

# Illinois Community College Board

## 397<sup>th</sup> Meeting Agenda and Materials

March 23, 2012

**Richland Community College  
Center for Sustainability and Innovation  
3351 N. President Howard Brown Blvd  
Decatur, IL 62521**



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Agenda  
397<sup>th</sup> Meeting of the  
Illinois Community College Board  
Richland Community College  
Center for Sustainability and Innovation  
3351 N. President Howard Brown Blvd  
Decatur, IL 62521

March 23, 2012

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- 14. Other Business —
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Illinois Community College Board

**RECOGNITION STAKEHOLDERS COMMITTEE RECOMMENDATIONS**

A Recognition Stakeholders meeting was held Monday, February 27, 2012 in Springfield. Scott Lensink, President of Lake Land College was nominated as the work group's chair.

Work group members include: Scott Lensink, President, Lake Land College, Rick Pearce, Chief Academic Officer, Illinois Valley Community College, Susan Simpson, Director Institutional Research, Lincoln Land Community College, Sean Sullivan, Chief Financial Officer, Triton College, Rose Campbell, Chief Academic Officer, Black Hawk College, Reggie Coleman, ICCTA representative, John Wood Community College, Susan Cline, ICCFA representative, South Suburban College, Dr. Elaine Johnson, V.P. Academic Affairs, Brian Durham, Scott Parke, Ed Smith and Jennifer Timmons, Senior Directors, ICCB.

An oral update will be presented.

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

- Corrections Counseling Certificate (49 credit hours)
- Residential Child Care Certificate (48 credit hours)
- Sports Performance Training Certificate (42 credit hours)

Heartland Community College

- Administrative Office Professional A.A.S. degree (65 credit hours)

Kaskaskia College

- Alcohol and Other Drug Abuse Certificate (35 credit hours)

McHenry County College

- Graphic Arts A.A.S. degree (65 credit hours)
- Robotics Systems Engineering Technology A.A.S. degree (61 credit hours)
- Robotics Systems Programmer Certificate (32 credit hours)

Southeastern Illinois College

- Esthetics Certificate (31 credit hours)

Spoon River College

- Paramedicine A.A.S. degree (64 credit hours)
- Paramedicine Certificate (34 credit hours)

**BACKGROUND**

**College of DuPage** is seeking approval to offer a 49 credit hour “Corrections Counseling” Certificate. This program will prepare individuals for employment as human service workers in a corrections setting. The program will be targeted primarily to individuals with existing human service and/or corrections backgrounds and recent graduates of the college’s existing human services programs. The curriculum consists of coursework in introductory human services, interpersonal dynamics, contemporary treatment approaches, behavior modification, cross-cultural communication, introductory addictions counseling, role of advocacy in human services, corrections counseling, crisis intervention, domestic/family violence, group dynamics, ethics in counseling and a required work-based learning experience that includes 300 hours of fieldwork with a residential child care facility. Assessment of student learning objectives will take place during the work-based learning component. The curriculum was developed according to standards outlined by the Council for Standards in Human Service Education (CSHSE). The

college's existing Human Services-Corrections Counseling A.A.S. degree program is CSHSE accredited and provides an education ladder opportunity for graduates of the proposed certificate program. Upon completion of a degree in human services or corrections, students are eligible to sit for the Illinois Certification Board's Certified Criminal Justice Addictions Professional certification, as well as for the National Criminal Justice Exam. Labor market information provided by the college supports the interest in and the need for a specialized training program for existing professionals in this field of study. According to the Illinois Department of Employment Security (IDES), demand for human services and corrections workers is expected to increase by an average of 22 percent statewide through 2018. The college anticipates an enrollment of 10 full-time and 10 part-time students the first year, increasing to 35 full-time and 25 part-time by the third year. Two (2) existing full-time and five (5) part-time faculty will be required to support the program. All facilities and equipment are currently in place to adequately support the proposed certificate and no new costs are anticipated during the first three years of operation.

**College of DuPage** is also seeking approval to offer a 48 credit hour "Residential Child Care" Certificate. This program will prepare individuals for employment in residential care facilities specializing in child care. The program will be targeted primarily to individuals with existing human service backgrounds and recent graduates of the College's existing human services programs. The curriculum consists of introductory human services, interpersonal dynamics, contemporary treatment approaches, behavior modification, cross-cultural communication, introductory addictions counseling, residential child care, dynamics of child abuse, crisis intervention, domestic/family violence, group dynamics, ethics in counseling and a required work-based learning experience that includes 300 hours of fieldwork with a residential child care facility. Assessment of student learning objectives will take place during the work-based learning component. The curriculum was developed according to standards outlined by the Council for Standards in Human Service Education (CSHSE). The College's existing Human Services A.A.S. degree program is CSHSE accredited and provides an education ladder opportunity for graduates of the proposed certificate program. Upon completion of a degree in human services, students are eligible to sit for the CSHSE voluntary Human Services Board Certified Professional certification. Labor market information provided by the college supports the interest in and the need for a specialized training program for existing professionals in this field of study. According to the Illinois Department of Employment Security (IDES), demand for "social and human services assistants" is expected to increase by 23 percent statewide through 2018. The college anticipates an enrollment of five (5) full-time and 10 part-time students the first year, increasing to 20 full-time and 30 part-time by the third year. Two (2) existing full-time and six (6) part-time faculty will be required to support the program. All facilities and equipment are currently in place to adequately support the proposed certificate and no new costs are anticipated during the first three years of operation.

**College of DuPage** is also seeking approval to offer a 42 credit hour "Sports Performance Training" Certificate. This program will prepare individuals for entry-level employment in the fitness and sport performance training field. The curriculum consists of coursework in anatomy and physiology, sports psychology, coaching, first aid, healthful living, performance nutrition, science of physical fitness, sports mechanics for coaches, applied kinesiology, biophysical foundations, personal fitness instructor training, weight training, and SAQSP (speed, agility, quickness, strength & power) training, entrepreneurship, and a required work-based learning experience in the fitness/sports performance training field. Assessment of student learning objectives will take place during the work-based learning component. Labor market information provided by the college supports the interest in and the need for a specialized training program in this field of study. According to the Illinois Department of Employment Security (IDES), demand for "fitness trainers" is expected to increase by 29 percent statewide through 2018. The

college anticipates an enrollment of four (4) full-time and eight (8) part-time students the first year, increasing to 20 full-time and 18 part-time students by the third year. Six (6) existing full-time faculty will be required to support the program. All facilities and equipment are currently in place to adequately support the proposed certificate and no new costs are anticipated during the first three years of operation.

**Heartland Community College** is seeking approval to offer a 65 credit hour “Administrative Office Professional” Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for mid-level direct and supervisory administration support work. The curriculum consists of 18 credit hours of required general education coursework and 47 credit hours of career and technical education coursework. The career and technical component includes instruction in introductory computer concepts and skills, keyboarding, document formatting, office simulation and procedures, business communications, financial accounting, customer relations, microcomputers in office management, records management, Microsoft Office Suite, transcription, office supervision and a required work-based learning experience in the field of office administration. Assessment of student learning objectives will be achieved through completion of a capstone course in office procedures and evaluation of the student’s performance during their work-based learning experience by program faculty and their work-site coordinator. The curriculum was developed according to standards outlined by the International Association of Administrative Professionals (IAAP) and will prepare graduates for optional credentialing as a Certified Office Professional (CAP).

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. Currently the college offers several related shorter-term certificate programs in the office technology area towards which the proposed program will provide an educational ladder opportunity. According to the Illinois Department of Employment Security (IDES), employment in “Supervisors, and Office/Administrative Support” occupations is expected to increase by 7.8 percent statewide through 2018. The college anticipates an enrollment of three (3) full-time and 10 part-time students the first year, increasing to 10 full-time and 30 part-time students by the third year. One (1) existing full-time faculty will be required to implement the program. Qualified faculty hold a Master’s degree in Business, one (1) year teaching experience and three (3) years related occupational experience. All facilities and equipment are currently in place to adequately support the program. Costs to implement the program will be approximately \$250 each year during the first three years for library resource materials. The program will be fiscally supported through student tuition and fees.

Kaskaskia College is seeking approval to offer a 35 credit hour “Alcohol and Other Drug Abuse” Certificate. This program will prepare individuals for entry-level employment as counselors or counselor assistants in an addictions treatment setting. The curriculum consists of coursework in introductory human services, social service trends, addictions counseling, pharmacology for addictions counselors, group dynamics and social relations, clinical skills for addictions counselors and a required work-based learning experience that includes 300 hours of fieldwork in an addictions counseling environment. Assessment of student learning objectives will take place during the work-based learning component. The curriculum was developed according to standards outlined by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) and after two years of work experience students will be eligible for their Certified Alcohol and Other Drug Abuse Counselor certification. Labor market information provided by the college supports the interest in and the need for a specialized training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “substance abuse counselors” is expected to increase by 23 percent statewide through 2018. The college anticipates an enrollment of 50 part-time enrollments the first year, increasing to 75 part-time enrollments by the third year. Two (2)

existing part-time faculty will be required to support the program. All facilities and equipment are currently in place to adequately support the proposed certificate. Costs of implementing this program will be approximately \$16,090 the first year, \$26,580 the second year, and \$31,025 the third year.

**McHenry County College** is seeking approval to offer a 65 credit hour Associate in Applied Science (A.A.S.) degree in “Graphic Arts”. This program will prepare individuals for entry-level employment in graphic arts and design. The curriculum consists of 15 credit hours of required general education coursework and 50 credit hours of career and technical education coursework. The career and technical component of the curriculum includes coursework in computer literacy and internet technologies, history of graphic design, 2D animation, digital 2D design, digital drawing, Adobe Design Suite, introductory and intermediate graphic design, computer art, typography, color theory, website design, portfolio design and related technical electives specializing in programming, multimedia development, project management, advertising or photography. Assessment of student learning objectives will be achieved through evaluation of a student portfolio containing artifacts of their educational experience by program faculty.

Labor market information provided by the college supports the interest in and the need for a two-year program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “graphic designers” is expected to show positive growth (9.5 percent) across the state through 2018. Furthermore, the college was recently approved to offer several related shorter-term certificate programs towards which the proposed degree will provide an educational ladder opportunity. The college anticipates an enrollment of 20 full-time and 10 part-time students the first year, increasing to 30 full-time and 15 part-time students by the third year. The proposed program will require two (2) existing full-time, four (4) existing part-time and two (2) new part-time faculty the first year. One (1) full-time faculty member will be added during the second year to serve as program coordinator. Qualified faculty will hold a minimum of a Bachelor’s degree in Graphic Arts, Visual Communications or a closely related field possess at least one (1) year of teaching experience and one (1) year of related occupational experience. All existing facilities and equipment are adequately in place to support the program. Costs of implementing the program will be approximately \$12,804 the first year, \$50,000 the second year, and \$12,804 the third year. Higher second year costs reflect the addition of a program coordinator. The program will be fiscally supported through student tuition and fees.

**McHenry County College** is also seeking approval to offer a 61 credit hour Associate of Applied Science (A.A.S.) degree in “Robotic Systems Engineering Technology” and a related 32 credit hour “Robotic Systems Programmer” Certificate. The degree program will prepare students for entry-level employment as robotics technicians in a variety of applications/settings. The certificate program will prepare students for entry-level employment in the field of robotics as a software developer. The degree curriculum consists of 15 credit hours of required general education and 46 credit hours of career and technical education. The career and technical component includes instruction in computer literacy, Unix, introductory robotics, design and simulation for robotics, robotics programming, physics programming, manufacturing processes, materials of industry, blueprint reading for manufacturing, technical drafting/engineering graphics and technical electives that focus in one of three specializations: robotics design, programming or system administration. The certificate curriculum includes required coursework in computer literacy, Unix, introductory robotics, robotics programming, physics programming and technical electives from the same specialization areas. Assessment of student learning will be achieved through evaluation of a student portfolio containing artifacts of their educational experience by program faculty and a cumulative final project in robotics design.

Labor market information provided by the college supports the interest in and the need for a formalized educational program in this field of study. The college has been offering individual



robotics courses under existing programs with great popularity. Current students in related electronics and manufacturing programs, as well as recent graduates, have also indicated a need for training in the robotics field. Furthermore the college works very closely with Boeing Corporation, which is located within the college's district and who is also a supportive proponent of robotics technology in its manufacturing processes. The college anticipates 20 full-time and 10 part-time students enrolled in the degree program the first year, increasing to 60 full-time and 20 part-time by the third year. The college anticipates 20 part-time enrollments in the certificate program the first year, increasing to 40 part-time enrollments by the third year. Three (3) existing full-time faculty and one (1) new part-time faculty will be required to implement the programs. Qualified faculty will hold a minimum of a Bachelor's degree in Computer Science or a related field, one (1) year teaching experience and one (1) year related occupational experience. Equipment and software purchases to support the programs will be made during the first year and supplemented during the second and third years as necessary. Facilities are in place to adequately support the programs. Costs of implementing the proposed programs will be approximately \$22,500 the first year, \$21,200 the second year, and \$11,200 the third year. The program will be fiscally supported through student tuition and fees.

**Southeastern Illinois College** is seeking approval to offer a 31 credit hour "Esthetics Certificate" program. This program will prepare individuals for employment as esthetic technicians, also known as skin care specialists, as well as prepare them for licensure as estheticians in the State of Illinois. The curriculum consists of coursework in salon business applications, esthetics theory, clinical and practice, first aid and was developed according to guidelines for esthetic programs outlined by the Illinois Department of Financial and Professional Regulation for licensure. The college currently holds IDFPR approval to operate cosmetology training programs, which will cover approval to offer the proposed related esthetics training program. Assessment of student learning will be achieved through evaluation of the student's performance on a cumulative final exam and portfolio project. Labor market information provided by the college supports the interest in and the need for a formalized training program in this specialty field of cosmetology. The college currently offers related programs in cosmetology and cosmetology instruction. The college anticipates an enrollment of eight (8) full-time students the first year, increasing to 12 full-time students by the third year. One (1) new part-time faculty will be required during the first year. Qualified faculty will hold a current Cosmetology Instructor license in the State of Illinois with the Esthetics endorsement. Costs of the program will be approximately \$50,102 the first year, \$31,852 the second year, and \$32,150 the third year. The projected budget includes equipment purchases, a one-time state application fee during year one, a part-time lab assistant and facility upgrades.

**Spoon River College** is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree and a related 34 credit hour Certificate in "Paramedicine". These programs will prepare individuals for employment as Emergency Medical Technicians (EMTs) in a variety of health settings, including hospitals, ambulance services, fire/police/rescue services, or other environments where emergency response services are provided. The degree curriculum includes 19 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. The career and technical component includes instruction in anatomy and physiology, EMT-Basic, fundamentals of paramedic practice, cardiology, medical emergencies, trauma, physical and mental health, paramedic pharmacology and a required work-based learning experience/field internship in paramedicine. The certificate curriculum includes a subset of coursework required in the degree as well as the required work-based learning/field internship. The curricula were developed in cooperation with the Fulton County and Macomb City Emergency Response Organization to meet local workforce needs and meet the requirements of the Illinois Department of Public Health (IDPH) for EMT-Basic, EMT-Intermediate and EMT-Paramedic licensure. Assessment of student learning will be achieved

through evaluation of the student's performance during the work-based learning experience and a cumulative fieldwork exercise by program faculty.

Labor market information provided by the college supports the interest in and the need for formalized educational programs in this field of study. The college had been providing vocational training in this area previously with much success. According to the Illinois Department of Employment Security (IDES), employment of "emergency medical technicians and paramedics" is expected to increase by 20.8 percent statewide through 2018. The college anticipates an enrollment of 10 full-time and 16 part-time students in the degree each year during the first three years. Certificate enrollment is anticipated at eight (8) full-time and 12 part-time students each year during the first three years. Two (2) existing full-time and three (3) existing part-time faculty will be required to implement the program. Qualified faculty hold a minimum of a current Illinois EMT-Paramedic license and Training Instructor certification, one (1) year teaching experience and two (2) years related occupational experience. No new costs are anticipated to implement the programs. The programs will be supported fiscally through student tuition and fees.

### **INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL**

Following is a list of Basic Certificates (less than 29 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**

##### College of DuPage

- Central Processing Distribution Technician Certificate (13 credit hours)
- Private Security Certificate (18 credit hours)

##### Elgin Community College

- Music Production Certificate (18 credit hours)

##### McHenry County College

- Medical Billing and Coding Certificate (20 credit hours)
- Fundamentals of Design Certificate (14 credit hours)
- Graphic Design Certificate (26 credit hours)
- Web Design Certificate (29 credit hours)

##### Sauk Valley Community College

- Pipe Welding Certificate (19 credit hours)

##### Southeastern Illinois College

- Facilities Maintenance Certificate (24 credit hours)

##### Spoon River College

- EMT Certificate (8 credit hours)

#### **Temporary Program Approval**

##### City Colleges of Chicago: Richard J. Daley College and Harry S. Truman College

- Real Estate Broker Pre-Licensure Certificate (7 credit hours)

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD RECOGNITION OF ILLINOIS  
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 2010 & 2011, Rend Lake College underwent in-depth recognition evaluations. The college submitted a thorough self evaluation, 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 college that completed the evaluations, but gives background on the recognition evaluation and approval process for the Board’s information.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

Rend Lake 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 conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and nonfocused standards. On individual standards 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 pro rata, per diem basis for the period of time for which such status is in effect.

Evaluation for the districts included in this item has 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.

UNAPPROVED

Minutes of the 396<sup>th</sup>  
Meeting of the  
Illinois Community College board  
Harry L. Crisp II Community College Center  
401 East Capitol Avenue  
Springfield, IL 62701

January 27, 2012

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 27, 2012 meeting as recorded.

**Item #1 – Roll Call and Declaration of Quorum**

Chairman Alexi Giannoulis called the Board meeting to order at 10:05 a.m. and asked Allison Ray to call roll. The following Board members were present: Guy Alongi, Randy Barnette, Michael Dorf, James Dumas, Alexi Giannoulis, Victor Henderson, Suzanne Morris, Thomas Pulver, Jake Rendleman, and Edgar Maldonado, Student Board member. Ms. Ray declared the Board had a quorum present.

**Item #2 – Announcements and Remarks by Board Chair**

Chairman Giannoulis welcomed everyone to the Board meeting.

**Item #3 – Board Member Comments**

Michael Dorf updated the Board on a visit made to Oakton Community College (OCC) by Chairman Giannoulis and himself. Chairman Giannoulis and Mr. Dorf were invited by the mayor of Skokie and the chairman of the board of trustees at OCC to tour the nanotech education initiative at the college. The initiative is a partnership between OCC, the village of Skokie, and the Illinois Science and Technology Park to create nanotechnicians through community colleges. There is a great need in the nanotech industry to have associate degree nanotechnicians to replace doctorate nanotechnicians in performing some lab work. To support this program, the entities are using a combination of tax increment financing, National Science Foundation funds, and public support funds. The group requested Chairman Giannoulis' permission to make a brief presentation to the Board to see if it may be used system wide.

Randy Barnette wished everyone a Happy New Year.

**Item #4 – Lieutenant Governor Sheila Simon**

Chairman Giannoulis announced Lieutenant Governor Sheila Simon will be unable to join the Board this morning, and D. K. Hirner, Chief of Staff will address the Board about the recently released *Illinois Community Colleges: Focus on the Finish*. Ms. Hirner recapped the Lieutenant Governor's recent visits to all 48 community colleges in the state and explained the report focuses upon the same four questions that were presented to all of the community colleges in the state. All of the community colleges in the state are featured and were able to highlight their best practices to help students succeed. The four areas of focus include: 1) Starting students on the

right path, which highlights dual credit and math courses; 2) Knowing who we serve, which highlights the students community colleges serve and change or tailor courses to help meet their needs; 3) Drawing a better map, which would enable a student to have a smooth transition between a community college and a four-year institution as well as focus on articulation; and 4) Rewarding success, which includes the participation of Performance Based Funding and the Lieutenant Governor's primary focus to not disincentivize the colleges by trying to compare the colleges against one another or the four-year institutions. The other area that the Lieutenant Governor's office has focused on is the students' and consumers' needs for the best information possible to choose a career path or the course of their education by knowing about the performance of the community colleges.

The Lieutenant Governor considers community colleges one of the best kept secrets in the state of Illinois and acknowledges their importance due to their accessibility and affordability. The community colleges are supporting the workforce and they have the flexibility to meet the changing demands.

Some expected results of the areas of focus include legislation to require high school students to take four years of math courses and legislation to evaluate how to create a meaningful report card for community colleges.

Tom Pulver noted how some of the data in the report does not accurately reflect all of the students attending community colleges and how there is concern in the system about maintaining quality with the introduction of Performance Based Funding.

Chair Giannoulis agreed with Mr. Pulver and asked that going forward if the Lieutenant Governor's office could ask for input from the ICCB Board and staff in order to be more helpful and allow some of the positives of the system to be highlighted.

Randy Barnette mentioned that the report came up during several of the ICCB committee meetings and one suggestion was the individuals placed on the Performance based Funding committee and perhaps some additions look into some of the recommendations. Also, Mr. Barnette suggested Ms. Hirner remain at the Board meeting to hear a brief presentation from the ICCB Institutional Research staff and see how the community colleges measure success. Mr. Barnette would like to have the Lieutenant Governor engaged with the entire community college system to get the best out of the report.

#### **Item #5 – President/CEO Report**

Geoffrey Obrzut thanked Tom Pulver, Dr. Elaine Johnson, Vice President for Academic Affairs and Workforce Development, Mike Monaghan, Director for the Illinois Community College Trustees Association (ICCTA), and Dr. Gayle Saunders, President for Richland Community College and Presidents' Council for their hard work on the Illinois Board of Higher Education's Performance Based Funding committee. Also thanked for their work on the ICCB Performance Based Funding committee was Ellen Andres, Chief Financial Officer, Dr. Jerry Corcoran, President for Illinois Valley Community College, and Terry Bruce, Chancellor for Illinois Eastern Community Colleges. The ICCB Performance Based Funding committee's recommendations were unanimously approved and were passed on to the IBHE Performance Based Funding committee. Final thanks were awarded to Dr. George Reid, Director for the Illinois Board of Higher Education (IBHE) and his staff for working so well with the ICCB on Performance Based Funding. IBHE will take action on Performance Based Funding at its February 7 meeting.

Mr. Obrzut thanked Governor Quinn for extending an invitation to the Illinois Community College System presidents to attend a luncheon at the Governor's Mansion to discuss the Monetary Award Program (MAP) and affordability.

ICCB will host a delegation of Chinese educators on February 21. The Zhejiang Provincial Department of Education Delegation for Higher Education Management will be visiting Illinois to gain a better understanding of educational practices and administration.

Illinois was successful as one of only four states to receive the \$1.6 million implementation grant from the Gates Foundation to participate in the Accelerating Opportunities grant.

Illinois will also receive \$1 million from the Race to the Top to expand College and Career Readiness.

Upcoming events for Mr. Obrzut to attend include the Presidents' Council meeting in Springfield on February 3 and the ICCTA meeting in Washington, D.C. from February 13-14.

### **Item #6 – Careerbuilder.com Presentation**

Chair Giannoulis thanked Dr. Elaine Johnson, Vice President for Academic Affairs and Workforce Development, Scott Dekosker, National Director for Careerbuilder State and Local Business for their hard work in preparing for the Board meeting.

Mr. Dekosker noted Careerbuilder is based in Chicago and is the nation's leading job board with almost 25 million job-seekers per month visiting the site and almost 1 million jobs on the site that employers pay to have on the website. For community colleges, this means Careerbuilder understands in real-time what is happening in the job market.

Tom Roberts, Researcher for Careerbuilder presented how Careerbuilder began to collect their data and how they now utilize it to provide relevant, up-to-date information on the needs of employers in all markets. Items discussed included the student life cycle, including a role in student interest, preparation and alumni. Mr. Roberts also covered specific areas that will need employees and how community colleges can use this information to help students during the student life cycle and which programs would be most beneficial to offer to the students.

Chair Giannoulis asked Mr. Roberts what the current lapse period was from both sides for reporting.

Mr. Roberts stated the longest would be one month and the most current data dates to December 31, 2011.

Discussion took place regarding how specific the data can be and Mr. Roberts reviewed how the data could be as specific as a certain county or city. It was noted that the data results could only be as good as the population will allow. Mr. Roberts provided numerous examples of how Careerbuilder data was utilized by Northern Virginia Community College and how the same methods could be applied for Illinois community colleges.

Dr. Johnson outlined the next steps for Careerbuilder to meet with the Presidents' Council and how the services could be provided to the colleges through partnerships. Dr. Johnson said the focus is to use the information for statewide policy decisions and to get the information out to the colleges. The agency is currently in a partnership agreement with Careerbuilder to provide this material to the Board at no cost as a partner.

Chair Giannoulis clarified that Careerbuilder came to the Board and nothing has been agreed upon, this is just information coming to the Board to help us (the Board) decide what to do with it.

Discussion took place regarding where the information comes from and how it is collected and audited. There were also concerns about providing the best possible information for students to ensure there is correct representation. Chair Giannoulis asked if the goal was to get the data to each college or for the Board to use the data to reach out to employers to work with the colleges.

Dr. Johnson replied the Board's goal should be to use this material to look at what is happening in the state to help drive some of the decisions for the steering committee. It will also provide the Board with information when the colleges submit programs for approval to help provide additional material for comparison.

Additional discussion took place about some of the specifics offered by Careerbuilder, the cost of utilizing the services offered and how partnering with the company may affect the community colleges and the ICCB.

## **Item #7 – Committee Reports**

### **Item #7.3 – External Affairs**

Jake Rendleman reported on a recent Freedom of Information Act (FOIA) request for the authenticity and enrollment of Waubensee Community College's ESL, GED, and Spanish GED programs and background and justification of the construction of the new and old Aurora campuses.

A reporter from Illinois Issues magazine has requested an interview with Chairman Giannoulis for an upcoming article on community college funding on the state and national levels. The reporter has spoken with Ellen Andres, Chief Financial Officer to provide historical information on the subject.

The majority of committee discussion centered on Lieutenant Governor Sheila Simon's Illinois Community Colleges: Focus on the Finish report. Chief of Staff D.K. Hirner addressed many of the committee's concerns, but the committee felt student participation prior to entering postsecondary education could be addressed further. The committee members also felt the report represented an incomplete picture of the students attending community colleges and an incomplete picture of student advancement. Members expressed concerns that the community college graduation rate was only one measure of advancement, but many other factors impact student success goals. Another concern was that the ICCB and the community college system did not have an opportunity to review and comment on the report before it was released. Also discussed were the implications of possible legislation as a result of the report. The committee appreciates the work from the Lieutenant Governor's office to produce the report and looks forward to working with the recommendations to present a balanced view of community college performance and student advancement.

Recently, Steve Morse met with the Gary Hannig, Governor's Director of Legislative Affairs to provide background on legislation that the ICCB is involved. Mr. Morse was informed that legislative liaisons might be required to contact legislators more this year on the Governor's behalf.

At this time, Dr. Scott Parke, Director for Institutional Research and Policy Studies, presented information about key performance indicators for the Illinois Community College System, which may be utilized in the creation of a report card for community colleges. The presented information could be used as a starting point and included results for items such as student advancement rates in various fiscal years and statewide and nationwide community college graduation rates and counts throughout various fiscal years. Dr. Parke explained how the students are divided into various cohorts and how Illinois fares against similar size states.

### **Item #7.1 – Student Relations**

Edgar Maldonado reported the committee received updates on the Clery Act and explored the recent Pell grant changes. Pell grant changes include student eligibility requirements



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for , elimination of the six-month grace period on accrual of interest on student loans, the eligibility of semesters has been reduced to 12 months from 18 months, and the calculation of income eligibility has been increased to \$30, 000 from \$23,000. These changes will affect many students throughout the community college system, especially low-income and part-time students.

Another topic of discussion included the Illinois Safe Haven Act and how it affects police departments on community college campuses. Training on this issue will continue to allow the campuses to comply with the law.

The Phi Theta Kappa all academic team banquet will be held on April 18 in Springfield and the Student Advocacy Day will be held on April 19.

### **Item #7.2 – Alumni Relations**

Victor Henderson reported the committee is in the process of reaching out to alumni and discussing the creation of an alumni/marketing campaign. The goals of the campaign would be to increase the visibility of certain alumni statewide thus increasing the prestige of community colleges throughout the state. The current target date for presenting a marketing campaign plan to the Board is June 2012. Mr. Henderson highlighted the names of several alumni and the community colleges they attended.

Dr. Elaine Johnson, Vice President for Academic Affairs and Workforce Development, announced that a survey was sent to the colleges earlier in the week requesting nominations for notable alumni and it is anticipated to have compiled results by the March Board meeting. Chairman Giannoulis suggested gathering numerous alumni for press release of the marketing campaign.

### **Item #7.4 – Adult Education and Institutional Support**

Randy Barnette congratulated Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support and all ICCB staff who worked on the Accelerating Opportunity Implementation grant.

Mr. Barnette also briefly discussed the elimination of the Pell grant eligibility for students without a high school diploma or a GED and how it will impact students.

The committee was also updated on recent meetings between ICCB and Tribeca Flashpoint Media Arts Academy Collaboration, as well as the Attorney General's (AG) Office. As a result of meetings with the AG staff, the committee submitted recommendations to make the ICCB Recognition Manual more comprehensive and up to date.

Recently, there has been movement from the Illinois Board of Higher Education (IBHE) to legislate the Longitudinal Data System (ILDS). The ICCB always looks to cooperate with the IBHE and at the same time would like to protect ICCB data.

### **Item #7.5 – Fiscal and Personnel**

Suzanne Morris reported the community colleges received their final Fiscal Year 2011 state payments on December 1, 2011, but as of December 31, 2011 the colleges are still owed \$60 million for Fiscal Year 2012 state payments.

Tom Pulver reported the Performance Based Funding metrics recommended by the ICCB and other community college entities were accepted by the Illinois Board of Higher Education (IBHE) Performance Based Funding committee. The metrics were also included in the Lieutenant Governor's recent report.

Ms. Morris indicated that in early January, Governor Quinn issued a three year budget estimate and it showed an intent to keep education funding level, while most other agencies will experience budget decreases.

Suzanne Morris made a motion, which was seconded by Tom Pulver, to approve the following motion:

The Illinois Community College Board hereby authorizes the President/CEO to enter into a contract with Presidio Networked Solutions to install and configure virtual server and desktops. The contract will include some design and training and will not exceed \$30,000.

Chairman Giannoulis asked what the primary funding source of this contract was. Ellen Andres, Chief Financial Officer, explained that this is needed due to the Illinois Longitudinal Data System (ILDS) and the primary source of funding was from federal funds. However, some individuals do not work primarily on the ILDS and therefore, those federal funds cannot be used to upgrade those specific systems and General Revenue Fund (GRF) or Adult Education funds must be utilized in those instances. What the motion actually approves is the consulting work required to perform the configuration, design, and staff training on the system.

The motion was approved via unanimous voice vote. Student advisory vote: Yea.

**Item #7.6 – Academic Affairs and Institutional Support**

Tom Pulver reported on the December 20, 2011 meeting of the committee and noted that during the meeting the committee discussed how the Recognition process had fallen behind schedule. The committee was informed on how the recognition process was conducted and decided on several items that needed to be presented to the Board today. There was a recommendation at the December 20 meeting to form an ad hoc committee, at the discretion of the Chairman Giannoulis, to review documents, manuals, and other materials related to the recognition process.

In the future, the ICCB staff recognition team will conduct desktop reviews to minimize the amount of campus visits and get the process on back on track. A schedule was provided to the committee to align the recognition with the current five-year cycle. The colleges have expressed interest in keeping the campus visits and the ICCB staff has responded by requesting a recommendation to move to a seven-year cycle versus the current five-year cycle.

Tom Pulver moved to approve the following motion:

It is recommended the Illinois Community College Board convene a group of stakeholders, consisting of its advisory organizations, for the purpose of discussing and amending the Administrative Code, Section 1501.114b in order to consider moving the in depth onsite reviews from every five years to every seven years.

Suzanne Morris clarified this was a motion to just form a committee, not actually change the administrative rules. Mr. Pulver agreed with Ms. Morris.

Mr. Pulver requested that the motion be modified to include the committee will report to the Board at its meeting held in March 2012 and will further discuss any other recognition processes that may need to be changed.

Chairman Giannoulis noted that during the December 20, 2011 committee meeting there was discussion about forming an ad hoc committee to look at what took place with

recognition to remedy any inaccuracies and challenges with this process. The other goal of the committee will be to figure out, moving forward, how to perform the duties.

Ms. Morris noted that there are actually two different committees needed. Mr. Pulver is speaking about a stakeholders committee that does not have any Board members, but presidents, trustees, and faculty who would then come back to the ad hoc committee.

Chairman Giannoulis asked to table discussion about the ad hoc committee for the moment and asked who would staff the other committee (stakeholder committee). Chairman Giannoulis asked for a second to the motion and Michael Dorf seconded the motion.

Randy Barnette commented that the committee would agree to move to a seven-year schedule if given the chance and provided historical information on why the recognition process was made a five-year process. He emphasized that going to each college has become burdensome and the ICCB does not have the resources, finances, or staff to be able to do everything. Mr. Barnette stated he would like the ICCB to get back on schedule as soon as we can and look at the five-year cycle as being something very important to accomplish.

Chairman Giannoulis emphasized that the committee's recommendation will not be the final word and there will be further discussion on the issue before a final vote is taken.

Guy Alongi stated that the colleges are recognized nationally on a seven-year cycle and perhaps the ICCB recognition cycle could be tailored to occur halfway through the seven year cycle, then the colleges would be recognized by either the state or on a national level every three and a half years.

Mr. Barnette replied that other structures may have merit, but that decision should not be based upon the problems that are currently taking place. Perhaps we should get this process for the next five years underway and reexamine the issue at the end of the cycle.

Ms. Morris emphasized that the committee will not be charged with exploring only the five or seven year cycle issue, but other areas of issue and concern as well.

Mr. Alongi was concerned about the ICCB being severely understaffed and perhaps setting a five-year cycle may set-up the staff to fail.

Chairman Giannoulis stated he wanted to know who was going to be on the committee and how that would be determined.

Mr. Pulver stated that Dr. Johnson and Geoff Obrzut to gather the names for the committee. Chairman Giannoulis emphasized to keep it small, maybe only seven or eight individuals and Mr. Pulver reminded the Board that a response was expected before the next Board meeting.

Chairman Giannoulis confirmed that Michael Dorf seconded the notion and asked for a vote of those Board members in favor. The motion passed via a majority voice vote and Randy Barnette voted present. Student Board member: Yea.

\* \* \* \* \*

*For clarification purposes, the final motion voted on by the Board members is located below:*

It is recommended the Illinois Community College Board convene a group of stakeholders, consisting of its advisory organizations, for the purpose of discussing and amending the Administrative Code, Section 1501.114b in order to consider moving the in depth onsite reviews held every five years to every seven years and to further discuss

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other recognition processes that may need to be changed. The committee will report its findings and recommendations to the Illinois Community College Board before its next meeting held in March 2012.

\* \* \* \* \*

Mr. Pulver also reported that ICCB staff will conduct a review of the Recognition Manual and those findings will be brought forth to the Board at its next meeting.

Chairman Giannoulas stated that due to some of the challenges and issues we (the Board) has had, it is the Board's responsibility to look at that with the help of legal counsel, to figure out what took place. This will ensure that this Board and in the future, this will not take place. There was a recommendation by the Academic Affairs and Workforce Development committee to form an ad hoc committee. Chairman Giannoulas appointed Tom Pulver, Suzanne Morris, Michael Dorf, and himself to the committee. The ad hoc committee will report on their findings at the March Board meeting.

Illinois Articulation Initiative – Tier 3 has been completed, but there are a few small issues. There will be a large transcript conference held in the near future which will allow community colleges and universities to discuss some issues.

Mr. Pulver spoke briefly about the Illinois Pathways Initiative, Race to the Top, and Programs of Study.

Tom Pulver made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby authorizes the Board Secretary to add a footnote to the January and March, 2008 minutes as follows:

- *In the fall of 2011, during a discussion of the recognition process, the Board reviewed this agenda item and minutes and determined there were inconsistencies between the agenda book in January and the approved minutes. The official tapes of the meeting were incomplete. It is unclear whether the Board removed Carl Sandburg College from the motion. Carl Sandburg College was included in the agenda book and removed from the agenda item in the March minutes. The college was granted recognition by the Board in May, 2008.*
- *In the fall of 2011, during a discussion of the recognition process, the Board reviewed this agenda item and minutes and determined there were inconsistencies between the agenda book in March and the approved minutes. Official tapes of the meeting indicated that Carl Sandburg College was included with the other colleges in the original agenda item. When the Board made the motion to grant recognition, Carl Sandburg College was excluded because staff indicated the college had not returned required materials. The college was granted recognition by the Board in May, 2008.*

The motion was approved by unanimous voice vote. Student Advisory vote: Yea.

Mr. Barnette asked Chairman Giannoulas about the legal ruling regarding the Illinois Pathways Initiative requested at the last (November 2011) Board meeting. Mr. Barnette provided history on the situation and why Mr. Obrzut was requested to seek a legal opinion on the initiative and he also had a copy of the revisions requested by the Illinois Board of Higher Education (IBHE). Mr. Barnette offered to distribute the recommended

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changes drafted by the IBHE and noted the ICCB is still waiting on the legal recommendations to possibly include an amendment or withdraw the ICCB signatures and sign with the provisos as the IBHE did.

Discussion took place regarding the agreement of the Board to authorize Mr. Obrzut to sign the original agreement, why the IBHE did not sign the agreement “as-is” and how at the last meeting (November 2011) the Board asked ICCB staff to get a legal ruling and provide language if necessary about statutory responsibility.

Ms. Morris asked if legal counsel could look at these (IBHE) recommendations and come back to the Board at its next meeting.

Further discussion took place regarding the issue and Chairman Giannoulis stated that staff would follow-up and provide a response to the Board.

### **Item #7.7 – Business Relations/Partnerships**

Suzanne Morris noted the committee did not meet this month and suggested the committee meet prior to the next Board meeting.

## **Item #8 – Advisory Organizations**

### **Item #8.1 – Illinois Community College Faculty Association**

Dr. Linda Hefferin reported there are four new board members for the ICCFA. The ICCFA website has been updated and there is a link to the Lieutenant Governor’s recent report on community colleges. Applications for the 2012 ICCFA workshop and research grants are also available on the website. An article on the 2011 Teaching and Learning Conference was submitted by Dr. Hefferin for the ICCB magazine. Next week and ICCFA newsletter will be distributed via email to all community colleges in the state.

The 2012 ICCFA dues statements will be mailed to all community colleges in early February and it is anticipated that every college in the state will pay again. The ICCFA executive board will meet later today to discuss recent actions taken by ICCB and begin planning for the 2012 Teaching and Learning Conference.

### **Item #8.2 – Illinois Community College System Foundation**

Dr. Ray Hancock reported that all of the ICCSF programs are doing well. About half of the fourth floor is currently under construction for new tenants.

### **Item #8.3 – Presidents’ Council**

Geoff Obrzut reported on behalf of Dr. Gayle Saunders who is attending an annual retreat for Richland Community College’s board of trustees. Mr. Obrzut noted the next Presidents’ Council meeting is February 4 in Springfield.

### **Item #8.4 – Illinois Community College Trustees Association**

Mike Monaghan reported that he was pleased to serve on the Performance Based Funding committee and is happy to move on to other areas of interest. The ICCTA has been focused on pensions and the College Health Insurance Program (CIP) for the community colleges before the General Assembly comes into session next week. ICCTA will keep the Board informed as these discussions move forward.

The next meeting of the ICCTA will be in Washington, D.C. on February 13, 2012. ICCTA officials will meet with Senator Dick Durbin while in Washington, D.C. The ICCTA lobby day will be the first Tuesday and Wednesday in May in Springfield.

Mr. Monaghan also mentioned a recent initiative on the national and state level to address the associate degree nursing programs offered at community colleges throughout the country and state. There is a current move to transfer those associate degree programs to bachelor degree programs.

Mr. Monaghan requested Chairman Giannoulis and the Board to take another look at the administrative rule change about the relationship between municipalities and community colleges in terms of construction permits and intergovernmental agreements. Mr. Monaghan would like further discussion of the matter at a future Board meeting if appropriate. Chairman Giannoulis agreed and asked if there was anything specific or if Mr. Monaghan would prefer to discuss it later. Mr. Monaghan stated he thought it would be appropriate to talk about it then and would like the Board to consider the situation.

#### **Item #8.5 – Adult Education and Family Literacy Council**

Peggy Heinrich announced that the three sub-committees of the Adult Education Advisory Council have met recently via conference call and will present their recommendations to the Council at its spring meeting. The Research, Data, and Accountability team has had discussions about the national reporting standards for Adult Education and they are designing a survey for providers in order to form an online tool for development. The Assessment committee is developing computer literacy assessments to use in Adult Education because none currently exists. The Curriculum and Instruction committee had discussions about the changes in the GED test and are trying to work with providers to determine what the issues are and what professional development is needed. The Council will meet in the spring to finalize these and several other recommendations.

The Council was very pleased that the Adult Education metrics were maintained in Performance Based Funding and appreciates the support of the Board in making sure that happened. There are also concerns about the recent Pell grant changes, which will have a significant impact upon many Adult Education initiatives including ICAPS.

Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support thanked Ms. Heinrich, Julie Smith from Governor Pat Quinn's office, Jennifer Foster, Senior Director for Adult Education, and Tom Pulver for their instrumental contributions in the successful Accelerating Opportunity \$1.6 million grant.

#### **Item #8.6 – Student Advisory Council**

Edgar Maldonado reported SAC met last weekend and there were 26 students in attendance. Staff from the Illinois Student Assistance Commission (ISAC) spoke to the students about the Monetary Award Program (MAP) and the theme for this year's Student Lobby Day will be "Save MAP." The focus will be to keep the funds currently allocated to the program and hopefully there will be an eventual increase in funds for the program.

Other issues which were discussed include the Illinois Articulation Initiative (IAI), the awards committee is planning the end of the year banquet on March 9-10. All Board members are welcome to attend the banquet.

**Item #9 – New Units of Instruction**

Jake Rendleman made a motion, which was seconded by James Dumas, 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**

**Black Hawk College**

- Materials Science Technology A.A.S. degree (64 credit hours)

**College of DuPage**

- Animation Certificate (45 credit hours)
- Game Programming A.A.S. degree (64 credit hours)
- Game Programming Certificate (36 credit hours)
- Information Systems Security A.A.S. degree (64 credit hours)
- Information Systems Security Certificate (32 credit hours)

**Oakton Community College**

- Technical Communications Certificate (30 credit hours)

**Sauk Valley Community College**

- Multicraft Technology A.A.S. degree (63 credit hours)
- Sustainable Technologies A.A.S. degree (61 credit hours)
- Solar Energy Certificate (30 credit hours)

**TEMPORARY PROGRAM APPROVAL**

**Lake Land College**

- Renewable Energy A.A.S. degree (65 credit hours)
- Renewable Energy Management Certificate (30 credit hours)

The motion was approved via unanimous voice vote. Student Advisory vote: Yea

**Item #10 – Consent Agenda**

Guy Alongi made a motion, which was seconded by James Dumas, to approve the following motions:

**Item #10.1 – Minutes of the November 4, 2011 Board Meeting**

The Illinois Community College Board hereby approves the Board minutes of the November 4, 2011, meeting as recorded.

**Item #10.2 – Minutes of the November 4, 2011 Executive Session**

The Illinois Community College Board hereby approves the Executive Session minutes of the November 4, 2011, Executive Session as recorded.

**Item #10.3 – Minutes of the September 16, 2011 Executive Session**

The Illinois Community College Board hereby approves the Executive Session minutes of the September 16, 2011, Executive Session as recorded.

**Item #10.4 – Fiscal Year 2013 Capital Budget Request**

The Illinois Community College Board hereby:

1. approves the fiscal year 2013 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. approves scope of work changes and budget changes for Parkland College projects 2010-6 and 2010-27 as presented in the attached narratives;
3. approves certain local expenditures to count toward College of Lake County’s 25% required local match on project 2010-13 as presented in the attached narrative;
4. authorizes the submission of the request to the Illinois Board of Higher Education; and
5. authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

**Item #11 - Information Items**

The following items were presented to the Illinois Community College Board for review:

**Item #11.1 – Fiscal Year 2012 Financial Statements**

**Item #12 – Executive Session**

Suzanne Morris made a motion, which was seconded by Tom Pulver, to approve the following motion:

To enter Executive Session for the purpose of discussing personnel and legal matters, which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Suzanne Morris	Yea
Randy Barnette	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Jake Rendleman	Yea
James Dumas	Yea	Edgar Maldonado	Yea
Victor Henderson	Yea	Alexi Giannoulis	Yea

The motion was approved and the Board entered Executive Session at 12:30 p.m.

\*\*\*\*\*



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Suzanne Morris made a motion, which was seconded by Tom Pulver, to reconvene Public Session at 1:03 p.m.

A roll call vote was taken with the following results:

Guy Alongi	Yea	Suzanne Morris	Yea
Randy Barnette	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Jake Rendleman	Yea
James Dumas	Yea	Edgar Maldonado	Yea
Victor Henderson	Yea	Alexi Giannoulis	Yea

The motion was approved.

\* \* \* \* \*

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

The Illinois Community College Board hereby authorizes the President/CEO make a two percent of salary one-time bonus payment to employees who were employed July 1, 2011. The Bonus will not be added to the base salary for annual calculations.

The motion was approved via unanimous voice vote. Student Advisory vote: Yea.

Suzanne Morris made a motion, which was seconded by Tom Pulver, to approve the following motion:

The Illinois Community College Board hereby authorizes the President/CEO to give a retention bonus – a one-time non-recurring lump sum payment – to employees who have served 5 consecutive years in ICCB employment (calculated by the anniversary date of their commencement of employment), and every 5 consecutive years thereafter. The bonus shall be:

Years of Service	Bonus
5	\$500
10	\$1000
15	\$1500
20	\$2000
25	\$2500
30	\$3000

Employees shall receive their retention bonus within 30 days of their anniversary date, or immediately if the date has fallen between July 1, 2011 and January 27, 2012.

Employees not receiving retention bonuses in Fiscal Year 2010 and Fiscal Year 2011 will be included.

Motion was approved via unanimous voice vote. Student Advisory vote: Yea.

**Item #13 – Other Business**

There was no other business at this time.

**Item #14 – Public Comment**

There was no public comment at this time.

**Item #15 – Adjournment**

James Dumas made a motion, which was seconded by Jake Rendleman, to adjourn the Board meeting at 1:07 p.m.

The motion was approved via unanimous voice vote. Student advisory vote: Yea.

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Alexi Giannoulis  
Chair

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Geoffrey Obrzut  
President and Chief Executive Officer

Illinois Community College Board  
WORKFORCE DEVELOPMENT GRANT REPORT  
BUSINESS AND INDUSTRY SERVICES  
FISCAL YEAR 2011

The Illinois Community College Board provided \$3.3 million to 48 community colleges during fiscal year 2011 to help support local workforce and economic development services through their Business and Industry Centers. Colleges and those receiving services provide additional support to the Business and Industry Centers. The workforce development activities conducted under this grant include customized job training on campus or on-site at a business; assisting entrepreneurs in business start-up; providing counseling and management assistance to small and medium sized business owners; helping businesses with government procurement opportunities; offering continuing education; developing training programs for unemployed and underemployed workers; and serving businesses with alternative education delivery systems, such as distance learning. Grant funds support college efforts to help companies grow by providing economic development assistance at costs they can afford and by providing needed technical or specialized training to upgrade workers' skills. Following are highlights of community colleges' activities for fiscal year 2011.

# ILLINOIS COMMUNITY COLLEGE SYSTEM

## WORKFORCE DEVELOPMENT GRANT REPORT BUSINESS AND INDUSTRY SERVICES FISCAL YEAR 2011

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March, 2012

Compiled by  
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**WORKFORCE DEVELOPMENT GRANT REPORT  
BUSINESS AND INDUSTRY SERVICES  
FISCAL YEAR 2011**

*Executive Summary*

The Illinois Community College Board provided \$3.3 million to 48 community colleges during fiscal year 2011 to help support local workforce and economic development services through their Business and Industry Centers. Colleges and those receiving services provide additional support to the Business and Industry Centers. The workforce development activities conducted under this grant include customized job training on campus or on-site at a business; assisting entrepreneurs in business start-up; providing counseling and management assistance to small and medium sized business owners; helping businesses with government procurement opportunities; offering continuing education; developing training programs for unemployed and underemployed workers; and serving businesses with alternative education delivery systems, such as distance learning. Grant funds support college efforts to help companies grow by providing economic development assistance at costs they can afford and by providing needed technical or specialized training to upgrade workers' skills. Below are highlights of community colleges' activities for fiscal year 2011.

- **Contract/Customized Job Training.** Community colleges provided 7,539 contract training courses to 2,542 companies. Through these courses, 106,570 employees were trained for a total of 389,085 contact hours of instruction or the equivalent of 48,636 days of training. This contributed to the formation of 35 companies, expansion of 35 companies, and the retention of 56 companies. A total of 522 jobs were created and another 4,649 jobs were retained through contract/customized job training.
- **Entrepreneurship Seminars and Workshops.** Community colleges conducted 584 entrepreneurship seminars and workshops for 7,148 participants. This played a role in the creation of 27 new businesses, expansion of 11 businesses, and retention of another 20 businesses. As a result of entrepreneurship seminars and workshops the colleges reported that 225 jobs were created and 49 jobs were retained.
- **Counseling and Management Assistance.** Counseling and management assistance were provided to 3,787 individuals or organizations by Illinois community colleges. This assistance resulted in 235 companies being formed, 66 companies expanding, and 521 companies being retained. A total of 779 jobs were created and 1,265 more jobs were retained as a result of business counseling.
- **Contract Procurement Assistance.** Three community college districts provided 876 businesses with government contract procurement assistance. These interactions contributed to 71 businesses receiving 804 federal contracts totaling \$707,880,013. The receipt of these contracts contributed to the expansion of 42 businesses and retention of zero businesses while 115 jobs were created and 813 jobs were retained.

- **Public Training Activities.** Illinois community colleges provided 2,802 noncredit public training courses and 3,331 noncredit workshops and seminars to 46,286 individual participants and served 2,566 organizations.
- **Employment and Training Services for Unemployed or Underemployed Workers.** Sixteen community college districts reported offering 468 noncredit workshops and seminars to 8,401 unemployed or underemployed individuals. In addition, another 561 noncredit/credit courses were provided to 2,717 participants. As a result, 1,595 individuals received job placement services. Community colleges also reported many additional activities such as advisement services, resume counseling, and career fairs. These additional services positively impacted another 16,806 individuals
- **Business Attraction, Retention, and Expansion.** Business attraction, retention, and expansion activities at 18 community college districts assisted 310 companies with planned expansions and related activities. Participation in other economic development activities by community colleges led to the creation of 10 companies, expansion of 72 companies, and retention of 99 companies. As a result of these business attraction, retention, and expansion activities, 335 jobs were created and 1,504 jobs were retained.
- **Distance Learning and Continuous Improvement.** Community colleges offered 3,813 noncredit internet courses and 135 two-way interactive video courses.
- **Other Workforce Development Activities and Partnerships.** Throughout the state, the colleges' Business and Industry Centers performed job testing for 198 organizations and developed job profiles and assessments for 868 organizations. One hundred eighty-four workplace literacy programs were conducted. A total of 18 other programs were offered, including occupational Spanish, consulting, equipment rental, and Lean Manufacturing training.

In summary, Illinois community colleges provided workforce and economic development services to a combined 201,500 businesses and individuals. These services contributed to the start up of over 300 companies, expansion of more than 225 businesses, and retention of nearly 700 companies. In addition, nearly 2,000 jobs were created and another 8,200 jobs were retained.



**WORKFORCE DEVELOPMENT GRANT REPORT  
BUSINESS AND INDUSTRY SERVICES  
FISCAL YEAR 2011**

**Introduction**

The Illinois Community College Board provided \$3.3 million in workforce preparation grant funds to 48 Illinois public community college districts in fiscal year 2011. Business and Industry Services grants provide funding for a Business and Industry Center at each community college to support a variety of employment, training, and business services both in and outside the classroom. Colleges, organizations, and individuals that receive services provide additional financial support to the Business and Industry Centers. To address local needs, it is necessary for colleges to provide an array of services for area entrepreneurs, business, industry, and government employers. Therefore, the services the community colleges offer are focused on a variety of issues, including government regulation and compliance, identifying potential employees, identifying and implementing organizational systems, and upgrading the skills of current employees. The demand for customized training continues to increase because of the dramatic changes in the use of advanced technology in the workplace. In addition to customized training, colleges offer workshops, seminars, and counseling on entrepreneurship and business management, assist with obtaining governmental business contracts, provide services for the unemployed and underemployed, offer training activities for the public and furnish a variety of other useful resources for businesses and individuals in the district. Each community college is committed to supporting area economic development and workforce needs.

The Illinois Community College Board provided \$3.3 million in workforce preparation grant funds to all Illinois public community college districts in fiscal year 2011.

Community colleges provide an array of related services to business and industry as well as individuals. This report highlights many of those services and activities. The workforce development activities conducted under the grant are divided into nine categories in an effort to capture the diversity of activities and the associated outcomes. During fiscal year 2011, the Illinois Community College System reported providing services to nearly 201,500 businesses and individuals through college Business and Industry Centers. These services contributed to the start up of over 300 companies, expansion of more than 225 companies, and retention of nearly 700 companies. In addition, nearly 2,000 jobs were created and another 8,200 jobs were retained.

**Contract/Customized Job Training**

The diversity of contract training programs is growing in Illinois as the needs of area businesses change. Colleges designed or brokered programs that were tailored specifically to meet the training needs of employers. Businesses determined the type of training they need, the schedule that fits their operation, and the location of the training. Customized training was offered in company facilities and on campus. Instructors were chosen from within the companies, among subject-matter experts, or from college staff depending on the demands of the business. Not only do businesses seek assistance from community colleges to increase the skills and knowledge of

their workforces, but they are also seeking assistance with strategic planning, process improvement, and other business-wide operations that lead to increased productivity.

In fiscal year 2011, community colleges provided 7,539 contract training courses to 2,542 companies.

In fiscal year 2011, community colleges provided 7,539 contract training courses to 2,542 companies. Through these courses, 106,570 employees were trained for a total of 389,085 contact hours of instruction or the equivalent of 48,636 days of training. This contributed to the formation of 35 companies, expansion of 35 companies, and the retention of 56 companies. A total of 522 jobs were created and another 4,649 jobs were retained.

### Case Study:

The local International Brotherhood of Electrical Workers (IBEW) approached **Lewis and Clark Community College** to provide green jobs training to a group of IBEW electricians and journeymen. A 32-hour training class entitled Grid Tie Photovoltaic Design was delivered to 30 participants by a Lewis and Clark Community College instructor. Topics included competencies and outcomes for advanced photovoltaic (solar panel) design and tying the solar panels into the grid in accordance with the National Electrical Code.

### Entrepreneurship Seminars and Workshops

Entrepreneurship seminars and workshops are provided by community colleges across Illinois. These learning opportunities are open to individuals who are interested in starting a business and for those who are currently operating their own business. Individual assistance is provided with business plans, finances, state and federal employment laws, and other resources needed to position the entrepreneur for success. Many of the community colleges providing entrepreneurship programming are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity (DCEO).

Community colleges conducted 584 entrepreneurship seminars and workshops for 7,148 participants during fiscal year 2011 which created 27 new businesses, expanded 11 businesses, and retained 20 businesses.

Community colleges conducted 584 entrepreneurship seminars and workshops for 7,148 participants during fiscal year 2011. This helped in the creation of 27 new businesses, expansion of 11 businesses, and retention of another 20 businesses. As a result, 225 jobs were created and 49 jobs were retained.

### Case Study:

The Small Business Development Center at **Kankakee Community College** co-sponsored the inaugural Enterprise U Business Plan Writing Contest. The project was to assist potential entrepreneurs in existing business expansion or developing a new business. Forty-five participants were offered free classes or seminars on How to Start a Business, How to Write a Business Plan, Webpage Design, and Using Social Media in Business Advertising.

## Counseling and Management Assistance

Small business owners have come to depend on the educational information, support, and resources that are provided by the local community college Small Business Development Centers (SBDCs). The majority of these SBDCs are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity. During the initial start up phase of a business, positive relationships are built as support and resources are shared. These contacts continue to grow over the years and develop into long-term relationships.

During fiscal year 2011, community colleges provided counseling and management assistance to 3,787 individuals or organizations. This assistance helped 235 companies form, 66 companies expand, and 521 companies be retained. A total of 779 jobs were created and 1,265 more jobs were retained as a result of business counseling.

A total of 779 jobs were created and 1,265 more jobs were retained as a result of business counseling at community colleges in fiscal year 2011.

### Case Study:

The owners of the Irish Inn sought assistance from the **Southeastern Illinois College SBDC** to help refine their marketing strategies and increase sales for the Inn. After two meetings a three-tiered plan was recommended: (1) increase the business' online presence; (2) revise the advertising budget to minimize print ads and maximize internet advertising; and (3) work on developing an expanded product line that complements the booking of room nights. The Irish Inn owners used many technological means available to promote their business and requested help from the SBDC with online marketing. The Irish Inn invited an expert to speak to a group of innkeepers to learn more about Facebook, Twitter, and strategies for elevating the business in search engine results. As a result of their on-line marketing efforts and elevated presence, the Irish Inn has more than 8,000 Facebook friends and listings on 125 other social media sites. The Irish Inn has more than doubled annual sales in the first year. Additionally, the owners of the Irish Inn developed a complementary product line that includes soaps and a cookbook.

## Contract Procurement Assistance

Many businesses understand that federal and state government can be an important part of a diverse client base. However, the process of applying for government contracts can be difficult and time consuming. Procurement Technical Assistance Centers (PTAC) help businesses to navigate through government processes. In fiscal year 2011, over \$707 million in contracts were awarded to Illinois businesses who sought assistance from the Procurement Technical Assistance Centers. Many of the community colleges that have a Procurement Technical Assistance Center are part of the Illinois Entrepreneurship Network which is sponsored by the DCEO.

Three community college districts provided 876 businesses with government contract procurement assistance during fiscal year 2011. This helped 71 businesses receive 804 federal contracts totaling \$707,880,013.

Three community college districts provided 876 businesses with government contract procurement assistance during fiscal year 2011. This helped, 71 businesses received 804 federal contracts totaling \$707,880,013. The receipt of these contracts contributed to the expansion of 42 businesses and retention of zero businesses while 115 jobs were created and 813 jobs were retained.

### Case Study:

Mid-America Government Supply began working with the **College of DuPage Procurement Technical Assistance Center (PTAC)/Center for Entrepreneurship** in 2010 and continued into 2011 in an effort to be more competitive in landing federal contracts. Mid-America Government Supply sought assistance to compete for contracts more successfully in an arena which included larger businesses. After attending the College of DuPage's Government Contracting 101 session – which provides training on competing effectively for local, state, and federal contracts – Mid-America Government Supply began using the Center's bid match service to find specific opportunities and received specific advice on developing proposals. The business developed more streamlined and targeted proposals for federal contracts. The reengineered proposals addressed the key elements succinctly and were evaluated positively as complete, thorough, and offered at a very competitive price. In fiscal year 2011, Mid-America Government Supply reported contracts totaling about \$90,000 and continues to partner with the Center with an eye on providing additional supplies and services to the government.

### Public Training Activities

As technology continues to expand and businesses become more sophisticated, employees find it necessary to return to the classroom to continue their education. Businesses have also found a need to document individual and employee skill development. Therefore, community colleges have increased the number of publically offered professional development classes that are designed to increase employee skills in computer applications, management principles and other skills related to specific professions.

In fiscal year 2011, Illinois community colleges provided 2,802 noncredit public training courses and 3,331 noncredit workshops and seminars to 46,286 individual participants and served 2,566 organizations.

In fiscal year 2011, Illinois community colleges provided 2,802 noncredit public training courses and 3,331 noncredit workshops and seminars.

### Case Study:

**Moraine Valley Community College** partnered with the Glazier Union Local 27 to develop and enhance the college's welding curriculum. The composition and thickness of the metals involved, expected operating conditions, etc., require the use of varied welding approaches,

supplies, and techniques. Programs were created for welders to obtain certification in Shielded Metal Arc Welding (SMAW) and related gas tungsten, and gas metal arc procedures. Also, a review and recertification program was developed for Glaziers to update their skills and allow them to obtain recertification. A certification log book was also developed to allow each Glazier to carry documentation of their welding certifications. Glaziers with Moraine Valley welding training exceed minimum safety requirements. Individuals who successfully complete the Moraine Valley classes are better positioned to obtain employment. Qualified welders earn high wages.

### **Employment and Training Services for Unemployed or Underemployed Workers**

Partnerships are often developed between the local community colleges and local employment assistance organizations to provide resources and services to individuals and employers. Linking businesses and individuals to employment opportunities is a core activity for community colleges. Colleges provide various resources such as one-on-one job counseling, resume writing, interview techniques, and other noncredit workshops that provide support for those who are unemployed or underemployed. Community colleges encourage economic growth by providing quality education to individuals and then link those skilled individuals to employment opportunities within the community.

Sixteen community college districts reported offering 468 noncredit workshops and seminars to 8,401 unemployed or underemployed individuals during fiscal year 2011.

Sixteen community college districts reported offering 468 noncredit workshops and seminars to 8,401 unemployed or underemployed individuals during fiscal year 2011. Additionally, another 561 noncredit/credit courses were provided to 2,717 participants. As a result, 1,595 individuals received job placement services. Community colleges also reported many

additional activities such as delivering advisement services, offering resume counseling, and conducting career fairs. These additional services affected another 16,806 individuals.

### **Case Study:**

**Black Hawk College's** Business Training Center assisted unemployed/underemployed individuals by providing production welding classes. Many participants in the welding program are from Africa and involved in ESL classes. The program allowed participants to gain new skills and obtain jobs with better pay. The Business Training Center has partnered with other agencies to offer training vouchers to 53 individuals in the welding class.

### **Business Attraction, Retention and Expansion**

Growing companies are in need of a skilled workforce, updated facilities and access to technology. Many communities strive to provide all these resources to attract and retain businesses that bring economic growth to the area. Community colleges play a key role in these business attraction, retention, and expansion activities. Colleges possess a wealth of resources that businesses look for when faced with location and expansion decisions. Community colleges often assist businesses by designing, developing, and delivering incumbent employee training for

expanding businesses; providing pre-employment testing and training; and temporary use of college facilities.

Business attraction, retention, and expansion activities at 18 community college districts assisted 310 companies in potential expansion and other activities in fiscal year 2011. Participation in other economic development activities by community colleges led to the creation of 10 companies, expansion of 72 companies, and retention of 99 companies. As a result, 335 jobs were created and 1,504 jobs were retained.

As a result of economic development activities at Illinois community colleges, 335 jobs were created and 1,504 jobs were retained.

### **Case Study:**

For many years **Rock Valley College** has worked with a company that receives sub-contracts from a local prime contractor. Recently the college brought the companies together for a Mentor- Protégé relationship, explaining what is involved and expectations of the program and required reports. The agreement is in the final stages and will allow the small business to expand their business with assistance from the Prime contractor.

### **Distance Learning and Continuous Improvement**

Increasing access to education is a priority for community colleges. As a result, Illinois community colleges are delivering noncredit internet courses and satellite broadcasts to expand their distance learning offerings. Businesses are continually searching, implementing, and refining ways to meet or exceed the needs and expectations of the customer. Community colleges provide an array of services to help businesses manage continuous improvement strategies.

During fiscal year 2011, community colleges offered 3,813 noncredit internet courses and 135 two-way interactive video courses.

During fiscal year 2011, community colleges offered 3,813 noncredit internet courses and 135 two-way interactive video courses.

### **Case Study:**

Since 2004, Custom Aluminum Products, Inc. has partnered with **Elgin Community College's** Workforce Development department offering 17 training programs. Course topics included Six Sigma quality improvement methodology, 5 S (sort, set in place, shine, standardize and sustain) Workplace Management, and Lean Manufacturing. Three recent training programs became part of "Custom University" which provided employees with additional skills and training and opened the classes up to the company's customers. As a result of the program, the paint department dead zone time was reduced 67 percent with a 25 percent production increase, and annual scrap was reduced from 32 percent to 28 percent.

**Elgin Community College** has also partnered with Cengage Learning to offer online courses for professional development and personal enrichment. Interactive course offerings include computer technology, project management, sales and marketing, business management, and leadership

### **Other Workforce Development Activities and Partnerships**

Community colleges are involved in many workforce development activities. This may include cosponsored activities, facilitated programs, or providing facilities, labs, and equipment for community organizations, agencies and businesses. Other activities include workshops showcasing services colleges have to offer, certification training for specific industries, bilingual training courses and special training for Latinos, leadership skills workshops for supervisors and marketing to find sponsors for workshops.

Throughout the state, the colleges' performed job testing for 198 organizations and developed job profiles and assessments for 868 organizations.

Throughout the state, the colleges' Business and Industry Centers performed job testing for 198 organizations and developed job profiles and assessments for 868 organizations. One hundred eighty-four workplace literacy programs were conducted. A total of 18 other programs were offered, including occupational Spanish, consulting, equipment rental, and Lean Manufacturing training.

### **Case Study:**

In partnership with UPS, **Morton College** hosted its first Volunteer and Resource Fair to provide the community with an opportunity to learn about community service opportunities. Admission was free. Volunteering allows for personal growth, professional development, and hands-on experience. The fair allowed 30 non-profit organizations, government agencies, education institutions, and private companies to present volunteer opportunities. Eighty-two percent of the companies that responded to a survey rated the location of the fair excellent, and 64 percent rated the duration of the fair excellent. The fair was open to students, alumni, and the community; and more than 150 individuals attended. Fifty-six percent of participants who responded to a survey strongly agreed that the fair informed them about volunteer opportunities.

### **Summary**

In summary, Illinois community colleges provided workforce and economic development services to a total of approximately 201,500 businesses and individuals. These services resulted in the start up of over 300 companies, expansion of more than 225 companies, and retention of nearly 700 companies. In addition, nearly 2,000 jobs were created and another 8,200 jobs were retained.

Illinois Community College Board

**PROGRAM REVIEW STATEWIDE SUMMARY  
FISCAL YEAR 2011**

Program review has always been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Review and evaluation of programs at the local level is a requirement for all community colleges. Colleges are expected to evaluate their programs once at least every five years using a systematic approach and considering, at minimum, levels of need, cost and quality. Furthermore, colleges are required to submit to ICCB a summary report of the previous year's review and evaluation of programs. In the past, ICCB staff have developed their own summary of the college's reports and distributed the information back out to the field and to the Board as an illustration of the system's annual progress towards continuous quality improvement.

ICCB staff reviewed this year's college submissions and determined the state-level summary could be divided into the following subsections: ***Instructional programs: Academic programs: Social & Behavioral Sciences and Written & Oral Communications, Career and Technical Education programs, and Cross-Disciplinary programs: Transfer Functions; and Student and Academic Support Service programs.*** Following is a statewide summary of this information for Fiscal Year 2011.



**ILLINOIS COMMUNITY COLLEGE SYSTEM**

**PROGRAM REVIEW**  
**STATEWIDE SUMMARY**

**FISCAL YEAR 2011**

Program Review Statewide Summary  
Fiscal Year 2011

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# PROGRAM REVIEW STATEWIDE SUMMARY FISCAL YEAR 2011

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## PROGRAM REVIEW STATEWIDE SUMMARY FISCAL YEAR 2011

### INTRODUCTION

Program review has always been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Review and evaluation of programs at the local level is a requirement for all community colleges. Colleges are expected to evaluate their programs once at least every five years using a systematic approach and considering, at minimum, levels of need, cost and quality. Furthermore, colleges are required to submit to ICCB a summary report of the previous year's review and evaluation of programs. In the past, ICCB staff have developed their own summary of the college's reports and distributed the information back out to the field and to the Board as an illustration of the system's annual progress towards continuous quality improvement.

During fiscal year 2005, ICCB staff coordinated a comprehensive review of the existing process for statewide submission of college review summaries. In fiscal year 2006 staff developed a new statewide reporting format by which colleges should submit those summaries through the next five year review cycle. Fiscal year 2007 marked the system's first universal submission using the new reporting format. The focus on need, cost and quality was retained while the state-level reporting format was revised to reflect the most common elements of all the colleges' review processes. Colleges were asked to identify major activity within each program, such as modifications, eliminations or additions; and common successes and/or challenges to maintaining high quality, cost-effective offerings and services.

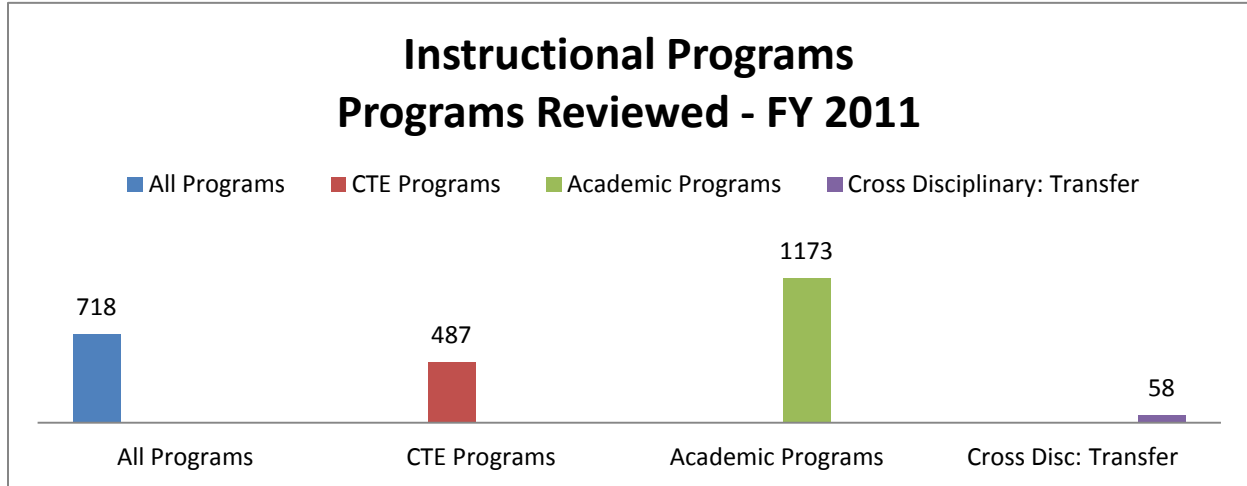
ICCB staff reviewed this year's college submissions and determined the state-level summary could be divided into the following subsections: ***Instructional programs: Academic programs: Social & Behavioral Sciences and Written & Oral Communications, Career and Technical Education programs, and Cross-Disciplinary programs: Transfer Functions; and Student and Academic Support Service programs.*** Following is a statewide summary of this information for Fiscal Year 2011.

The *Program Review Manual (Fiscal Years 2007-2011)*  
to be used for submission of college annual  
Program Review Summary Reports  
is available at  
<http://www.iccb.org/pdf/manuals/fy07programreviewmanual.pdf>

### INSTRUCTIONAL PROGRAMS

State-level review of the system’s instructional programs includes an evaluation of academic, career and technical and cross-disciplinary (vocational skills) curricula. Colleges reviewed a total of 718 instructional programs in fiscal year 2011. Career and technical education programs reviewed totaled 487, academic disciplines totaled 1173 and 58 cross-disciplinary (transfer functions) programs were reviewed during this fiscal year. The chart below illustrates the number of each instructional program area reviewed compared to the total number of programs reviewed this fiscal year. Of career and technical programs reviewed, 434 programs were planned for continuation with improvements (minor and significant), and 53 programs were planned for elimination and further review. It is important to note that only programs required to be reviewed according to the Career and Technical Education Program review schedule have been highlighted in this summary report. Colleges evaluated additional programs as follow-up to previous years program review and those programs are not included in the total count of programs reviewed during fiscal year 2011.

The chart below shows the total number of programs reviewed this fiscal year compared to the breakdown of instructional programs reviewed. There were 248 new programs (10 academic and 238 career and technical) added to the system’s program offerings during fiscal year 2011. These additions reflect the system’s constant state of revision that must be maintained to keep up with our changing economy and need of their districts. A total of 250 (academic and career and technical) programs were eliminated during fiscal year 2011, 43 of those programs were included in the review cycle for this fiscal year.



## **ACADEMIC PROGRAM REVIEW**

During fiscal year 2011, 173 academic programs were reviewed. One hundred sixty two (162) of those reviews were Social and Behavioral Sciences (SBS) programs; eleven (11) were Written and Oral Communication programs. All were recommended for continuation with improvements ranging from minor to substantive. This review primarily cut across the Social and Behavioral Sciences discipline which includes courses in anthropology, education, psychology, sociology, and economics. Written and Oral Communication programs typically include courses in speech, literature, journalism, and composition. To assess programs and courses in either of the two areas, responding institutions reviewed a number of key questions, including 1) the objectives of the department and sequences of courses in the disciplines, 2) the continued need for courses in each of the disciplines and whether or not these were meeting the needs of students, 3) the quality of courses and the steps that needed to be taken to update the courses, and 4) how the courses can be offered in a more cost-effective manner. This section will review the common themes that emerged during this review.

*“Academic Discipline” constituted 24% of all the programs reviewed in fiscal year 2011.*

According to the submitted program review reports, the enrollment of students in the Social and Behavioral Sciences has varied some over the past five years, but overall has remained fairly steady with recent increases across the state, probably in response to economic conditions. Despite a lack of resources and space constraints, many institutions have seen enrollment increases particularly in courses and programs which allow a transfer student to enroll in advanced education programs leading to jobs in high need areas. Given additional funding, space and skilled faculty, many colleges felt strongly that these programs could grow significantly. In response to growing enrollment, programs continue to offer more class sections, create more online and hybrid sections, and expand evening, weekend and summer offerings. The addition of more online and hybrid classes allows for enrollment increases, while maximizing space and making more courses accessible to more students. Caps on class size have been increased at times to reflect enrollment trends. In these cases, colleges often track the results to insure quality is unaffected. New technology is also being used increasingly to improve the efficiency of faculty and staff, improve communication, and allow students to tap into additional instructional resources on-line and in the community. To increase instructional efficiency, e.g., South Suburban is scheduling its Geography courses in “smart” rooms to maximize the use of graphics. Many colleges continue to add new classes and programs, work to create more Illinois Articulation Initiative approved courses and examines their delivery methods as ways to boost enrollment in “flat” areas and/or to address current issues of importance. As one example, Prairie State is developing an African/African-American history sequence and a Global Perspectives Program. Several colleges have also installed Associate of Arts in Teaching programs and developed the “core” Education courses required for these programs. In another area, the College of Lake County is developing an “Introduction to Political Science” to serve as a “Gateway” foundation course for the program as a whole and to address attrition in some courses.

Nearly all colleges and disciplines identified the improvement of student, faculty or curricular assessment and the more efficient use of data as goals. In those cases where assessment was not

mentioned as an area of improvement, it was usually discussed as an area for future improvement. Institutions reported using several principle assessment methods to assure quality for the disciplines. Analysis of enrollment, demographic, and cost data was the most commonly used method. Other assessment methods cited included the use of writing samples, student surveys, and portfolio evaluations. Some colleges merely mentioned the use of such measures, but did not include actual data and analyses. Others used data effectively in their assessment efforts. It should be noted that the manner in which assessment is conducted varied across and within institutions, based upon the specific discipline. Triton used data in tracking student enrollments, class size, credit hours produced and costs, as did Moraine Valley and Morton. Prairie State did an in-depth analysis of grades, while Waubensee tracked grades, GPA's, enrollments and successful completions. Malcolm X tracked retention rates; Elgin tracked the effect of classroom delivery on retention rates. In all cases, the colleges sought to improve instruction and efficiency through the use of thoughtful data analysis. To improve its efforts, Lake County developed detailed action plans to address its future improvements. These included the outcomes sought, the reason for the change, a timeline, resources needed, and the person or group having primary responsibility. Use of the Lake County model might prove useful to other schools seeking to improve their planning efforts.

Several statewide challenges were addressed by colleges. The most prevalent issue reported was tight state and local budgets creating funding issues. In some cases this has impacted educational offerings and affected the growth of Social and Behavioral Sciences courses and programs. Attracting and keeping well qualified fulltime and part-time faculty was also cited as a problem in some institutions. The cost of maintaining or growing even popular programs was mentioned in many reports citing the need for more facilities and equipment of a specialized nature, upgraded technology, and additional faculty and staff. This led, in many cases, to increased use on on-line courses and programming. In addition, many of the colleges presented evidence of careful cost analyses for all SBS courses and areas, citing its importance in making decisions to maintain or grow programs. Some schools also reflected on the amount of data being required by funding agencies and indicated that agencies should act to streamline the data collection processes or provide additional resources to fund these efforts. Program reductions at the local secondary school level are also having an impact on the number of students prepared to take on college level course work in these areas. This is an important observation that could affect several community colleges as many secondary schools across the state have faced budget cuts and reduced programming in the arts.

In response to the problems cited above and other problems specific to given colleges, many institutions sought innovative solutions. For example, John A Logan and Prairie State developed community partnerships providing greater interaction and improved access to community resources. In some cases, these partnerships even allowed access to excellent teaching facilities. Other schools such as Kankakee developed partnerships with several of the secondary schools in its area and worked closely with neighboring community colleges in addressing common problems. In areas such as Teacher Education, Richland, Heartland and SWIC developed partnerships with senior institutions which improved articulation and provided additional instructional opportunities. The use of technology and new software systems also allowed schools such as Joliet Junior College to address problems, ranging from the need for stronger assessment and instructional programs with diminished resources. Efforts were also made to

reduce student costs by eliminating unnecessary texts, using on-line resources and using digital instructional materials in lieu of traditional books.

In summary, the Social and Behavioral Sciences span a wide array of specific courses and programs. In most areas, consistent with the state of Illinois' economy, enrollment is holding steady or increasing. While faced with many problems, especially in the area of funding, colleges are pursuing innovative ways in which to retain students and minimize costs, most often by moving toward online instructional delivery or hybrid courses and/or developing partnerships. Additionally, nearly all reviewed programs addressed improvement in assessment techniques or the goal of improvement in assessment techniques and the necessity to upgrade equipment. Of the colleges that identified statewide issues, cost concerns seemed to be a common theme.

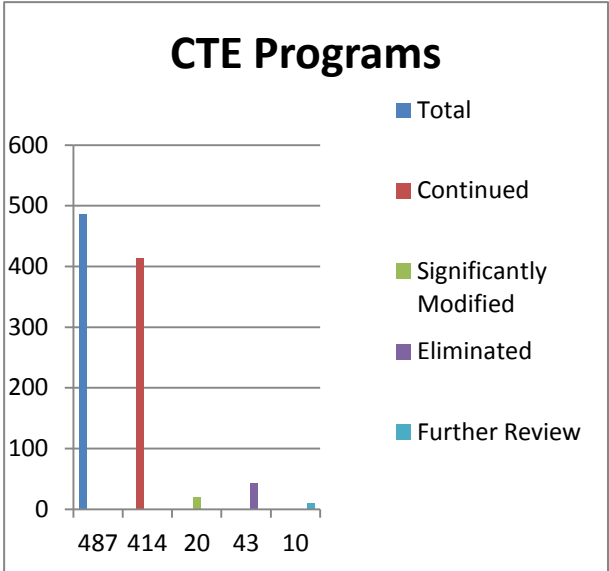
### CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

All career and technical education programs are reviewed once within a five-year period. Each year, community colleges review specific career and technical education programs and submit their findings to the Illinois Community College Board. This year 487 career and technical education programs were reviewed at the colleges.

Based on the analysis of their program review outcomes, colleges can elect to continue programs with minor improvements, continue programs with significant modifications, discontinue/eliminate programs, or schedule programs for further review. According to the program review summaries provided by each college, 414 career and technical education programs were continued with minor improvements, 20 programs were significantly modified, 43 programs were identified for elimination, and 10 programs were scheduled for further review during the coming year. The following chart illustrates the number of total career and technical education programs reviewed this fiscal year compared to the breakdown of the action on each program the college reported (continued with minor or major improvements, eliminated or inactivated, or scheduled for further review). In comparison, **238 new programs in career and technical education** were approved and added to the system's offerings in fiscal year 2011, while **43 were eliminated**.

Programmatic areas where the most activity occurred, including programs continued, modified, eliminated or approved, reflect substantial changes in our system's field of program and course offerings. This section of the report attempts to summarize the status of existing program offerings, reflect changes that may have impacted these programs during the last review period, and offer insight to issues that may affect these programs in the future.

*“Career & Tech Ed” programs constituted 68% of all the programs reviewed in fiscal year 2011.*





In an effort to better align our statewide summary with Illinois' Career Cluster Initiative, this section of the report has been defined, organized and presented accordingly. Program reviews summarized in this report fall within the following **Career Clusters**:

- Agriculture and Natural Resources
- Architecture and Construction
- Business Management and Administration
- Education and Training
- Health Sciences
- Hospitality and Tourism
- Human Services
- Manufacturing
- Marketing
- Transportation, Distribution and Logistics

For more information on the State's Career Cluster Initiative go to [www.careerclusters.org](http://www.careerclusters.org).



The **Agriculture, Food and Natural Resources Cluster** helps prepare individuals for careers in planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

This summary includes programs that fall within the **Animal Systems Pathway** and prepare individuals for developing better, more efficient ways of producing and processing meat, poultry, eggs, and dairy products. Programs in livestock production and animal care are included in this summary.

**Livestock Production, Management & Animal Care Operations**

**Number of degrees offered by the colleges: 3**  
**Number of certificates offered by the colleges: 10**

Nine (9) community colleges reported on a total of 13 programs in livestock production, management and animal care. Twelve (12) of the programs were continued with minor or significant improvements, while one (1) program was eliminated. That program was in equine operations.

Programs in these fields prepare individuals for work in the breeding, care of, and marketing farm animals. According to the Illinois Department of Employment Security (IDES), employment of all “agricultural workers” is anticipated to decrease statewide by -.54 percent through 2016. Locally, demand for these programs varies. While one college felt steadily declining enrollments and little to no local demand for new employees in related occupations was justification for placing their program on inactive status, other institutions have seen steady enrollment and placement upon completion. This summary also includes a review of Lake Land College’s grooming and Helping Paws Dog Assistant training programs offered at Dwight Correctional Institution. This program has seen a significant increase in enrollment over the last five years. Likewise completion and placements, which occur throughout the state, have also increased.

Strengths of these programs included knowledgeable and dedicated faculty, strong internship opportunities, partnerships with local secondary schools and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs were the need for updated equipment, tools and materials and occasional mis-perception of the agriculture field.

\*\*\*\*\*

This summary includes programs that fall within the **Environmental Services Pathway** and prepare individuals for employment in water and air pollution control, recycling, waste disposal and public health. This summary includes programs related to Water and Wastewater Treatment

Technology.

**Water and Wastewater Treatment Technology**

**Number of degrees offered by the colleges: 1**  
**Number of certificates offered by the colleges: 3**

Three (3) community colleges reported on a total of four (4) programs in water and wastewater treatment. Two (2) of the programs were continued with minor or significant improvements, while two (2) programs were eliminated.

According to the Illinois Department of Employment Security (IDES), employment of “water/wastewater treatment technicians” is anticipated to increase statewide by 11.95 percent through 2016. Locally, demand for these programs varies. In the north central and eastern part of the state, two colleges felt steadily declining or no enrollments and little to no local demand for new employees in related occupations was justification for eliminating their programs. While in the southwestern area of the state the college has seen steady enrollment and placement upon completion. This particular institution has partnered with a regional energy resource training center to offer programs tailored to meet the needs of specific employers within the district.

Strengths of these programs included knowledgeable and dedicated faculty, partnerships with local municipal facilities, and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs were the need for updated equipment, tools and materials and the lack of work-based learning sites.

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This summary includes community college programs that fall within the **Natural Resources Systems Pathway** and prepares individuals for employment maintaining and managing the forest, wetlands and other natural environments.

**Forestry, Urban Horticulture & Wildlife Management**

**Number of degrees offered by the colleges: 5**  
**Number of certificates offered by the colleges: 1**

Two (2) community colleges reported on a total of three (3) programs in forestry, urban horticulture and wildlife management. Three (3) degree programs were included in this review. Two (2) of the programs were continued with minor or significant improvements, while one (1) program was eliminated. That program was in forestry technology.

Forestry and wildlife management programs prepare individuals for working in forest conservation and natural resource management areas. According to the Illinois Department of Employment Security (IDES), employment of “forest and conservation technicians” is anticipated to increase statewide by 2.42 percent through 2016. Locally, demand for these programs varies across the state. The Northern college reported a continued interest in

horticulture and arboriculture-related programs, but the Southern college indicated no enrollment in forest technology programs.

Strengths of these programs included knowledgeable and skilled faculty, opportunities to partner with local not-for-profit and community organizations for hands-on work experience and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs was the need for updated equipment, tools and materials and the decrease in overall perceived need for training in this field of study within their regional area.

### **Mining Technology**

<b>Number of degrees offered by the colleges:</b>	<b>2</b>
<b>Number of certificates offered by the colleges:</b>	<b>10</b>

Two (2) community colleges reported on a total of 12 programs in mining technology. All of the programs were continued with minor or significant improvements.

Mining Technology programs prepare individuals for employment in developing, operating and maintaining mines, mining equipment and related processing operations. According to the Illinois Department of Employment Security (IDES), the demand for such workers is on the decline statewide, however, locally colleges reported a continued need for workers trained with mining technology skills and a sustained interest from students and community for related training programs. As plans to expand mining operations within these specific college districts continue, the need for skilled workers will increase. Colleges continue providing training for entry-level workers, as well as offering professional development and skill enhancement training for the existing workforce. Colleges currently offer various Mine Safety and Health Administration (MSHA) certifications, as well as American Heart Association CPR/First Aid for new and existing mining workers. Colleges also report working closely with local employers to establish training needs and standards.

Strengths of these programs included knowledgeable and dedicated faculty, partnerships with local employers including fiscal support and equipment resources, and a continued interest from business/industry and the community to offer related courses and programs. No significant weaknesses were reported by the colleges, other than the need for additional funding to support program improvements.

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This summary includes community college programs that fall within the **Plant Systems Pathway** and prepares individuals for studying plants and their growth to help producers of food, feed, and fiber crops continue to feed a growing population while conserving natural resources, maintaining the environment, and improving the overall nutritional value of our crops and produce. This summary includes programs in Agribusiness, Agricultural Production, Horticulture, and Landscape Design.

**Agribusiness Management**

<b>Number of degrees offered by the colleges:</b>	<b>16</b>
<b>Number of certificates offered by the colleges:</b>	<b>3</b>

Ten (10) community colleges reported on a total of 19 programs in agribusiness management. Eighteen (18) of the programs were continued with minor or significant improvements, while one (1) program was eliminated. That program was in agriculture supply and service.

Agribusiness management programs prepare individuals for planning and coordinating. According to the Illinois Department of Employment Security (IDES), employment of “agriculture managers” is anticipated to increase statewide by 2.85 percent through 2016. Overall, colleges reported steady to increasing enrollments, steady completions and high placements for their agribusiness program students. Colleges modify their agriculture programs regularly to address technological advancements of crop and soil science, planting methods, production and storage processes. Most colleges reported working with local Farm Safety cooperatives, Extension Offices and local agribusiness service providers to keep their programs relevant in curricular content and equipment and tool needs. New courses such as Precision Agriculture, Crop Scouting, Organics and Livestock Judging have been added locally to recruit more interest.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong demand from local employers. Weaknesses identified by the colleges for these programs was the need for updated equipment and tools, the lack of enough work-based learning sites and the need for accessing environments where real-world agricultural problems can be recreated for students to experience with.

**Agricultural Production**

<b>Number of degrees offered by the colleges:</b>	<b>10</b>
<b>Number of certificates offered by the colleges:</b>	<b>5</b>

Six (6) community colleges reported on a total of 15 programs in agricultural production. Eleven (11) of the programs were continued with minor or significant improvements, while three (3) programs were eliminated, and one (1) program was scheduled for further review. The programs eliminated were in viticulture and enology.

Agricultural production programs prepare individuals for the planning and directing of crop and/or livestock farming and related agricultural services. According to the Illinois Department of Employment Security (IDES), employment of “farmers and ranchers” is anticipated to decrease statewide by -7.39 percent through 2016. However, among the colleges reporting most indicated steady enrollments. Completion of programs fluctuates with the economy in agriculture production programs. When the economy is strong enrollments tend to decrease and students regularly stop out for employment. Placements for agriculture production students have also remained steady, primarily because the majority of students already work in a related area. Several colleges indicated modifying their agriculture production programs to reflect changes in technology related to breeding, planting, production, storage and care methods and processes.

Colleges reported working with local Farm Safety cooperatives, Extension Offices and local farms to keep their programs relevant to today's demands of people in this field. New courses such as GIS/GPS, Ag mechanization, organic production, and animal science have been added locally to recruit more interest and meet the needs of industry.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong interest from local businesses for existing workers and new hires to have formal education and training. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools, and the lack of enough work-based learning sites.

### **Horticulture**

<b>Number of degrees offered by the colleges:</b>	<b>13</b>
<b>Number of certificates offered by the colleges:</b>	<b>24</b>

Twenty (20) community colleges reported on a total of 37 programs in Horticulture. Twenty-nine (29) of the programs were continued with minor or significant improvements, while four (4) programs were eliminated, and four (4) programs were scheduled for further review. The programs eliminated were all in horticulture.

Horticulture programs prepare individuals for the planting and maintenance of plants, shrubs, flowers, foliage, trees and groundcovers for use in residential and commercial environments. According to the Illinois Department of Employment Security (IDES), employment of "grounds maintenance workers" is anticipated to increase statewide by 22.87 percent through 2016. Of the colleges who reported maintaining their programs with modifications, most indicated steady to increasing enrollments. Similar to many career and technical education programs, completion often fluctuates with the economy. When the economy is strong enrollments tend to decrease and students regularly stop out for employment. Placements for horticulture students remain steady, although somewhat seasonal and vary across the state. Several colleges indicated modifying their horticulture programs to reflect changes in technology related to increased specialization in landscape design, arboriculture, turfgrass management, and sustainable landscaping. Colleges reported working with local nurseries, greenhouses, farms and retail gardening centers to keep their programs relevant to today's demands of people in this field. New courses such as sustainable landscaping, local foods production, computer-aided landscaping design and hardscapes have been added locally to recruit more interest and meet the needs of industry. Furthermore, offering coursework aligned with industry credentialing, such as the Illinois Landscape Contractors Association's Certified Landscape Technician, or the Audubon Certification, provides students new to the program or returning to the college with growth opportunities in the field.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong interest from local businesses for existing workers and new hires to have formal education and training. Active advisory committees and strong student organizations were also mentioned by many of the colleges with horticulture programs. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools, and the lack of enough work-based learning sites.

**Ornamental Horticulture and Floral Design**

<b>Number of degrees offered by the colleges:</b>	<b>5</b>
<b>Number of certificates offered by the colleges:</b>	<b>7</b>

Ten (10) community colleges reported on a total of 12 programs in ornamental horticulture and floral design. Eleven (11) of the programs were continued with minor or significant improvements, while one (1) program was eliminated. This program was in ornamental horticulture design and management.

Ornamental horticulture and floral design programs prepare individuals for the use of plants, flowers and plant material for decorative use in residential and commercial environments, and for the delivery of related design services. According to the Illinois Department of Employment Security (IDES), employment of “floral designers” is anticipated to decrease statewide by -7.077 percent through 2016. Most colleges reported steady enrollments. Completion rates varied among the programs; however, all of the colleges indicated students finding related employment in this field locally. Several colleges indicated adding courses such as sustainable landscaping and organics to their course offerings. Colleges reported working with local nurseries, floral shops and retail floral and gardening centers to provide students with work-based learning experiences in the field.

Strengths of these programs included knowledgeable and experienced faculty, supportive student organizations, and strong interest from local businesses for existing workers and new hires to have formal education and training. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools.

**Landscape Design & Turf Management**

<b>Number of degrees offered by the colleges:</b>	<b>11</b>
<b>Number of certificates offered by the colleges:</b>	<b>19</b>

Fifteen (15) community colleges reported on a total of 30 programs in ornamental horticulture and floral design. Twenty-nine (29) of the programs were continued with minor or significant improvements, while one (1) program was eliminated. This program was in park facilities management.

Landscape design and turf management programs prepare individuals for designing and maintaining ornamental plants and groundcovers in outdoor residential, recreational and commercial environments. According to the Illinois Department of Employment Security (IDES), employment of “landscaping workers” is expected to increase by 22.63 percent through 2016 statewide. Locally the colleges indicate steady or increasing enrollments, steady completions and strong placements. Local partnerships with small and large landscape companies have provided students with work-based learning opportunities and expose them to a variety of jobs within landscaping and turf management. Courses such as sustainable landscaping, hardscapes, and organic pest control have been added due to increased community interest.

Strengths of these programs included knowledgeable and experienced faculty, supportive student organizations, and strong interest from local businesses for existing workers and new hires to have formal education and training. Most colleges reported on affiliations with state industry associations, such as the Illinois Landscape Contractors Association, to maintain curricula with relevant skill requirements and for preparation towards available credentialing, such as the Pesticide Applicator License available through the Illinois Department of Agriculture. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools.



The **Architecture and Construction Cluster** helps prepare individuals for careers in designing, planning, managing, building, and maintaining the built environment. Individuals pursuing a career in the Architecture and Construction cluster plan design and/or build new structures, restorations, additions, alterations, and repairs.

This summary includes community college programs that fall within the **Construction Pathway** and prepare individuals for building and remodeling residential and commercial structures such as houses, apartments, factories, warehouses, office buildings, churches, schools and recreational facilities. This pathway also includes programs related to improving the energy-efficiency of these structures and the development of sustainable resources. Programs reviewed in this summary are related to General Construction Technology.

### **Construction Technology**

<b>Number of degrees offered by the colleges:</b>	<b>8</b>
<b>Number of certificates offered by the colleges:</b>	<b>18</b>

Sixteen (16) community colleges reported on a total of 27 programs in construction technology. Eighteen (18) certificates and eight (8) degree programs were included in this review. Twenty-five (25) of the programs were continued with minor or significant improvements, while two (2) program were eliminated. Those programs were specific to Illinois Department of Corrections (IDOC) program offerings and were discontinued based on changes for the most recent fiscal year.

According to the Illinois Department of Employment Security (IDES), employment of “construction trades workers” is anticipated to increase statewide by 9.41 percent through 2016. Likewise, the employment of “construction managers” is also anticipated to increase by 11.47 percent statewide through 2016. Locally, colleges report a continued interest in construction programs, both short-term and degree-level in training length.

Overall the colleges reported steady enrollments for all construction programs. Some isolated programs experienced significant increases, while others experienced slight declines in enrollments. Several colleges indicated working with local labor councils to provide an educational ladder for their apprenticeship programs. Interest in specific trades programs has



varied across the state; however, most of the colleges reported significant demand for construction workers skilled in new technology and methods, particularly related to “green building efficiency”. Strengths of construction technology programs included knowledgeable and skilled faculty, opportunities to partner with local labor unions and community organizations for hands-on work experience and continued interest in course and program offerings. The only real weakness identified by the colleges for these programs was the need for updated equipment, tools and materials; indicating that finding curricula using the most updated methods, as well as the fiscal resources to pay for new equipment and tools, is difficult.

**Carpentry and Masonry**

**Number of degrees offered by the colleges: 4**  
**Number of certificates offered by the colleges: 12**

Eight (8) community colleges reported on a total of 16 programs: 12 in carpentry and four (4) in masonry. All of the programs but one (1) were continued with minor or significant improvements. One (1) building trade’s certificate program was placed on inactive status due to no enrollments and lack of faculty to support the program.

Carpentry programs prepare individuals for employment in the construction industry, including new construction, maintenance and restoration/renovation. Colleges reported steady enrollments in the majority of programs, as well as steady placements locally. According to the Illinois Department of Employment Security (IDES), the demand for “Carpenters” is expected to increase by 5.1 percent statewide through 2018. Masonry programs prepare individuals for employment in the construction industry, both residential and commercial environments. Colleges reported slightly declining enrollments primarily due to the decrease in new construction projects locally. Statewide, the demand for “Brick masons” and “Cement Masons” is expected to increase by an average of about five percent through 2018.

Colleges continue to partner with local trade associations, private contracting companies and not-for-profit organizations to establish and revise the necessary training to place graduates into internships and ultimately the job market. Several colleges expressed some concern over the issue of liability for using students as interns. Overall, however, colleges reported positive outcomes with their programs. Strengths included highly knowledgeable and skilled faculty, relationship with local unions and other business/industry partners, student interest and community support.

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The Construction Pathway also includes programs related to improving the energy-efficiency of residential and commercial building structures and the development of sustainable resources that support them. Programs reviewed in this summary are related Renewable Energy Technology.

**Renewable Energy Technology**

**Number of degrees offered by the colleges: 3**  
**Number of certificates offered by the colleges: 6**

Five (5) community colleges reported on a total of nine (9) programs in renewable energy technology. Six (6) certificates and three (3) degree programs were included in this review. Eight (8) of the programs were continued with minor or significant improvements, while one (1) program was placed on inactive status.

The renewable energy field is a new and emerging one statewide, therefore documented labor market data is not available from state sources. Employment projections data for occupations related to renewable energy programs cross multiple occupational areas from construction to engineering to industrial maintenance to agriculture. Opportunities in bio-fuels processing, wind energy, and green building technologies are reportedly available in certain economic regions throughout the state. Locally, the colleges report an increased interest from students and employers for training related to renewable energy technology. Eleven (11) colleges developed new programs in this area during the last fiscal year. Because the field is still so new and often misunderstood by the general public, colleges are working to help their communities better understand what opportunities are available through completion of their related training programs. Working directly with local employers to provide opportunities for cross-training and skill upgrading in renewable energy has been successful.



The **Business Management and Administration Cluster** prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management,

customer service and communication. This summary includes community college programs that fall within two pathway areas: the **General Management Pathway** and the **Human Resource Pathway**. Specific program offerings in these pathway areas include Entrepreneurship, Human Resource Management, and International Business.

<b>Number of degrees offered by the colleges:</b>	<b>65</b>
<b>Number of certificates offered by the colleges:</b>	<b>112</b>

Individuals pursuing a career in the General Management pathway plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources. The Entrepreneurship program being offered at the community colleges seeks to offer students an opportunity review foundational concepts, while working through practical approaches to developing innovative ideas into tangible products. The program engages students through the construction of a business plan while also exploring the specialized components related to a business such as marketing, accounting and legal aspects that all students will need to fully develop their business concept.

Areas for improvement identified by the colleges include:

- Better marketing and promotion of the program to students and employers.
- Meet with small business leaders/owners in the various community college districts to develop program outcomes that meet local business needs.
- Establish regular meetings with Chambers of Commerce, Small Business Roundtable, and Economic Development Councils to discuss future needs of the program.

Individuals pursuing a career in the Human Resources Management focus on the staffing activities that involve planning, recruitment, selection, orientation, training, performance appraisal, compensation, and safety of employees. The Bureau of Labor Statistics projects an overall employment growth in the human resources profession by 22 percent between 2008 and 2018. A specific growth will be seen in the areas of human resource managers, trainers, and labor relations manager and specialist. Significant improvements that have been made to the program area include providing additional designations or certifications within the degree to provide distinct areas or specialization for students and help to increase probability of employment in this field now and into the future.



The **Education and Training Career Cluster** prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Millions of learners each year train for careers in education and training in a variety of settings that offer academic instruction, career and technical instruction, and other education and training services.

This summary includes community college programs that fall within the **Teaching/Training Pathway**. Students pursuing a career in the Teaching and Training Pathway not only must be knowledgeable in their subject area, but teachers and trainers must also have the ability to communicate, inspire trust and confidence, and motivate learners, as well as understand their educational and emotional needs. Teachers must be able to recognize and respond to individual differences in diverse learners, and employ different teaching/training methods that will result in higher learner achievement. The specific program offerings within this pathway include teacher assisting/education.

### **Teacher Assistant**

<b>Number of degrees offered by the colleges:</b>	<b>45</b>
<b>Number of certificates offered by the colleges:</b>	<b>42</b>

According to the U.S. Department of Labor, Bureau of Labor Statistics, employment of teacher assistants is expected to grow 10 percent between 2008 and 2018. School enrollments are projected to increase slowly over the next decade, but faster growth is expected among special education and English as a second language students. Teacher assistants often are necessary to provide students with the special attention that they require.

The greater focus on school quality and accountability is likely to lead to an increased demand for teacher assistants as well. Growing numbers may be needed to help teachers prepare students for standardized testing and to provide extra assistance for students who perform poorly on the tests. Job growth of assistants may be moderated if schools are encouraged to hire more teachers for instructional purposes.

The Education program area at the community colleges tend to serve two distinct groups of students: students who are transferring to a four-year institution after completing their foundation courses or those students interested in a career field such as a lead teacher in a preschool or a paraprofessional in a public school after completing courses surrounding the theory and practices of teaching couple with the policies and research surrounding those issues

Because of the important role it plays in today's educational environment, the majority of colleges reported incorporating technology throughout the curricula. Students are engaged in the creation of electronic portfolios to not only engage in their job search but to also satisfy a technology related component in the overall coursework required in the program area at some institutions. This engagement with technology provides students experience with such applications as SMARTboards.

One main concern posed by several community colleges that has caused many programs to be inactivated, or discontinued/eliminated is the continued changes in state certification requirements and DCFS requirements for screening potential workers in educational settings. These issues in relation with low enrollments and completions continued to have many sites further reviewing the curriculum as to what would best suit student needs into the future.



The **Health Science Career Cluster** orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations

are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

Individuals pursuing a career in the Therapeutic Services Pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

This summary includes community college programs that fall within the **Therapeutic Services Pathway** and are related to Certified Nursing Assistants, Licensed Practical Nurses, and Registered Nurses.

<b>Certified Nursing Assistant (C.N.A.) Certificate programs:</b>	<b>40</b>
<b>Licensed Practical Nursing (L.P.N.) Certificate programs:</b>	<b>31</b>
<b>Registered Nursing (A.D.N./R.N.) Degree programs:</b>	<b>47</b>

The United States Bureau of Labor Statistics, Occupational Outlook Handbook for 2010-2011, reports that the outlook for registered nurses is expected to be excellent with variations by geographic settings. Employment of “registered nurses” is expected to grow by 22 percent from 2008-2018, resulting in 581,500 new jobs. However, employment of RN’s will not grow at the same rate in every industry.

The projected growth rates for RN’s in the industry with the highest employment of these workers are:

<b><u>Industry</u></b>	<b><u>Percent</u></b>
Office of Physicians	48
Home Health Care services	33
Nursing care facilities	25
Employment Services	24
Hospitals, public and private	17

As is evident in these numbers, hospital employment will be less due to short hospital stays, more treatments being performed as an outpatient in same day surgery, rehabilitation and emergency centers. Employment in nursing care facilities is expected to grow due to the increased number of older persons, many of whom will require long-term care.

The Occupational Outlook Handbook for 2010-2011 also documents that the retention of an adequate number of RN’s is a challenge due to an aging RN workforce and a lack of younger workers to fill positions. Nursing schools find themselves turning away qualified applicants annually due to space limitations and a shortage of faculty positions to adequately teach. Approaches to remedying some of these challenges should impact the numbers being accepted into nursing programs and completing them successfully.

As the baby boomer generation grows older, Illinois must further address the demands this generation will place on the healthcare system at the same time that many experienced nurses will be reaching retirement age. By the year 2020, it is estimated that in Illinois there will be a shortage of more than 21,000 nurses.

Strengths of these programs include:

- Solid curriculum to meet the needs of the healthcare industry specifically those RN’s transitioning from education into further education and education directly into employment. With the continuing increase in complexity of the NCLEX exam, many colleges are beginning to incorporate NCLEX style questions into the overall curriculum for students from course to course during the educational experiences on campus settings. Additional courses continue to be added to further provide a foundation in nursing practice and better position students who wish to further their education to a BSN degree. As a result, curriculum continues to be strengthened to prepare students for the realities

of the nursing practice, the role of the nurse in the community setting, and as preparation for advanced degrees

- NCLEX pass rates at the community colleges continue to be high. Various testing/assessment tools both written and in labs (teaching and demonstration techniques) continue to be instituted to prepare students in the successful completion of the NCLEX exam in order to keep the pass rate above average.
- Nursing labs have been moved or up-sized with state of the art simulation and equipment with additional skill practice opportunities to improve overall student confidence and knowledge and various situations.
- Flexible scheduling has become common practice amongst institutions as response to demand from students and employers. Day, evening, and weekend courses and clinical sites continue to be coordinated for students to access over the duration of the program.

Areas for improvement identified by the colleges include:

- The pool of applicants for nursing continues to exceed the number of seats available. Hiring and retaining qualified faculty to continue to accept a broader scope of students applying to the nursing programs continues to be a struggle amongst colleges. Unfortunately, more qualified masters level nurses with various clinical experiences are opting to stay in the field as opposed to teaching which has led to multiple teaching shortages which in turn leads to colleges not being able to accept as many qualified applicants into the program.
- A need for additional clinical sites for students to utilize over the course of the nursing program curriculum. Colleges continue to find it extremely difficult to find new clinical sites for students to use and often times find themselves competing with neighboring districts over access to those facilities for their students. It is important to provide students with a wide range of learning experiences in clinical settings and with the lack of diversity in obtaining multiple clinical sites, students are at risk of not being exposed to patients in multiple clinical settings.
- A need for intervention programs that help to address the strategies to respond to student attrition. A few interventions in early stages at various institutions is the implementation of a comprehensive student orientation program as well as better identification of students “at risk” of course failure along the course continuum. Institutions compare data related to course scheduling, class times and other various causes of student failure in order to develop improvement plans to address these causes of decreasing retention and completion rates within the programs. Better tracking will allow for a more formal remediation process to be instituted.

Two developing state level concern would be budgetary issues not just for the college but for the students applying to the programs as well as the recently proposed legislation that all A.D.N. nurses obtain a B.S.N. (Bachelor’s of Science in Nursing degree) within ten years of graduating in order to keep their Illinois nursing license.

Loss of funding to the college can limit faculty/staff development, purchasing of outdated equipment, needed skills lab supplies, and technology updates. For the student, state financial aid loss may mean the difference in whether they can afford to attend or postpone enrollment in higher education.

There is a strong push from professional organizations to have the B.S.N. as the entry into practice in Illinois since legislation is soon to be introduced on this topic. Many community colleges continue to voice a concern over this issue and feel it would be detrimental to the RN programs in place simply because the demand for this occupation is increasing with a number of retirements just ahead.



The **Hospitality & Tourism Cluster** prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

Individuals pursuing a career in the Travel and Tourism Pathway focus on the development, research, packaging, promotion and delivery of a traveler's experiences. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guide books, planning trips and events, managing a customer's travel plans or overseeing a huge urban convention center.

This summary includes community college programs that fall within the **Travel and Tourism Pathway** and the **Lodging Pathway** and are related to Restaurant/Hotel/Lodging Management, Hotel Food and Beverage, Hospitality Management, Tourism Management, and Resort and Casino Management.

<b>Number of degrees offered by the colleges:</b>	<b>10</b>
<b>Number of certificates offered by the colleges:</b>	<b>18</b>

Twenty-five (25) programs in this cluster/pathways area were continued with minor or significant improvements, one (1) was placed on inactive status, and two (2) were discontinued/eliminated.

The outlook for jobs in the hospitality industry has been negatively affected by the recently slow economy in both Illinois and the U.S. However, the career titles of “Lodging” and “Hotels and Other Accommodations,” both expect a growth of five percent in the years 2008-2018.

A strong partnership continues to be in place between colleges and nationally recognized organizations like that of the National Restaurant Association, American Culinary Federation, and American Hotel and Lodging Association. This continued partnership helps ensure students are acquiring needed skills for success and provides them with close ties to industry professionals.



The **Human Services Cluster** prepares individuals for employment in career pathways related to families and human needs. This summary includes community college programs that fall within the

**Family and Community Services Pathway** and prepare individuals for work helping the homeless, housebound, and infirm cope with circumstances of daily living; counseling troubled and emotionally disturbed individuals; training or retraining the unemployed or underemployed; caring for the elderly and the physically and mentally disabled; helping the needy obtain financial assistance; and soliciting contributions for various social services organizations.

**Human Services**

**Number of degrees offered by the colleges: 14**  
**Number of certificates offered by the colleges: 16**

Fifteen (15) community colleges reported on a total of 30 programs in human services. All of the programs were continued with minor or significant improvements. Human services programs include training related to emotional, substance abuse, addictions and career counseling, gerontology, and assisting in the process of identifying supportive services for various human service clientele.

Overall the colleges reported positively on the status of their programs. Colleges reported steady to slightly increasing enrollments and continued placements in related occupations. According to the Illinois Department of Employment Security (IDES), demand for both “Mental Health/Substance Abuse Counselors” and “Social and Human Services Assistants” is expected to increase significantly faster than the average for all occupations statewide through 2018. A projected growth of between 20.3-26.8 percent will offer nearly 500 new job opportunities for graduates in the next few years. Locally colleges work with district service providers to offer internship opportunities, which oftentimes lead to employment opportunities for students.

Some college programs take a more generalist approach to human services, while others offer a specialization dealing with youth, elderly or family populations. Many colleges reported revisions to their curricula to address the changing needs of employers in their districts. Those revisions in some cases included changes in course content to improve articulation into baccalaureate degree programs. Colleges offering addictions-counseling related programs have sought accreditation through the Illinois Alcohol and Other Drug Abuse Professional Counseling Association (IAODAPCA) which will prepare students for completing the State of Illinois’ Alcohol and Drug Certification (CADC) exam. Several colleges also reported on adding online courses to their programs.

Strengths of human services programs were reported as highly knowledgeable and skilled faculty, student interest and community support. Several weaknesses identified by the college were the need for increased access opportunities via online delivery or part-time formatting, the need for more marketing of the program, and the overall decline in employment opportunities with governmental organizations for human services graduates.

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This summary includes community college programs that fall within three Career Pathways: **Early Childhood Development and Services, Family and Community Services, Counseling and Mental Health Services.** These pathways lead to occupations in Early Childhood



Education and Development, Child and Family Services, and Human Services including Adult Services which may include trauma, violence, and victim service areas.

**Number of degrees offered by the colleges: 40**  
**Number of certificates offered by the colleges: 35**

According to the Bureau of Labor Statistics, the employment of child care workers is projected to increase by 11 percent between 2008 and 2018. In recent years there has been an increased emphasis on early childhood education and the fact that more states are proposing the universal availability of early childhood education. Because of rapid turnover (over 27 percent for Early Childhood Teachers and over 39 percent for Early Childhood Assistant Teachers), constant training is needed to meet state minimum standards.

The Early Childhood Education degree and certificate offerings continue to monitor changes within the program to prepare and encourage students to be engaged in this ever changing career field. Colleges continue to introduce early childhood learning standards in courses ensuring that students understand the importance of educational teaching and planning. Most often this learning process culminates in an internship or work based learning setting in which students would utilize the learning standards from the overall courses and apply in a hands-on experience.

Strengths of these programs include:

- Development of courses in an online and/or hybrid format which attracts students who are working full-time while pursuing the certificate or degree requirements.
- Most offer courses leading to the Illinois Director Credential, Infant/Toddler Credential, and the Early Childhood Education Credential which allows for multiple options for students in terms of employment and further engaged within the program area.
- Establishment of professional portfolio assignment that allows students to collect professional materials in order to document increased knowledge of course objectives and overall learning and ability when they pursue jobs in the child care field. It can also be used as a preliminary professional development portfolio for students in transfer programs as well.
- Expanded the use of technology in student assignments including presentations as competent use of technology is a critical skill for prospective teachers.

Areas for improvement identified by the colleges include:

- Although enrollment has seen a slight increase at most colleges, others still struggle with a low number of students within the Early Childhood Education program area and even more so in the recruitment of male students.
- Develop a process for generating data.



The **Manufacturing Cluster** helps prepare individuals for careers in planning, managing, and performing the processing of materials into parts and final products. Individuals pursuing careers in this field will be engaged in processes related to production planning and control, maintenance and manufacturing engineering and technology.

This summary includes community college programs that fall within the **Maintenance, Installation and Repair Pathway** and are related to Manufacturing Technology and Industrial Maintenance Technology.

### **Manufacturing Technology**

<b>Number of degrees offered by the colleges:</b>	<b>18</b>
<b>Number of certificates offered by the colleges:</b>	<b>39</b>

Nineteen (19) community colleges reported on 67 total certificate and degree programs in this field of study. Manufacturing programs included in this review relate to manufacturing and process technology, industrial operations technology, mold making and machine tool/ machine processing technology. While the majority of colleges reported plans to continue their programs with minor improvements, there were four (4) colleges that reported plans to eliminate their programs in manufacturing technology and industrial manufacturing technology.

### **Industrial Maintenance**

<b>Number of degrees offered by the colleges:</b>	<b>10</b>
<b>Number of certificates offered by the colleges:</b>	<b>24</b>

Fifteen (15) community colleges reported on 34 total certificate and degree programs in this field of study. Programs included in this review relate to industrial maintenance technology, industrial electronics, mechanical systems, hydraulics, automated and integrated systems technology. The majority of colleges reported plans to continue their programs with minor improvements, however there were four (4) colleges that reported plans to eliminate their programs in industrial maintenance and integrated maintenance technology.

Overall colleges reported steady interest and enrollment from students and local employers in both manufacturing and industrial maintenance-related programs. Institutions working with local employers to identify the necessary skills at entry-levels and beyond have seen the most success in completion and placement of graduates. Many colleges reported offering a variety of shorter term certificate programs that enhance skills of the existing workforce. While employment demand is anticipated to decrease statewide through 2018 for manufacturing-related occupations according to the Illinois Department of Employment Security (IDES), locally colleges report a continued demand by some employers in their districts. IDES predicts a 12.6 percent growth in employment for “Industrial Machinery Mechanics” statewide through 2018. Interest from employers to customize training for their employees has increased significantly for districts

where there are larger manufacturing bases but not enough trained workers to fill their immediate needs.

Improvements to manufacturing and industrial maintenance technology programs reported by the colleges include revising and consolidating curriculum into laddering certificates which lead to a degree; adding curriculum that specifically address new technologies in the field, updating of equipment and computer software, increasing access by opening up classes during times that meet employer's shift schedules, adding work-site visits and guest speakers that can not only describe the daily job of related occupations but also offer an industry-wide perspective for new students and existing workers; professional development for full-time and adjunct faculty so they will be trained in the most up-to-date manufacturing technology; re-commitment of advisory councils to monitor the success of students and feedback into program improvement. Colleges whose programs could meet the criteria for NIMS (National Institute for Metalworking Skills) Accreditation also reported seeking re-accreditation accordingly.

Colleges that reported eliminating their programs in manufacturing and industrial maintenance technology cited low to no enrollments or community interest as the major factor leading to this action. Declining local need as employers close down or leave the district has been a challenge for these institutions during the last five year period. Most colleges reported having tried modifying their programs over the years, to better suit the community and employer's needs, without any long-term success.

Strengths of these programs were identified as a knowledgeable and committed faculty, collaboration with local employers, NIMS Accreditation, student interest and steady placement locally and statewide. Obvious weaknesses were identified as a lack of need for programs and the need for updated facilities, equipment and/or software. Colleges also reported a lack of awareness of manufacturing programs and related occupations in local high schools. Several institutions, who have participated in Programs of Study Implementation Projects in the last few years, reported plans to work more closely with secondary partners to align courses and curricula, as well as increase awareness in both the student body and parental body of their career and technical programs and related opportunities in the Manufacturing field.



The **Marketing Cluster** prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives.

Individuals pursuing a career in the Professional Sales Pathway are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers.

This summary includes community college programs that fall within the **Professional Sales Pathway** and are related to Marketing Business Management, Marketing Retail Management, Sales, Marketing and Retail, Retailing/Merchandising, Advertising, and Marketing.

**Number of degrees offered by the colleges:** 20  
**Number of certificates offered by the colleges:** 17

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook “Overview of 2008-2018 Employment Projections,” sees the overall employment of advertising, marketing, promotions, public relations, and sales managers to increase by 13 percent through 2018. Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic. Employment of marketing managers will grow about as fast as average at 12 percent between 2008 and 2018, and that of sales managers will grow faster than average at 15 percent over the same period.

Thirty-two (34) of the programs were continued with minor or significant improvements, while two (2) were discontinued/eliminated and one (1) was scheduled for further review.

The various Associate Degree and Certificate offerings help prepare students to comprehend the broad spectrum of marketing trends, management, sales, and communications in this program of study area. Programs offered by the various colleges are providing access to students via multiple delivery systems including traditional, open learning, and online learning formats to fit the needs of students attending. Regular meetings of advisory councils are scheduled in order to link the overall curriculum between the needs of area employers.

One continued area in need of development would be to continue to place an emphasis on arranging relevant and meaningful internships for students entering the program in order to continue to provide hands on learning experiences to coincide with classroom instruction.



The **Transportation, Distribution and Logistics Cluster** helps prepare individuals for the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

This summary includes community college programs that fall within the **Transportation Operations Pathway** and are related to Truck Driver Training.

### **Truck Driver Training**

**Number of degrees offered by the colleges:** 0  
**Number of certificates offered by the colleges:** 15

Thirteen (13) community colleges reported on 15 total certificate programs in this field of study. Programs included in this review relate to commercial truck driving and tractor-trailer driving. All of the colleges reported plans to continue their programs with minor improvements.

Overall the colleges reported steady to increasing enrollments from new job-seeking students and local employers looking to offer existing employees re-training opportunities. Employment demand statewide is anticipated to increase 14.1 percent statewide through 2018 for “truck drivers” according to the Illinois Department of Employment Security (IDES). Locally colleges report a continued demand for this training in their districts. Most of the colleges reporting indicated steady retention, completion and placement rates for certificate graduates. Several colleges also boasted a pass rate for the Commercial Driver’s License certification exam above 90 percent.

Colleges indicated that because the curriculum and certification standards are driven by State of Illinois regulations, their programs are prescribed and always reflect the most current requirements in the field. Some college’s contract with an outside training provider for equipment and instruction, as these programs can be costly and require facilities not always available on campus. Overall the colleges work closely with the Illinois Department of Transportation and the Illinois Secretary of State’s Office to maintain compliance with training program standards as well as provides the most relevant instruction and training resources to their students.

Improvements to truck driver training programs include condensed curriculum, alternative formatting in instructional and behind-the-wheel training delivery, adding defensive driving techniques, and offering new and returning students with more industry credentialing opportunities. Optional credentialing includes certifications available through the National Safety Council (NSC) and the Professional Truck Driver Institute (PTDI). Strengths of truck driver training programs included experienced faculty, college-owned trucks and campus facilities, local support within the community, and significant local need in some districts. Weaknesses and/or issues related to these programs include the operational costs such as maintenance needs for trucks and equipment, and fuel costs.

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This summary includes community college programs that fall within the **Facilities and Mobile Equipment Maintenance Pathway** and are related to Automotive Technology and Auto Body Technology.

**Automotive Technology**

<b>Number of degrees offered by the colleges:</b>	<b>31</b>
<b>Number of certificates offered by the colleges:</b>	<b>66</b>

Twenty-eight (28) community colleges reported on a total of 97 degree and certificate programs in this field of study. Programs included in this review relate to automotive technology and the maintenance/repair of all related specialty systems. The majority of colleges reported plans to continue their programs with minor improvements while a few colleges reported plans to eliminate programs and/or schedule programs for further review due to revision of their overall program offerings in this field.

Overall the colleges reported steady to increasing enrollments from new job-seeking students and from individuals looking to further their skills in this field. Employment demand statewide is anticipated to increase 12.7 percent statewide through 2018 for “automotive service technicians and mechanics” according to the Illinois Department of Employment Security (IDES). Locally colleges report a continued demand for this training in their districts. Placements were reported as consistent throughout the state.

**Automotive Body Repair Technology**

<b>Number of degrees offered by the colleges:</b>	<b>12</b>
<b>Number of certificates offered by the colleges:</b>	<b>24</b>

Fourteen (14) community colleges reported on a total of 46 degree and certificate programs in this field of study. Programs included in this review relate to auto body repair/collision technology. Most of the colleges reported plans to continue their programs with minor improvements while a few indicated plans to eliminate a program and/or schedule their offerings for further review.

Overall the colleges reported steady to increasing enrollments from new job-seeking students and from individuals looking to further their skills in this field. Interest from individuals looking for cross-training opportunities showed some increase in several districts across the state. Employment demand statewide is anticipated to increase statewide by 12.7 percent for “automotive technicians and mechanics” and 14.1 percent through 2018 for “automotive body and related repairers” according to the Illinois Department of Employment Security (IDES). Locally colleges report a continued demand for this training in their districts. Placements were reported as consistent throughout the state.

Colleges indicated that because the curriculum is driven by national certification standards, (i.e. Automotive Service Excellence (ASE) certification of the NATEF (National Automotive Technicians Education Foundation and iCar, Inter-Industry Conference on Collision Repair) their programs are prescribed and always reflect the most current requirements in the field.

Improvements to automotive repair and auto body technology training programs include updating curriculum, partnering with local businesses to update equipment and tools, providing more on-the-job training experience for students, adding alternate delivery for individuals currently working full-time and adding specialty certificates that align with ASE credentialing opportunities. Strengths of automotive technology training programs included experienced and certified faculty, local support within the community, and significant local need in some districts. Weaknesses and/or issues related to these programs include the operational costs such as maintenance needs for facilities, equipment and tools.

**CROSS-DISCIPLINARY PROGRAM REVIEW: TRANSFER FUNCTIONS**

During fiscal year 2011, cross-disciplinary program reviews were submitted by 37 colleges. Of this number, 24 colleges chose to address all transfer programs and functions as a group. Thirteen colleges chose to focus on specific cross-disciplinary programs with a total of 58 specific programs addressed. All programs reviewed were recommended for continuation with planned improvements ranging from minor to substantive. However, concerns were expressed in

several areas regarding lagging enrollment and/or external factors affecting the success of programs. This review primarily cut across all cross-disciplinary programs and functions, especially those related to transfer. Cross-disciplinary instruction refers to a curriculum that incorporates courses from two or more instructional areas. Included is general education, adult education, English as a Second Language, remedial/developmental instruction, vocational skills, and transfer functions

*“Cross-Disciplinary” programs constituted 8% of all programs reviewed in fiscal year 2011.*

and programs. To assess programs and courses in these areas, responding institutions addressed a number of key questions, including 1) the objectives of the college and constituent courses in the programs, 2) the importance of the program to the college’s mission, 3) the continued need for each of the programs and evidence of whether or not the program is meeting the needs of students, 3) the quality of the programs and courses, and the steps that needed to be taken to update or improve instruction, and 4) how the courses can be offered in a more cost-effective manner. This section will review the common themes that emerged during this review.

In no other area of the curriculum is there a greater need for timely, effective assessment data than in the area of cross-disciplinary studies. The ability to track students across disciplines in-house and/or across institutions was universally identified as a critical need as was the need to assess student success in school and in life. Institutions reported using several principle assessment methods to assure program quality. Analysis of enrollment, demographic and cost data, student surveys, and standardized assessments were the most commonly used methods of data collection. Other assessment methods cited included the use of writing samples, course embedded questions, certification examination results and portfolio evaluations. Some colleges merely mentioned the use of such measures, but did not include actual data and analyses. Others both reported and used data effectively in their assessment efforts. Lake Land actually produced a student transfer report which tracked transfer students to their five primary receiving institutions and reported on their course enrollments, GPA’s and success ratios. Illinois Valley and Parkland also tracked their graduates to their respective senior institutions. Elgin tracked the number of degrees awarded over time along with retention rates while Wright tracked enrollments, completions and transfers for individual programs. Wright also used CAAP scores to compare its graduates to national norms. It should be noted that the manner in which assessment is conducted varies across and within institutions, based upon the specific program. The level of sophistication also appears dependent on the presence of comprehensive student information systems and an effective Institutional Research Office. A statewide problem cited almost universally was the lack of an effective, user-friendly statewide information system capable of tracking students across institutions, while providing useful student success data.

Based on information contained in the submitted program review reports, the enrollment trends for students in cross-disciplinary studies vary widely, dependent largely on the program and geographic area. Despite a lack of resources and space constraints, many institutions have seen enrollment increases particularly in AA and AS programs which allow a transfer student to enroll in advanced education programs which can lead to jobs in high need areas. Associates in General Studies (ASG) programs also seem to be growing in popularity, particularly in or near large urban areas. Given additional funding, space and skilled faculty, affected colleges felt strongly that these programs could grow significantly. Another relative newcomer to the cross-disciplinary area, the Associate in Engineering Science (AES), appears to be gaining momentum

with Heartland, Rock Valley and Wright reporting gradual program growth. In response to growing enrollment, programs continue to offer more class sections, create more online and hybrid sections, and expand evening, weekend and summer offerings. However, other programs appear to be growing more slowly. AFA programs statewide appear to be growing rather slowly, although Lewis and Clark's Music AFA's are reported to be growing robustly. The success of Teacher Education programs also appears to vary widely dependent on articulation policies of senior institutions to which the graduates transfer. Several colleges also reported concerns regarding the pending changes to ISBE rules governing teacher certification.

The most prevalent statewide issue reported was a lack of funding due to tight state and local budgets. As with other programs, this has impacted educational offerings and affected the growth of cross-disciplinary programs. The increasing cost of maintaining or growing even popular programs was mentioned in many reports citing the need for more facilities and equipment of a specialized nature, upgraded technology, and additional skilled faculty and staff. As noted above, a second statewide issue often mentioned was the need for an effective, user friendly statewide information system capable of tracking students across institutions, while providing useful student success data. This is a problem particularly for smaller colleges lacking the resources to develop such programs internally or to effectively use the current "Shared Student Enrollment and Graduation Data Base." Problems specific to Teacher Education and Early Childhood were mentioned by several colleges, including Black Hawk, Sandburg, Richland, and Moraine Valley. A key issue is the lack of uniformity in Teacher Education programs at the senior level. Also cited as problems were the higher pass grades needed on the IBST and the major changes in Teacher Educator standards and rules currently taking place.

In response to the issues cited above and other problems specific to given colleges, many institutions sought constructive solutions. Some colleges developed community partnerships providing greater interaction and improved access to community resources. In some cases, these partnerships provided access to excellent teaching facilities. Other colleges, such as Danville and Elgin, pursued grants (Achieving the Dream) or gained access to additional resources through participation in consortia. Almost universally, the colleges surveyed reported active partnerships, with multiple articulation agreements and constant efforts to improve these agreements. McHenry reported 28 partnerships with 20 different institutions. In addition to multiple partnerships, DuPage reported several student-friendly innovations, including efforts to develop additional 3+1 agreements with baccalaureate institutions in its area. In addition, five of nine baccalaureate institutions selected by the Illinois Student Assistance Commission to participate in the (MAP) program selected DuPage as their partner institution. In Chicago, Harold Washington teamed with UIUC to develop TEAM, a mentoring program, using Lumina funding. To address institutional concerns in the area of Teacher Education and Early Childhood, ICCB has recently launched two major initiatives. First, it is encouraging colleges to develop Test-Prep courses for the IBST, using syllabi and an instructional manual which provides access to pre-prepared materials of high quality. Second, ICCB is actively working with ISBE, IBHE, and representatives of community colleges and senior institutions to facilitate the transition to the new Teacher Education Rules which become effective in 2014. Major changes to the IAI program are also underway, which should lead to a revitalization of the program and improved articulation in the major areas.



In summary, Cross-Disciplinary Programs span a wide array of specific courses and programs. In most areas, consistent with the state of Illinois' economy, enrollment is holding steady or increasing, albeit slowly in some programs. While faced with many issues, especially in the area of funding, colleges are pursuing constructive efforts to retain students and strengthen programs, most often by moving toward online instructional delivery or hybrid courses and/or developing partnerships with their communities and with senior institutions. Additionally, nearly all reviewed programs addressed improvement in assessment techniques or the goal of improvement in assessment techniques and the necessity to upgrade equipment. In pursuit of improved program assessment, several colleges have also participated in broader assessment efforts through membership in consortia. To assist these efforts at the local level, ICCB is also engaged in efforts to strengthen the IAI Program and lend clarity to the impending changes in the area of Teacher Education.

## **STUDENT AND ACADEMIC SUPPORT SERVICES**

Community college student support services assist students in making appropriate academic and career plans, offering resources, and enriching their college experience. Colleges were asked to submit a Student & Academic Support Services Review Report that addressed major findings, improvements, and modifications of several areas within student support. Reports could include one or more of the following key service areas: Financial Aid and Student Success. While other service areas within student support were allowable, listed below are the dominant service areas and statewide programmatic issues that were reported. ***One hundred twenty-three (123) Student and Academic Support Services programs*** were reviewed in fiscal year 2011.

Community college student support services assist students in making appropriate academic and career plans, offering resources, and enriching their college experience. Colleges were asked to submit a Student & Academic Support Services Review Report that addressed major findings, improvements, and modifications of several areas within student support. Reports could include one or more of the following key service areas: Advising/Counseling, Students with Disabilities and Library Services. While other service areas within student support services were allowable, listed below are the dominant service areas and statewide programmatic issues that were reported. One hundred seventeen (117) Student and Academic Support Services programs were reviewed in fiscal year 2011.

### Advising/Counseling

Academic Advisors and Counselors cultivate lifelong learning and guide students in achieving academic goals that will enhance their professional and personal growth. Advising/Counseling Centers offer services and resources to help students in their college experience and facilitate progress toward educational and career goals. Advisors are prepared to work with students in areas such as transfer requirements, graduation audits, and course registration. Several colleges are beginning a Case Management approach beginning the fall 2011 term. Case Management is an intrusive advising approach, which requires advisors to: conduct an intake, assist the student in developing an educational and career plan, as well as provide appropriate and needed interventions and referrals. New students, readmitted students and at-risk students receive even more specialized services, including required meetings, referrals, attendance at workshops, etc. The use of technology for course registration, advising questions, and appointment scheduling has also increased student access to their advisor/counselors. Due to the economic downturn in

the State of Illinois, advisors and counselors are seeing more students who need financial assistance. Although, academic advisors and counselors do not handle financial aid, with the status of the state financial aid awards unknown it makes it increasing more difficult for advisors and counselors to alleviate the student's concern about cost of attendance. Academic Advisors and Counselors are also closely monitoring the state and federal considerations related to the National Completion Agenda to see if any new standards will impact academic advising service delivery.

### Library Services

The primary mission of the Library is to provide information resources and services to all of the students of the college, as well as to the faculty and staff, to support the academic mission of the college. Part of that mission includes serving as the source of instruction on the use of information resources for the students of the college, conducted through sessions offered to classes. In order to reach more constituents in this particular area many colleges have created an Information Literacy course. Several colleges have also made this information available on their website in order to allow individual instructors to utilize sections of the course content that are appropriate for their courses. Libraries have also been reviewing and assessing their print collections, electronic resources and online library services. Many libraries are expanding their services and have seen large increase in the demand for electronic resources. However, state library support is steadily decreasing. Products and services that were provided to all libraries are declining now requiring colleges to spend several hundreds and thousands of dollars on these resources. The state library system was also forced to merge during fiscal year 2011 forming only one northern and one southern system. The functions that will be supported by the new systems are interlibrary loan, Talking Book & Braille services, and library automation systems' support. Colleges have also seen an increase in student use of libraries placing a greater demand for updating of library instructional space, designated library group study space, and designated library quiet zones.

### **CONCLUSION**

The *Program Review Statewide Summary for Fiscal Year 2011* provides evidence of the community college system's continued efforts towards meeting the diverse needs of their communities. As the economy continues to wane constraints on fiscal resources increase, and so do enrollments at our institutions forcing colleges to implement strategies that maintain quality services to their districts. Community college program review submissions for this fiscal year affirm the system is doing just that. Colleges reviewed a total of 718 instructional programs during fiscal year 2011, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

**One hundred seventy-three (173) Academic programs** within Social and Behavioral Sciences, and, Written and Oral Communications were reviewed this fiscal year, all recommended for continuation with minor improvements noted. Major challenges cited by the colleges in maintaining high quality mathematics offerings included increasing the number and level of articulation for individual courses from the secondary to post-secondary level, addressing the increasing needs for remedial instruction in this discipline, and utilizing outcomes assessment data for short- and long-term improvement.

**Four hundred eighty-seven (487) Career and Technical Education programs** were reviewed this fiscal year. Of those, 414 programs were continued with only minor improvements, 20 programs were significantly modified, 43 programs were identified for elimination, and 10 programs were scheduled for further review during the coming year. Over the fiscal year 2011 program review cycle, the career and technical program areas that experienced the most significant activity in terms of expansion and/or elimination of programs were *related to Agriculture, Food & Natural Resources, Architecture and Construction, Business Management & Administration, Education & Training, Health Sciences, Hospitality & Tourism, Human Services, Marketing, Manufacturing, and Transportation, Distribution & Logistics*. Program review submissions by the colleges in these program areas clearly illustrate the system's responsiveness to local economic needs and student interests through the revision of existing programs, addition of new programs, and elimination of under-performing programs. **Two hundred thirty-eight (238)** new A.A.S. degree and Certificate programs were added and **43** were eliminated during fiscal year 2011. Community college's program review summaries this year illustrate how institutions continue to strive towards developing and maintaining, cost-effective, high quality and technologically advanced career and technical programs that meet both student interests and local business/industry needs.

Colleges continue to provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. Program review submissions this fiscal year also illustrate that the colleges are committed to continuous improvement of not only their instructional programs, but also their student and academic support programs and services. **One hundred twenty-three (123) Student and Academic Support Services programs** were reviewed in fiscal year 2011. College submissions centered around two main areas: Advising/Counseling and Library Services. Colleges identified numerous state-level issues challenging student and academic support services. Those issues included the continued need to increase staffing, update or expand facilities, and secure additional funding.

Finally, program review, as an accountability tool, has always been useful in illustrating the changing menu of community college program offerings while also providing evidence of stability in program quality and effectiveness from review cycle to review cycle. Review of *Academic programs, Career and Technical programs, Cross-Disciplinary programs (Transfer Functions), as well as Student and Academic Support Services programs* provides our institutions with the opportunity to evaluate their broad-level successes and challenges. Reporting their findings back to ICCB enables each institution to summarize their assessments and share their ideas and/or concerns for each of the program areas. Providing a *Statewide Summary Report* offers the system a look at the past fiscal year's program evaluation and assists colleges in sharing their program successes. Through this year's submissions and the *Statewide Summary Report*, it is obvious that community colleges across our state have again proven their willingness to revise existing programs, eliminate programs that are no longer needed, and develop new programs that meet the emerging needs of industry in order to remain the most cost-effective and innovative provider of educational programs and services to their districts.

Illinois Community College Board

**SUMMARY OF CAPITAL PROJECTS  
APPROVED BY THE PRESIDENT 2011**

Authority is given to the President/CEO through Administrative Rules of the ICCB to approve specific capital projects. Each year all approvals given in the previous calendar year are reported to the Board. Projects that require approval include those financed with either a protection, health, and safety tax levy, projects (other than maintenance in nature) financed with operating tax/bond proceeds, all land acquisitions, and projects greater than \$250,000 financed through existing college funds. Leases of five years or longer require approval, and all projects that are entirely or partially funded by the State require approval of the Board president.

Eighty-five projects totaling \$72.7 million were granted approval during calendar year 2011. This is a 7.6 percent decrease in the number of projects approved in calendar year 2010 (ninety-two). There were no leases approved. Table 1 summarizes the projects.

**INFORMATION ONLY**

**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1, 2011 - December 31, 2011  
Table 1**

<b>Approval Date</b>	<b>College</b>	<b>Project Title</b>	<b>Approved Budget</b>
<b><u>Excess PHS Bonds</u></b>			
5/11/2011	Richland	Lighting/Ceiling Tile Replacement in Shilling	\$74,350
<b>Category Sub-Total</b>			<b>\$74,350</b>
<b><u>Local</u></b>			
3/28/2011	Black Hawk	East Campus Auditorium Renovation	\$535,719
9/13/2011	Black Hawk	Industrial Training Lab Extension Center	\$259,000
5/23/2011	CCC-Kennedy King	Harold Washington Cultural Center Acq/Remodel	\$2,256,045
6/30/2011	Danville	26 Tillman in Danville Land Acquisition	\$0
4/5/2011	Highland	Natural Science Greenhouse Construction	\$370,000
3/25/2011	IECC-Frontier	WFDC Classroom Remodeling	\$392,000
10/19/2011	Lake County	100 West Madison in Waukegan, IL - Land & Remediation	\$272,001
11/18/2011	Lake County	Waukegan Property Acquisition 34 Sheridan	\$203,000
5/23/2011	Lincoln Land	Storage Facility	\$1,200,000
9/12/2011	Lincoln Land	Surgical Tech & CNA Suite in WFDRC	\$732,600
4/7/2011	Logan	Shawnee Library System Building Acquisition	\$765,000
8/24/2011	Logan	Three Acre Land Acquisition in Carterville	\$92,000
8/24/2011	Logan	Annex Renovation (formerly Shawnee Library Building)	\$551,820
3/14/2011	Moraine Valley	Blue Island Site & Building Acquisition	\$1,380,000
1/14/2011	Rend Lake	Science Classroom Addition/Pinckneyville	\$558,104
4/27/2011	Richland	4004 E. College Park Building Acquisition	\$380,000
7/14/2011	Richland	National Sequestration Education Center	\$3,451,365
11/14/2011	Richland	Workforce Development Institute	\$16,100,000
7/12/2011	Sauk Valley	West Wing Technology Remodeling	\$3,146,262
7/12/2011	Sauk Valley	Relocate/Remodel Radiology Classrooms	\$737,981
<b>Category Sub-Total</b>			<b>\$33,382,897</b>
<b><u>Local and General Assembly Initiative</u></b>			
2/16/2011	Black Hawk	Sustainable Technology Building	\$3,700,000
9/27/2011	John Wood	Land Acquisition & Site Improvement	\$300,000
3/21/2011	Kankakee	Advanced Technology Education Center	\$5,800,000
2/16/2011	Lewis and Clark	NGRREC Ph II Construction	\$7,000,000
<b>Category Sub-Total</b>			<b>\$16,800,000</b>

Agenda Item #12.4  
March 23, 2012

Approval Date	College	Project Title	Approved Budget
<b><u>Capital Renewal</u></b>			
11/21/2011	Danville	Resurface Brick Road in front of Clock Tower	\$307,600
2/15/2011	Joliet	City Center HVAC Improvements	\$272,800
12/12/2011	Joliet	Exterior Stair Replacement Buildings A & S	\$550,200
5/12/2011	Lake Land	Classroom Building Tuck Pointing	\$134,600
11/21/2011	Moraine Valley	BIEC Roof Replacement and Masonry Restoration	\$830,800
11/4/2011	Parkland	Campus HVAC Controls	\$686,200
11/2/2011	Rend Lake	Room Upgrades & Partial Roof Replacement	\$283,300
11/7/2011	Sandburg	Science Laboratory Updates	\$632,149
10/17/2011	South Suburban	Roof Replacement & Exterior Rehab/Painting	\$494,000
11/4/2011	Southeastern	North Bleacher Replacement & Floor Overlay	\$177,305
3/31/2011	Spoon River	Backup Generator for Canton Data Room	\$39,600
<b>Category Sub-Total</b>			<b>\$4,408,554</b>
<b><u>PHS Tax Levy</u></b>			
11/4/2011	Black Hawk	AHU-120 Replacement Quad City Campus	\$283,000
11/4/2011	Black Hawk	RTU Replacement East Campus Building A Lower L	\$145,900
11/4/2011	Black Hawk	Lighting Upgrades Interior Exterior East Camp	\$301,800
11/4/2011	Black Hawk	Yard Hydrant Replacement East Campus	\$44,000
11/4/2011	Black Hawk	HVAC Office upgrade East Campus Classroom	\$109,900
11/4/2011	Black Hawk	Pool HVAC replacement Quad Cities Campus	\$449,900
11/4/2011	Black Hawk	Automotive Shop HVAC upgrade East Campus	\$121,400
11/4/2011	Black Hawk	Asbestos Abatement Stairwell Quad Cities Camp	\$54,200
11/4/2011	Black Hawk	Curtain Wall Building 1 Quad Cities Campus	\$304,800
6/14/2011	Heartland	Install Exhaust Systems in ICN building	\$110,000
9/29/2011	Highland	Security Camera Campus Wide	\$339,250
9/29/2011	Highland	Sidewalk Replacement	\$195,400
12/2/2011	Illinois Central	Roof Replacement Main Campus Phase 1	\$401,100
12/2/2011	Illinois Central	HVAC Roof Top Unites Replacement	\$1,546,000
12/2/2011	Illinois Central	Science Lab Renovation 325 A Phase 6	\$252,291
12/2/2011	Illinois Central	Generator Replacement North Campus	\$722,370
12/2/2011	Illinois Central	Parking Lot 1 Expansion Phase 3	\$428,239
10/24/2011	Illinois Valley	Restroom Modifications Ph II	\$1,170,290
10/24/2011	Illinois Valley	Door Panic Hardware Replacement	\$150,212
10/24/2011	Illinois Valley	Accessibility Modifications Music Room D223	\$169,648
11/7/2011	Illinois Valley	Lighting Replacement Ceiling	\$184,450
8/30/2011	Joliet	Two Exterior Stairwell Replacements	\$640,000
8/30/2011	Joliet	Electronic Door Access- Ph III	\$265,000
8/30/2011	Joliet	Standby Emergency Generator-Romeoville	\$175,000
11/14/2011	Kankakee	Roof Replacement Phase 2	\$406,784
11/17/2011	Kaskaskia	Restroom Renovations Phase 2	\$546,000
11/17/2011	Kaskaskia	HVAC Fine Arts Building Phase 1	\$196,000
11/4/2011	Lincoln Land	Roof Replacement Cass Gym	\$588,846

Agenda Item #12.4  
March 23, 2012

<b>Approval Date</b>	<b>College</b>	<b>Project Title</b>	<b>Approved Budget</b>
11/4/2011	Lincoln Land	Generation Plant Replacement Main Campus	\$728,354
9/30/2011	Logan	Roof Replacement C and E Wing Phase III	\$411,100
9/30/2011	Logan	Asbestos Abatement Gym Floor, Hazard Survey	\$323,000
9/30/2011	Logan	Boiler Repair and Retube	\$72,600
11/14/2011	Moraine Valley	Roof Replacement Building L	\$1,188,000
11/3/2011	Parkland	Drainage Improvements Phase 12 W lot entrance	\$1,266,000
11/3/2011	Rend Lake	Re-roof Children's Center HVAC Upgrades	\$125,000
11/14/2011	Sandburg	Sidewalks and Ramps Repair	\$90,211
10/14/2011	Sauk Valley	Roof Replacement-Tech Building & Repairs-Gym	\$446,754
11/3/2011	Sauk Valley	Window Improvement West And East Malls	\$400,000
12/6/2011	Southwestern	Greenhouse Accessibility and Fire Protection	\$311,490
12/6/2011	Southwestern	Roofing Replacement and Tucking B2 B1	\$303,030
12/6/2011	Southwestern	Roof restoration A1 A2 A3	\$224,240
12/6/2011	Southwestern	Elevator modernization North Central	\$91,390
12/6/2011	Southwestern	Tuckpointing North Wall Belleville	\$84,850
11/8/2011	Triton	CCTV System Upgrade Phase 1	\$300,000
<b>Category Sub-Total</b>			<b>\$16,667,799</b>
<b><u>Excess PHS</u></b>			
5/9/2011	Illinois Eastern	Security Surveillance Systems District-Wide	\$144,000
5/11/2011	Illinois Valley	Aluminum Feeder Wire/Branch Panel Replacements D&E	\$631,997
11/4/2011	Lincoln Land	Roof Replacement Child Development Center	\$76,029
5/16/2011	Rock Valley	Water Intrusion Remediation	\$440,000
5/9/2011	Sauk Valley	Asbestos Abatement - Rooms 2H6,2H8,2H10	\$72,019
<b>Category Sub-Total</b>			<b>\$1,364,045</b>
<b>Grand Total Approved Projects</b>			<b>\$72,697,645</b>