chair, Council of Presidents' Finance Committee - Ex Officio
6. Roger Browning - Chief Financial Officer, Illinois Eastern Community Colleges - At Large(2011)

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7. Ray Riech - Vice President for Business Services, Lake Land College - At Large (2011)
8. TBD - Vice Chair, Council of Presidents' Finance Committee - Ex Officio
9. Sam Overton - Vice President of Administrative Services, Rock Valley College, Chair, Illinois Community College Chief Financial Officers (ICCCFO)- Ex Officio
10. Kathy Wessel - Trustee, College of Dupage, Trustee Representative - Illinois Community College Trustees Association (ICCTA) (2012)
11. Kevin Weston - Faculty, Rend Lake College, Illinois Community College Faculty Association (ICCFA) (2010)
12. Sumer Helton - Student, Shawnee Community College - Student Advisory Committee Member - Ex Officio
13. TBD - Chief Academic Officers (CAO) (2010)

MIS/Research Advisory Committee

1. Cheyanne Smith, Illinois Valley Community College - Student Advisory Committee (SAC) - Ex Officio.
2. Bruce Olson - Director of Research, Triton College - At Large (2012)
3. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2011)
4. Nancy Kinsey - Director, Institutional Research and Planning, Kaskaskia College - At Large (2011)
5. Randy Fletcher - Dean, Academic Services, Parkland College - At Large (2010)
6. Michael Monaghan - Executive Director - Illinois Community College Trustees Association (ICCTA) - Ex Officio
7. Kimberly Robert - Assistant Professor of Radiology, Kaskaskia College - Illinois Community College Faculty Association (ICCFA) (2011)
8. Ray Riech - Vice President of Business Services, Lake Land College - Vice President, Finance, Illinois Community College Chief Financial Officers (ICCCFO) (2010)
9. Douglas Easterling - Director, Institutional Research, William Rainey Harper College - At Large (2012)
10. Harlan Schweer - Director, Research and Planning, College of DuPage - At Large (2011)
11. Ryan Smith - Vice President, Institutional Effectiveness, Joliet Junior College - At Large (2010)
12. Jackie Davis - President, Olney Central College - Presidents' Council - Ex Officio (2010)
13. TBA - Chief Academic Officers (CAO) (2010)

Program Advisory Committee

1. Libby Roeger, Dean of Instruction, Harry S Truman College - At Large (2010)
2. Marybeth Beno, Faculty Member, South Suburban College, Faculty Representative (2010)
3. Kathleen Pampe, Associate Dean, Illinois Eastern Community College - At Large. (2010)

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4. Kathleen Westman, Faculty Member, Waubensee Community College & Illinois Community College Faculty Association Representative (2010)
5. Sean Sullivan, Vice President Business Services, Triton College, Illinois Chief Financial Officers (ICCCFO) representative (2010)
6. Denise Crews, Associate Dean for Educational Programming, John A. Logan College - At Large (2010)
7. Allan Saaf, Vice President of Instruction, Heartland Community College, - At Large (2010)
8. David Deitemyer, Dean Academic Initiatives & Accountability, Moraine Valley Community College - At Large (2010)
9. Ava Rawlings, Dean of Career & Technical Education, Kaskaskia College - At Large (2010)
10. Nick Moehn, Director – Academic Affairs & Operations, Lewis & Clark Community College - At Large (2010)
11. Eileen Tepatti - Vice President Academic Vice President of Academic Services, Lincoln Land Community College. Past President of the Illinois Community College Chief Academic Officers (ICCCAO) - At Large (2010)
12. Jackie Davis, President, Olney Central College. Presidents' Council Curriculum and Instruction committee representative - Ex Officio
13. Dr. Judy Marwick, Executive Vice President Instruction & Student Services, Kankakee Community College. President of the Illinois Community College Chief Academic Officers (ICCCAO) - Ex Officio
14. Sarah Ditterline, Student, Lewis & Clark Community College. Student Advisory Council representative - Ex Officio
15. TBA– Illinois Community College Trustee's Association representative - Ex Officio
16. Carol Cowles, Dean Student Services, Elgin Community College. President of Chief Student Services Officers - Ex Officio