

Agenda
 402nd Meeting of the
 Illinois Community College Board
 Oakton Community College
 Board Room, 1506
 1600 East Golf Road
 Des Plaines, IL

March 22, 2013

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Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE
STUDENTS EXTERNSHIP CEREMONY**

The Illinois Community College Board (ICCB)-Student Advisory Committee (SAC) Leadership Development Externship is a one academic year accelerated leadership development program. This program integrates community college student leaders' experiences, emerging opportunities in the local community, college, and state levels, and relevant academic theory to propel them toward a life of leadership and service whether it be on the local, state or national level(s).

Below is a list of required program components outlined to help prepare the next generation of lifelong leaders to succeed in overcoming tomorrow's challenges and emerging crises:

- Community Leader Mentor
- One-on-One Leaders Development Coaching
- Leadership Development Seminars before each of the ICCB-SAC Meetings
- Participation in a Study Team to develop relationships & support
- Relevant Assignments & Experiences

As part of the externship experience, program participants are expected to take on a leadership role within the 2012-2013 academic year. While this leadership role need not be formalized in an elected office, it is expected that each participant, during the course or academic year, select one area within the SAC where he or she can serve in a leadership capacity. This role or project should be selected/created with coordination and approval of the SAC Advisors.

During this time, ICCB Chairman Alexi Giannoulis and President/Chief Executive Officer Geoffrey Obrzut will issue each student with a certificate of course completion and course completion award.

The ten community college students completing the course are named below:

- | | |
|---|---|
| ➤ Brenda Bedolla <ul style="list-style-type: none">• Morton College | ➤ Nathan Kurz <ul style="list-style-type: none">• John Wood Community College |
| ➤ Joshua Beneze <ul style="list-style-type: none">• Kankakee Community College
(Student Board Member) | ➤ Shelby Mason <ul style="list-style-type: none">• Richland Community College |
| ➤ Michael Cirino <ul style="list-style-type: none">• Kishwaukee College | ➤ Paola Rueda <ul style="list-style-type: none">• McHenry County College |

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- Gladys Sanchez
 - Kishwaukee College

- Kyle Vogt
 - Waubensee Community College
(SAC Chair)

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**FISCAL, PERSONNEL, ETHICS, AND
CONFLICT OF INTEREST COMMITTEE**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on Friday, March 22, 2013. The discussion items have been outlined below:

- Financial Statements: Fiscal Year 2013
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

- Fiscal Year 2013 state cash flow

- Contracts and Grants

- Fiscal Year 2014 Budget
 - System Operations
 - Capital
 - Office

- Executive Director Search Update/Discussion

- Old Business

- New Business

- Other discussion and recommendations

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**ILLINOIS COMMUNITY COLLEGE BOARD
ORGANIZATION/TITLE CHANGE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the change of title for the Illinois Community College Board's leader and chief administrator from President/Chief Executive Officer to Executive Director.

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ACADEMIC AFFAIRS AND INSTITUTIONAL SUPPORT COMMITTEE

The Academic Affairs and Institutional Support Committee did not meet.

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**ADULT EDUCATION AND WORKFORCE DEVELOPMENT
COMMITTEE**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on Friday, March 22, 2013. The discussion items have been outlined below:

- Adult Education State Plan
- Strategic Plan for Workforce Education – Board Action Item
- Illinois Tollway Authority – Board Action Item
- Workforce Business and Industry Report – Informational Item
- Other discussion and recommendations

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EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on Thursday, March 21, 2013. The discussion items have been outlined below:

- Public Information
 - ICCB Magazine
 - Other discussion

- Legislative Update

- Other discussion and recommendations

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BRIDGING THE GAP INTERGOVERNMENTAL AGREEMENT

The attached Intergovernmental Agreement (IGA) represents a negotiation between the Illinois Community College Board (ICCB) and the Illinois State Board of Education (ISBE) for the implementation of the \$250,000 *Bridging the Gap* project over the course of March 25 – September 30, 2013. The project builds upon important curriculum alignment work that was initially started through Public Act 095-06494—the Illinois College and Career Readiness Pilot Project Act, the eight (8) Educational Policy Improvement Center Workshops that were hosted by the ICCB in the previous two fiscal years, and the *Bridging the Gap: An Illinois Toolkit for Using the Common Core for Secondary and Postsecondary Alignment*. The funds will be used to support curriculum alignment meetings, hosted by community colleges that will focus on English Language Arts and Math and involve the development and/or enhancement of partnerships with high schools and Regional Offices of Education. Funds may be used to 1) kickoff an initial CCSS alignment meeting in a college’s district, 2) to continue current alignment conversations focused around implementing the common core standards, or 3) to expand ongoing Common Core implementation conversations that are already taking place.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the President/CEO to sign the Intergovernmental Agreement by and between the Illinois Community College Board and the Illinois State Board of Education on behalf of the Board.

Illinois Community College Board

**THE ILLINOIS TOLLWAY DRIVING THE FUTURE PROGRAM
INTERGOVERNMENTAL AGREEMENT**

The Illinois Tollway Authority has begun its \$12 billion *MOVE ILLINOIS: The Illinois Tollway Driving the Future* program which will continue for the next 15 years. As a part of the initiative, the Tollway identified a need to have more small, minority and women owned businesses bid on their upcoming projects. However, there is a shortage of those construction businesses prepared to take advantage of the coming opportunities. As a result of this need, the Illinois Tollway Authority approached ICCB to work together with community colleges to develop a technical assistance program for small, minority and women owned construction businesses.

The Tollway has selected four community college Business and Industry Centers to participate in the project. The college centers are selected in regions where tollway work has begun or will begin in the near future. The colleges include: Prairie State College (lead), South Suburban College, Moraine Valley Community College, and Waubensee Community College. These colleges will create a "Construction Business Development Center" (CBDC). Funding for this project is \$578,000 for the first year with opportunities for expansions and continuation in subsequent years.

Working collaboratively, the four community colleges will provide small, minority and women owned construction businesses with the customized technical assistance and training needed to bid on small tollway projects under \$5M. Examples of technical assistance and customized training include: working with the Tollway, becoming bonded, preparing and submitting bids, and safety and field operations.

As the Tollway construction work expands across the northern region of the state, more colleges may be included and added under the CBDC umbrella. The Tollway system is eager to work with the Illinois Community College System to deliver customized training that meets the needs of businesses. The ICCB will provide technical assistance and coordination of the project.

The Illinois Tollway Authority initiated an Intergovernmental Agreement and their Finance sub-committee recommended approval of the initiative. The full board approved the Intergovernmental Agreement with ICCB at their meeting on February 28, 2013.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the President/CEO to sign the Intergovernmental Agreement by and between the Illinois Community College Board and the Illinois Tollway Authority on behalf of the Board.

Illinois Community College Board

**WORKFORCE STRATEGIC PLAN FOR THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

The Illinois Community College Board, in partnership with the Illinois Community College Presidents' Council, will engage multiple stakeholders in the creation of a five-year Workforce Education Strategic Plan.

The purpose of a community college system-wide strategic plan is to lay the foundation for future workforce initiatives in the state, attract business, and develop educational opportunities to support students' success as they prepare to enter the workforce. As the largest provider of public workforce training in the state, the system of 48 community colleges ensures that all Illinois residents have educational and training opportunities leading to high wage and high growth employment. Responding to the needs of the community is a core mission of the Illinois Community College System.

This plan will focus on strengthening system-wide visibility and impact by aligning workforce education and training. For this purpose, the development of a strategic plan will enhance an already robust system and will:

- ensure education and economic competitiveness for the system at the local and state levels;
- strengthen Business and Industry relationships;
- maximize employer engagement in the development of relevant programs that will lead to sustainable wages;
- enhance education and training at all levels of the system including adult education, business and industry, career and technical education, and continuing education; and
- provide integrated options for students to move them quickly into career pathway programs/Programs of Study (POS).

To begin the process, the ICCB will identify a facilitator, identify resources to support the plan development, and convene a taskforce that includes multiple stakeholders. The nine-month Workforce Education Strategic Plan process will lead to several outcomes and opportunities for the Community College System, including:

- positioning the Illinois Community College System as the Illinois leader in addressing workforce education and training needs;
- developing a statewide definition of workforce that is inclusive of all areas of the system;
- developing integrated learning options for students to successfully complete career pathway programs;
- identifying resources at the state, federal and national levels to support workforce programs and services;
- continuing to build educational opportunities for students that meet local and state employment needs;

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- providing tools and guidelines for the system to use in workforce education and training; and aiding the system to more effectively align with economic development and the state public workforce system.

The Illinois Community College System Strategic Plan for Workforce Education will build upon current successful efforts and will design creative solutions to address the challenges of a new economy, high unemployment rate, and the demand for more highly skilled workers.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants approval for the staff to move forward in the development of the five-year Strategic Plan for Workforce Education.

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

Richard J. Daley College

- CNC Machining Advanced Certificate (37 credit hours)
- Factory Automation Advanced Certificate (35 credit hours)

John A. Logan College

- HVAC Performance Systems Certificate (44 credit hours)

Moraine Valley Community College

- Sign Language Interpretation Certificate (54 credit hours)

Olney Central College

- Information Systems Technology A.A.S. degree (66 credit hours)

Carl Sandburg College

- Biofuels Manufacturing Technology A.A.S. degree (61 credit hours)

South Suburban College

- Speech Language Pathology Assistant A.A.S. degree (68 credit hours)

BACKGROUND

Richard J. Daley College, one of the City Colleges of Chicago, is seeking approval to offer a 37 credit hour “Computer Numerical Control (CNC) Machining” Certificate program. This program will prepare individuals for entry-level employment as CNC machine operators and CNC machinist trainees. The curriculum includes seven (7) credit hours of related general education coursework and 30 credit hours of career and technical education coursework. The career and technical component of the curriculum includes instruction in print requirements and quality assurance, machining processes I and II, CNC fundamentals, CNC milling, CNC turning, SolidWorks, introductory Mastercam, advanced metrology, and wire electrical discharge machining. The curriculum was developed according to National Institute of Metalworking Skills (NIMS) guidelines and will prepare graduates for NIMS credentialing exam in Machining Level 2: Electrical Discharge Machining-Wire. Assessment of student learning objectives will be accomplished through evaluation of a student portfolio containing artifacts of the student’s educational achievements. The college was also recently approved to offer a related 19 credit hour basic “CNC Machining” certificate program. The basic certificate provides students with the opportunity to earn five industry-preferred NIMS credentials, leading up to the additional credential upon completion of the advanced certificate.

Richard J. Daley College, is also seeking approval to offer a 35 credit hour “Factory Automation” Certificate program. This program will prepare individuals for entry-level employment in the maintenance, repair and installation of manufacturing production equipment. The curriculum includes seven (7) credit hours of related general education coursework and 28 credit hours of career and technical education coursework. The career and technical component of the curriculum includes instruction in industrial electricity, pneumatics, hydraulics, programmable logic controllers, principles of mechanisms, electric motor controls, advanced mechanical systems, computer integrated manufacturing, team dynamics, and mechanics and power. The curriculum was developed according to Manufacturing Skills Standards Council (MSSC) guidelines and will prepare graduates for the MSSC credentialing exam in Maintenance Awareness. Assessment of student learning objectives will be accomplished through evaluation of a student portfolio containing artifacts of the student’s educational achievements. The college was also recently approved to offer a related 20 credit hour basic “Factory Automation” certificate program.

Both proposed advanced certificates will provide students with an educational ladder opportunity and lead towards completion of the college’s existing Manufacturing Technology Associate in Applied Science (A.A.S.) degree. In addition, Daley’s Manufacturing Technology degree articulates towards Bachelor degree programs at Northern Illinois University and Illinois Institute of Technology. Labor market information provided by the college supports the interest in and the need for advanced certificate programs in this field. Furthermore, the proposed certificates would provide students with an opportunity to earn “stackable credentials” within the manufacturing career pathway. The college anticipates an enrollment of two (2) full-time and six (6) part-time students the first year, increasing to 10 full-time and 20 part-time students by the third year for each certificate program. The programs will require seven (7) existing part-time faculty the first year, with the addition of one (1) full-time and one (1) part-time faculty during the second year. Qualified faculty hold a minimum of NIMS (National Institute of Metalworking Skills) certification, five years related occupational experience.

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The majority of career and technical education faculty hold a minimum of an Associate's degree in Manufacturing Technology or related field, five years related occupational experience and one year teaching experience. All facilities and equipment are in place through existing program offerings to adequately support the proposed certificates. No new costs are anticipated to implement the programs during year one; however, \$70,000 during years two and three will be budgeted to support the addition of faculty.

John A. Logan College is seeking approval to offer a 44 credit hour "HVAC Performance Systems" Certificate program. This program will prepare individuals for entry-level employment in energy analysis. Students will be prepared to perform energy audits, make recommendations for energy conservation, and implement cost-effective, energy-efficient measures that make heating and cooling systems operating at their maximum potential. The curriculum consists of six (6) credit hours of related general education coursework and 38 credit hours of career and technical education coursework. The career and technical component of the curriculum includes instruction in basic electricity and wiring, blueprint reading, power distribution and motors, introductory and advanced heating, refrigeration and air conditioning, geothermal systems, installation of HVAC systems, building systems performance, energy auditing and thermography, and weatherization. Assessment of student learning objectives will be achieved evaluation of the student's performance on a comprehensive written and performance test including an energy audit simulation exercise. The curriculum was designed according to the Leadership in Energy and Environmental Design (LEED) standards for certification in the field and will prepare graduates for the Partnership for Air Conditioning, Heating & Refrigeration Association (PAHRA)'s Industry Competency Exam (ICE). The program will also prepare individuals for attaining the required Section 608 Refrigerant Handling License through the Illinois Environmental Protection Agency (IEPA).

Labor market information provided by the college supports the interest in and the need for a formalized training program in this field. The college developed the proposed program through collaboration with the Illinois Green Economy Network (IGEN), a grant funded initiative charged with the promotion and development of training programs that meet the needs of industry in new and emerging green technology and provide green career pathways for students. The college anticipates an enrollment of 12 full-time and four (4) part-time students the first year, increasing to 18 full-time and 15 part-time students by the third year. The program will require two (2) existing full-time faculty to implement the program. Qualified career and technical education faculty hold a Bachelor's degree in HVAC Technology and Electronics Technology possess at least three years related occupational experience and one year teaching experience. Many existing resources, such as facilities and instructional materials, will be shared with existing related programs in HVAC technology. The cost to implement the program is estimated at \$8,880 the first year for equipment purchases, and no new costs during the second and third years. The program will be supported through the IGEN Career Pathways Grant during the first three years, and subsequently through student tuition and fees.

Moraine Valley Community College is seeking approval to offer a 54 credit hour "Sign Language Interpretation" Certificate. This program will prepare individuals for employment as sign language interpreters in a variety of settings. The curriculum includes 48 credit hours of required career and technical education coursework and six (6) credit hours of specialized electives.

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The curriculum includes instruction in beginning, intermediate and advanced American Sign Language, introductory, intermediate and advanced interpreting, interpreting professions, finger spelling and numbers in ASL, deaf culture and history, ethics for interpreters, linguistics of ASL, classifiers in ASL, Advanced ASL, ASL to English interpreting, transliterating, and an interpreting practicum. The curriculum was developed according to the Commission on Collegiate Interpreter Education (CCIE) guidelines and will prepare graduates for the appropriate level of credentialing for entry-level employment in Illinois. Currently, community interpreters are required to earn licensure through the Illinois Deaf and Hard of Hearing Commission (IDHHC), while educational interpreters are required to gain approval from the Illinois State Board of Education (ISBE). Assessment of student learning will be achieved through comprehensive performance exams and observation during their interpreting practicum.

Labor market information provided by the college supports the interest in and the need for a training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “interpreters and translators” is expected to increase by 34.5 percent through 2020 statewide, over four times the state average growth of employment for all occupations. Based on 2000 Census data, the deaf and hard of hearing population in Chicago and Metropolitan area counties alone totaled well over 670,000 people, with approximately 1,068,058 total statewide. According to the IDHHC there are only 658 licensed interpreters in the state. The college anticipates an enrollment of five (5) full-time and five (5) part-time students the first year, increasing to 10 full-time and 10 part-time students by the third year. The program will require three (3) new part-time faculty for implementation. Qualified faculty require a Bachelor’s degree in ASL or Linguistics, RID (Registry of Interpreters for the Deaf) certification, a minimum of five years occupational experience, and three years teaching experience. Facilities are in place to adequately support the program; however some new video equipment will be purchased over the first three years of operation. Costs to implement the program will be approximately \$2,500 per year for the first three years. Student tuition and fees will otherwise support the program.

Olney Central College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 66 credit hour Associate in Applied Science (A.A.S.) degree in “Information Systems Technology”. The program will prepare individuals for entry-level employment in information technology working in a variety of applications including computer software, networking, database administration, and computer hardware or email administration. The curriculum consists of 15 credit hours of required general education coursework and 51 credit hours of career and technical education coursework. The career and technical component includes instruction in information technology fundamentals, computer maintenance and repair, business database systems, business applications computing, web and mobile application development, JAVA programming web and mobile, operation systems, network operating systems, LANs, WANs, and Wireless networks, network security, CompTIA A+ and Net+, Microsoft Certified Systems Associate (MCSA) Windows and Windows Server, and a required IT work-based learning experience. The program was developed to include standards that will prepare graduates for industry certifications in the following areas: CompTIA A+, CompTIA Network+, CompTIA Security+, Microsoft Certified Desk Top Technician, Microsoft Certified Applications Specialist, MCSA Windows 8 and MCSA Windows Server 2012. Assessment of student learning will be achieved through evaluation of the student’s performance on credentialing practice tests, as well as through observation during the work-based learning component.

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Coursework will be available in classroom, online and hybrid settings. The college was also recently approved to offer a related short-term certificate program in Information Systems Technology. The proposed degree will provide an educational ladder opportunity for students, as well as articulate into SIU-C's Information Technology Bachelor of Science (B.S.) degree program for students interested in pursuing baccalaureate education.

Labor market information provided by the college supports the interest in and need for an associate level degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment in related IT occupations is expected to increase between 13.5 percent for "computer support specialists" and 19.7 percent for "network systems and data analysts". The college anticipates an enrollment of 10 full-time and five (5) part-time students the first year, increasing to 18 full-time and 10 part-time students by the third year. Two (2) new part-time and two (2) existing part-time faculty will be required to implement the program. Qualified faculty will hold a Bachelor's degree in Information Technology, two years related occupational experience, and two years teaching experience. While facilities will be shared with other related program, the college anticipates purchasing some new computer hardware and software, as well as educational resource materials to support the proposed program. Costs to implement the program are projected at \$43,824 the first year, \$48,986 the second and third years. Higher second and third year costs reflect the addition of faculty to manage increasing enrollments. Student tuition and fees will otherwise support the program.

Carl Sandburg College is seeking approval to offer a 61 credit hour "Biofuels Manufacturing Technology" Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for entry-level employment as technicians in renewable energy (biofuels production and wet/dry ethanol production), waste water control and/or chemical processing fields. The curriculum includes 23 credit hours of required general education coursework, including chemistry, biology and environmental science content, all of which is transferrable at the baccalaureate level to provide students maximum mobility in further pursuit of higher education. The curriculum also consists of 38 credit hours of required career and technical coursework in biofuels fundamentals, ethanol production, biodiesel production, electronics fundamentals, industrial electrical control, hydraulics and pneumatics, electro-hydraulic process control, water control and treatment, process control and instrumentation, total quality management, industrial safety, and a required work-based learning experience in biofuels manufacturing. Assessment of student learning will be achieved through evaluation of the student's performance on a cumulative lab demonstration and during their work-based learning experience.

Labor market information provided by the college supports the interest in and need for an associate's level training program in this field of study. The college developed the proposed program through collaboration with the Illinois Green Economy Network (IGEN), a grant funded initiative charged with the promotion and development of training programs that meet the needs of industry in new and emerging green technology and provide green career pathways for students. Curricula developed in response to IGEN needs are expected to provide options for students to transfer as well as train students with strong technical skills that will support a green economy. The college has identified the need for better skilled technicians among its local employers in this industry. Currently, there are eight biofuels production plants within 50 miles of Carl Sandburg College, 56 plants within Illinois, 149 ethanol production and 42 biodiesel processing plants in the Midwest.

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Employment outlook for technicians in this field is good, as demand within the college's district (11 percent) is higher than the average for all occupations statewide (8.6 percent) through 2020, according to the Illinois Department of Employment Security (IDES). The college anticipates an enrollment of 12 full-time students per year during the first three years of the program. The program will require one (1) new full-time faculty person to implement. Qualified faculty will hold a Bachelor's of Science in an Agriculture field, and five years of related occupational experience in biofuels production. The program will require initial equipment, lab and classroom supply purchases during the first year. Facilities are otherwise in place to adequately support the program. Costs to implement the program will be approximately \$369,232 the first year, \$112,759 the second year, and \$115,962 the third year. Student tuition and fees will otherwise support the program.

South Suburban College is seeking approval to offer a 68 credit hour "Speech Language Pathology Assistant" Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for employment as assistants to licensed speech language pathologists in a variety of clinical and educational settings, including K-12. The program was developed according to American Speech-Language Hearing Association (ASHA) guidelines, will prepare graduates for the required SLPA licensure in the State of Illinois, and the required ISBE (Illinois State Board of Education) certification to work in K-12 settings. The curriculum consists of 24 credit hours of required general education coursework, and 44 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory SLPA, medical terminology, anatomy and physiology for SLPAs, language development in children, communication disorders in children and adults, voice and diction, introductory phonetics, SLPA screening and intervention, public health issues, case study and management, clinical observation and a required clinical field experience. Assessment of student learning will be achieved through evaluation of the student's performance during the clinical laboratory experience.

Labor market information provided by the college supports the interest in and the need for an associate's degree training program in this field of study. Locally, district elementary and secondary schools have been looking to fill the need for classroom speech language assistance. The proposed training program would fulfill that need. The college anticipates an enrollment of 20 full-time students the first year, increasing to 40 full-time enrollments by the third year. Two (2) new part-time faculty will be required to implement the program. Qualified faculty will hold a Master's degree in Speech Language Pathology, hold a valid SLP license in the State of Illinois, have three to five years of related occupational experience, and at least one year teaching experience is preferred. Some new equipment and supportive classroom materials will be purchased to support the program; however adequate existing facilities are already in place. Costs to implement the program will be approximately \$1,300 the first year, with no new costs anticipated during the second and third years of operation. Student tuition and fees will otherwise support the program.

TEMPORARY PROGRAM APPROVAL

Lake Land College

- Welding A.A.S. degree (65.5 credit hours)

BACKGROUND

Lake Land College is seeking temporary approval to offer a 65.5 credit hour Associate in Applied Science (A.A.S.) degree for a period of three years. This program will prepare individuals for entry-level employment, as well as advancement opportunities, in welding. The curriculum was developed according to standards of the American Welding Society (AWS) and will prepare graduates for AWS credentialing as a Level I and Level II Welders. The curriculum consists of 16 credit hours of required general education coursework, and 49.5 credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in blueprint reading, industrial safety, properties of metal, metal cutting and fabrication, welding fundamentals, introductory and advanced shielded metal arc welding, introductory and advanced gas metal arc welding, gas tungsten arc welding, gas tungsten arc welding-aluminum, gas tungsten arc welding-stainless steel, mechanical drive systems, pipe fitting and welding, introductory machining procedures, fluid power, rigging and hoisting, fluid power, and a supervised work-based learning experience in welding. Assessment of student learning will be achieved through portfolio review and a final project.

Labor market information provided by the college supports the interest and the need for an associate's degree level training program in this field. According to the Illinois Department of Employment Security (IDES), employment of "welders" is expected to increase by 6.2 percent statewide through 2020. The college has worked with their advisory committee and local industry to develop a program that will increase the employability of students and existing workers. The college is seeking temporary approval to monitor the need for the program and the success of its graduates in the short-term. Currently, the college offers a related 26.5 credit hour certificate program. The proposed degree would provide an educational and skill ladder opportunity for existing certificate students and recent graduates. The college anticipates an enrollment of 15 students the first year. *Permanent approval will be considered after an operational period of three years, based on program outcomes.*

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

Richard J. Daley College

- CNC Machining Basic Certificate (19 credit hours)
- Factory Automation Basic Certificate (20 credit hours)
- Quality Assurance Certificate (16 credit hours)

College of DuPage

- Cardiac Interventional Radiography Specialist Certificate (7 credit hours)
- iPhone/iPad Developer Proficiency Certificate (16 credit hours)
- Polysomnography Certificate (24 credit hours)
- Weather Hazards & Preparedness Certificate (16 credit hours)

Elgin Community College

- Group Fitness Professional Certificate (4 credit hours)

Kankakee Community College

- Sustainable Resource Management Certificate (6 credit hours)

Kaskaskia College

- Basic Restaurant Management Certificate (13 credit hours)
- Advanced Restaurant Management Certificate (15 credit hours)
- Aeronautical Science Certificate (18 credit hours)

Lewis & Clark Community College

- Installer/Technician Journeyman Certificate (24 credit hours)

Olney Central College

- Information Systems Technology Certificate (25 credit hours)

Rend Lake College

- Medical Coding Certificate (26 credit hours)

Spoon River College

- Caregiver Certificate (16 credit hours)
- Medical Unit Secretary Certificate (27 credit hours)

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2011 through 2015 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 2013 South Suburban College underwent an in-depth recognition evaluation. The college submitted a thorough self evaluation; ICCB staff conducted an internal evaluation of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the college that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

South Suburban 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.

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2011 through 2015 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 2013 Illinois Eastern Community Colleges underwent an in-depth recognition evaluation. The colleges submitted a thorough self evaluation; ICCB staff conducted an internal evaluation of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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

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UNAPPROVED

Minutes of the 401st
Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

January 25, 2013

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 25, 2013 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chairman Giannoulas called the Board meeting to order at 9:10 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Guy Alongi, Randy Barnette, Terry Bruce, James Dumas, Michael Dorf, Suzanne Morris, Thomas Pulver, Jake Rendleman, Alexi Giannoulas, and Joshua Beneze, Student Board member. A quorum was declared.

Item #2 – Announcements and Remarks by Board Chair

Chairman Giannoulas did not make any comments.

Item #3 – Board Member Comments

There were no comments.

Item #4 – President/CEO Report

Geoffrey Obrzut reported the ICCB hosted a delegation of 20 local government officials and educators from Zhejiang Province, China on Tuesday, January 22nd. The delegation heard a presentation on the Illinois community college system by ICCB staff and staff from the Illinois Community College Trustees Association. They asked questions about the operation of the system and the possibility of establishing student exchange programs with our colleges. Following a visit to the Lincoln Home, the delegation headed back to northern Illinois to visit Elgin Community College.

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ICCB will host a two day professional development opportunity at Parkland College on January 29 – 30th for college administrators regarding Accelerating Opportunity, the Gates Foundation funded initiative to advance adult education in Illinois. At least 75 administrators are expected to attend.

Mr. Obrzut went on to thank Dr. John Avendano and Suzanne Morris for their hard work in serving on the Illinois Student Assistance Commission (ISAC): Monetary Award Program (MAP) Task Force. He also thanked Chairman Giannoulis for his active involvement. The final outcome of the task force was disappointing. More in depth discussions will take place later during the meeting.

Next week, Mr. Obrzut will be travelling to San Diego for an American Association of Community Colleges Workforce Development Institute as a guest of the W.K. Kellogg Foundation Mississippi Consortium. Lewis and Clark Community College (LCCC) was selected as one of six community colleges to participate in the project. Mr. Obrzut will be one member of the five member team from LCCC. Other states participating include Louisiana, Arkansas, Tennessee, Missouri, and Kentucky.

Mr. Obrzut went on to explain that the goal of this three year project is to suggest ways to increase family and economic stability along the Mississippi River Basin, especially as it relates to first responder training; disaster response and Economic Stabilization, and improving commercialization opportunities and unique education opportunities along the river. He is hopeful that positive things will come out of this conference that will not only benefit LCCC but the other nine Illinois community colleges along the Mississippi.

Mr. Obrzut reported the system's budget will most likely be cut again this year. Currently, there is a possibility of taking a 4.6 percent cut or \$325M cut from the Fiscal Year 2013 enacted budget. Ellen Andres, Chief Financial Officer, and Mr. Obrzut will meet with the Governor's Budget Office next week to discuss further. The Illinois Community College Trustees Association (ICCTA) and Council of Community College President's will be included in the discussions with ICCB.

ICCB staff and Mr. Obrzut are working with Representative Bob Pritchard and other state education agencies in putting on an Education 101 class for the new incoming legislators. A date has not yet been finalized.

The next issue of the ICCB Magazine is expected to be completed and delivered by early March. This month's issue will feature the ICCB's newest member, Dr. Teresa Garate. Mr. Obrzut thanked Dr. Garate for meeting with ICCB staff last month.

Mr. Obrzut updated the Board on new staff changes. As recommended by the Board, Dr. Karen Hunter Anderson was promoted to Vice President of ICCB and Jennifer Foster was promoted to Associate Vice President for Adult Education and Family Literacy and Workforce Development on January 1. Benjamin McDaniel started as Associate Director for Program Compliance in the Adult Education Division on January 15, 2013.

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Suzanne Reese transferred from Associate Director for the Early School Leaver Transitional Program to Associate Director - Support Specialist for Adult Education on January 15, 2013. She is now located at the Chicago office.

Mr. Obrzut concluded by stating that he just celebrated his ninth year as the President/CEO of the ICCB and thanked the Board and staff for their continued support.

Item #5 – Advisory Organizations

Item #5.1 – Adult Education and Family Literacy Council

Tawanna Nickens reported the council has three separate committees that work on different assignments designated by the council. The Assessment Committee has been given the charge of working to identify elements of good assessment practices, good orientation practices, goal setting, and developing a matrix of career inventory assessments practices. They began by reviewing the top 20 percent of the adult education performing programs.

The Curriculum and Instruction Committee was assigned to look into elements of good instructional practices, specifically looking at integrating evidence based reading strategies and also work related skills.

The Research, Data, and Accountability Committee is working on three important elements: improving the local program effectiveness using data, reviewing statewide report cards from ten different states; and, building ways Illinois educators are helping more learners advance to postsecondary education.

The next scheduled meeting will be on January 31st.

Item #5.2 – Illinois Community College Trustees Association (ICCTA)

Mike Monaghan announced that ICCTA President Reggie Coleman will be report to the Board. Mr. Coleman thanked Suzanne Morris and Dr. John Avendano for their service on the ISAC MAP Task Force. He went on to say the ICCTA is in support of the ICCB's External Affairs Committee's recommendation, which will be reported on later in the meeting. ICCTA will support our, legislation that will eliminate the "square footage" component of the community college funding formula. Mr. Coleman concluded by announcing the next ICCTA meeting will be held in Washington, D.C. on February 10-14th. Also, Senator Durbin has confirmed that he will meet with the Trustees on the afternoon of Wednesday, February 13.

Item #5.3 – Student Advisory Council (SAC)

Student Board member Joshua Beneze reported SAC met Friday of last week in Springfield with 52 students in attendance on Friday and 56 on Saturday. Two colleges were in attendance for the first time: South Suburban and Lewis and Clark.

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Colleges have purchased 4,750 wrist bands from SAC for their Anti-Bullying and Suicide Prevention campaign. The \$3,562.50 in proceeds will be donated to the Born this Way Foundation.

Student Advocacy Day will be held in April. The specific date will be released later. The SAC voted during their business meeting to endorse the MAP White Paper in response to the Task force decisions.

Mr. Beneze reported the Illinois Community College Board Student Advisory Committee Leadership Development Externship is still underway with 10 participants. These students will be presenting a workshop on leadership to the ICCTA at the March 8th meeting as well as presenting to the Board during the March 22nd meeting.

Mr. Beneze announced that Dr. John Avendano, President of Kankakee Community College, has been selected as a recipient of the Shirley B. Gordon Award of Excellence from Phi Theta Kappa and will accept the award at the meeting in April.

Item #5.4 – Illinois Community College Faculty Association (ICCFA)

David Seiler stated the ICCFA has added new members, from the College of Lake County, Joliet Junior College, and Spoon River College. The ICCFA will be contacting all community college vice presidents to encourage them to send new faculty to the annual fall conference. In conclusion, Mr. Seiler stated that this annual bill for college dues have been sent out. The ICCFA is hoping to receive 100 percent participation as received last year.

Item #5.5 – Illinois Community College System Foundation (ICCSF)

Dr. Ray Hancock stated the building has sustained two roof leaks over the past 4 weeks. The roofer, the manufacturer of the roof, and the general contractor have all been very helpful in resolving the issue. Some HVAC duct work has had to be changed to accommodate better air flow, and all work has been done quickly and efficiently with no cost to ICCSF. Overall, the addition to this building has been a quality project; ICCSF has had very few problems, and any issues have been handled by the architect (Design Architects), the contractor (RD Lawrence Construction), the sub-contractors, or the manufacturers' warranties.

ICCSF has signed the contract with NJPA (National Joint Powers Alliance) to assist with providing group, national purchasing power to all 48 Illinois community colleges. Dr. Hancock stated that the Foundation is now working out the details of contact information and introducing the program to the presidents, chief financial officers, and purchasing agents of the colleges.

Dr. Hancock reported the Illinois purchasing laws have changed in the past few months, making it possible for the colleges to use group bids prepared and solicited by groups such as NJPA. This should be a benefit to the consortium when it is better known and understood.

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Dr. Hancock announced he is scheduling a mid-February meeting with some key purchasing officials from the colleges who have also been active with the Foundation's purchasing consortium (ICCSPC) for several years.

The loan committee at IFF has approved the Foundation's proposal to refinance the current IFF loan of almost \$1M, add the \$264,000 cost of the 4th floor build-out, and increase the pay-back period. This will substantially improve the cash flow, reduce the interest rate of the current loan, and allow the ICCSF to plan the budget more carefully. There is also still the option to refinance the entire loan portfolio at a much better interest rate at a more favorable time.

The next ICCSF Board of Director's meeting is scheduled for Wednesday, February 20, at 11:00 a.m. at the Harry L. Crisp II Community College Center. Dr. Hancock extended the invitation to the Board members to attend if possible.

In conclusion, fundraising continues to be the major uncompleted priority for the Foundation. Finding a suitable method and the funds to promote a major campaign are the stumbling blocks at this time.

Item #5.6 – Illinois Council of Community College Presidents (ICCCP)

Dr. Peg Lee, President of Oakton Community College, reported the ICCCP, Chief Academic Officers, and Chief Student Services Officers will be meeting next week and discussing topics such as possibly issuing a General Education Certificate, Adult Education Changes, and massive open online courses.

In March, the ICCCP will meet with Chief Financial Officers and Human Resource directors in a workshop session to address the impact of the Affordable Care Act and how it will be implemented by the community colleges.

Dr. Lee thanked Suzanne Morris, Dr. John Avendano, and Oakton Community College Student Trustee, Theresa Bashiri-Remetio, for their service on the ISAC MAP Task Force.

Dr. Lee went on to request that ICCB review the number of reports that are required by the ICCB for the colleges to submit over the course of the year. She wondered if many of these reports can be reduced, simplified, and/or eliminated.

Suzanne Morris asked Dr. Lee what would be the best method of deciding which reports are meaningful and helpful. Dr. Lee responded that she does not have a recommendation at this time. However, the ICCCP would be happy to work with the ICCB staff on this issue. Randy Barnette stated the Board approved a group of people to work on this issue last year. Dr. Karen Hunter-Anderson stated that after staff reviewed reports they determined that most are required by the state and federal governments and there is very little the ICCB as an agency requires the colleges submit that aren't because of mandatory reporting. Dr. Anderson suggested the organizations broach this subject at their meetings and bring their recommendations back to the ICCB staff who can then relay the recommendations to the Board.

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Victor Henderson arrived to the meeting at 9:35 a.m.

Item #6 – Committee Reports

Item #6.1 — External Affairs

Jake Rendleman stated the committee met on January 22, 2013, at 2:00 p.m. Committee members Randy Barnette, Suzanne Morris, and Michael Dorf formed a quorum for the meeting in the Chicago office of the ICCB. Committee Chair Jake Rendleman joined the meeting by conference call. Committee member Victor Henderson was absent. The committee is staffed by Steve Morse who hosted the conference call in Springfield. Both ICCB President/CEO Geoffrey Obrzut and ICCB CFO Ellen Andres joined the meeting later.

Mr. Rendleman reported the ICCB magazine was the first topic of discussion. Steve Morse was asked about the next issue of the magazine, which he said would be completed and ready for release in early March. It was decided that the ICCB President/CEO Geoffrey Obrzut and Mr. Morse will conduct a conference call with the magazine contractor, Shannon Woodworth, to discuss the content.

Mr. Rendleman stated the committee also suggested that the ICCB put out a special edition of the magazine soon to thank former legislators from the 97th General Assembly for their support of community colleges and to also welcome the incoming legislators. The committee agreed that such an edition be distributed as soon as possible.

Mr. Rendleman stated the committee reviewed proposed ICCB legislation that would eliminate the “square footage” component of the community college funding formula. The funds from that component would be rolled into the credit hour component of the formula. Ms. Andres explained that the square footage component requires collection of data with very little money actually being at stake. She commented that when this was added to the formula, the intent was to allocation more funding to it, but we have not had the opportunity to increase this component. Mr. Rendleman said he would contact the Executive Director of the Illinois Community College Trustees Association (ICCTA) about that organization’s position on the proposal. The committee members expressed their desire to get support from the Presidents Council and ICCTA. The committee voted 3-0-1 to recommend the proposed legislation to the full Board for its discussion and a vote to officially file the legislation for consideration by the General Assembly. Mr. Barnette, Ms. Morris, and Mr. Dorf voted Yea. Mr. Rendleman voted Present.

Item #6.1a – Adoption of a Legislative Agenda for the 2013 Session

The Board had a brief discussion before voting on the motion that is a result of the committee action in January.

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Jake Rendleman stated there are some community colleges that will face their budgets rising and some that will face their budgets falling. Board member Michael Dorf thanked Board member Victor Henderson who raised important questions before the committee took a vote on this important issue. Board member Tom Pulver asked what the negative side would be if the Board did not approve the motion? Board members Suzanne Morris and Terry Bruce commented that the paperwork would not be eliminated for the colleges and they would continue to develop and keep track of the square footage component. Board member Guy Alongi asked where the current funding would go. Ms. Andres stated the \$1M, which is not separate grant, would be kept allocated within the base operating funds.

Suzanne Morris made a motion, which was seconded by Randy Barnette, to approve the following items:

The Illinois Community College Board hereby approves initiation of legislation to remove the square footage component to the Illinois community college base operating grant funding formula.

The motion was approved via unanimous voice vote. Student advisory vote: Yes. Board member Teresa Garate was not currently present at the meeting.

Item #6.2 – Academic Affairs and Workforce Development

Tom Pulver reported the committee met on the evening of Thursday, January 24th at 5:15pm at the ICCB Springfield office. In attendance were Board members Jake Rendleman, Guy Alongi, Mike Dorf, Joshua Beneze, and Tom Pulver. Staff members in attendance were Dr. Karen Hunter-Anderson, Jennifer Timmons, Brian Durham, Nathan Wilson, and Ann Knoedler.

During the meeting, Dr. Anderson gave a brief update on workforce development. She has moved supervisory responsibility for these activities under the direction of Associate Vice President Jennifer Foster. She stated that workforce and adult education have been combined in the past, and the purpose of both of these divisions is very similar. Dr. Anderson provided the committee with a brief report on the statewide workforce strategic plan.

Mr. Pulver reported that the ICCB has been working with the Illinois Council for Developmental Disabilities, which has recently been awarded \$360,000. Six weeks ago they released a Call for Investment (CFI) proposals for postsecondary educational programs. These proposals were due on January 24th. ICCB is on the CFI team that created the guidelines and will review the proposals. The performance target for the Call for Investment is three postsecondary educational programs that support people with intellectual and developmental disabilities in academic programs of their choice. The goal is to fund three sites. Mr. Pulver stated the committee will meet next on February 4th to review proposals and then conduct phone and personal interviews with potential awardees before the finalists are announced at the end of February.

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The ICCB and the Springfield Vet Center are continuing the second year of the Mobile Vet Center tour to visit all 39 of the community college districts. Evanston has also recently purchased a Mobile Vet Center and is also assisting ICCB this spring to reach all of our colleges. To date the vet center has sixteen (16) colleges that will be visited this spring semester.

Mr. Pulver went on to say that five years ago, in 2007, the ICCB conducted the economic impact study. Out of the 48 community colleges, 40 participated in the study. In order to pay for the study, participating community colleges paid a small fee of around \$2,500 and the ICCTA paid for the remainder. The current study is to be paid through a federal grant by ICCB. Mr. Pulver reported that the community colleges are in support of the ICCB generating this report again.

The committee reviewed the four components that were reviewed during the 2007 study and will be reviewed again. They are:

- How IL community colleges add skills to our workforce and boost the competitiveness of our businesses.
- How IL community college graduates generate billions of dollars in local, state, and federal tax revenues.
- How an IL community college education increases earnings for workers.
- How IL community college, as employers and business entities, generate billions of dollars in local sales and wages and almost 53,000 jobs.

ICCB staff, at the request of the board, has been negotiating and building the report components with Northern Illinois University to replicate what was done in 2007 with enhancements. Unfortunately, after a recent meeting with NIU, they learned that the Illinois Department of Employment Security (IDES) wage data will now be housed at ISU. ISU has indicated that they will not allow NIU access beginning on June 30, 2013. The reason for this move is unknown. Therefore, the June 30th completion date will not be met. Also, of equal importance is the source of funds for the report will not be available in Fiscal Year 14. ICCB staff has been working with IDES executive staff in the hopes of acquiring an extension for the NIU staff to continue to be able to access the IDES wage data.

Mr. Pulver gave a brief update on an Intergovernmental Agreement (IGA) between the ICCB and the Illinois State Board of Education (ISBE). ICCB will be receiving \$250,000 from ISBE for curriculum alignment work between high schools and community colleges. The IGA has cleared expenditure review within ISBE, and the ICCB staff expects the IGA to arrive within the next couple of weeks. The IGA will be provided to the Board as a consent agenda item at the March 22nd Board meeting.

Mr. Pulver went on to say that Dr. Anderson met with ICCB staff to discuss the current recognition process. They have concluded that the process that is currently in place will continue through the scheduled end of this five year cycle. Recognition is still slightly behind, but she anticipates that staff will be up to date with this current year's recognition by fall.

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Next year, ICCB will be conducting the recognition process on City Colleges of Chicago in addition to two other colleges. ICCB staff will be in discussions with City Colleges of Chicago Chancellor, Cheryl Hyman, and her staff in order to work out the specifics of centralizing their review process.

Mr. Pulver stated that with the exception of the financial aspect, it was decided that desk audits are meeting the requirements of the recognition process and will be the most effective solution in getting caught up with the reports. If the desk audit happens to find a problem with a specific college, a partial or full site visit is an option.

Lastly, Mr. Pulver reported that ICCB has currently lost two staff members:

- Director for Academic Affairs: Melinda Aiello took a position at IBHE. The new staff member will begin on February 19th.
- Director for Career and Technical Education: Rob Kerr began a new position at Richland Community College. This position will be filled at a later date.

The Adult Education and Workforce Development Committee did not meet; however, Randy Barnette stated that a Workforce Development Strategic Plan for the ICCB is being developed. He stated that staff of the ICCB met with representatives of the Council of Community College Presidents to explore the development of a plan for the Illinois Community College System.

Components of the strategic plan and will include:

- A document that will describe the overall strategic planning process;
- Support from the ICC Board and Presidents' Council;
- A detailed timeline; and
- The identification of a facilitator and funding sources.

As part of the discussions, it was determined that a broader vision for workforce is needed in order to shape and prepare the system to compete at the state and national level and to secure additional funding. Dr. Karen Hunter Anderson is working with the ICCCP, ICCTA, and other constituent groups to put together a team to examine ways of securing additional funding for the plan. At the ICCB meeting in March, the staff will bring to the Board, for direction and approval, a description of the overall Workforce Strategic Planning Process.

Teresa Garate arrived to the meeting at 10:09 a.m.

Item #6.3 – Fiscal, Personnel, Ethics and Conflict of Interest

Suzanne Morris stated Ellen Andres will be giving the committee report. Ms. Andres began by distributing two documents to the Board. The first document outlines the progress of the state payments to the community colleges, which was requested by the Board. Ms. Andres stated that Fiscal Year 2012 was not paid off until December, 2012, which is six months into Fiscal Year 2013. Two base operating grants were just paid, but no equalization payments have been made in Fiscal Year 2013. There have been no other grant payments made in Fiscal Year 2013.

Ms. Andres went on to report that ICCB staff received a letter from the Governor's Office of Management and Budget Director (GOMB), Director Jerome Stermer, which gives the ICCB direction on how the Fiscal Year 2014 budget is to be submitted to them for the Governor's Fiscal Year 2014 budget. According to the GOMB, the target appropriation for the ICCB will represent a decrease of 4.62 percent from the Fiscal Year 2013 enacted budget. ICCB has never been asked to submit a negative budget in the past.

Ms. Andres went on to say that every January the Governor's Office is required to produce a three year projection which highlights revenues, expenditures, any surplus or deficit and other General Funds liabilities.. Based on the Governor's projection, due to the temporary income tax increase concluding in mid Fiscal Year 2015, the Governor's office is projecting a 5.7 percent decrease in the budget for Fiscal Year 2015 and a 13.6 percent decrease in the budget for Fiscal Year 2016.

BREAK

Item #7 – One Million Degrees

Chairman Giannoulis, who is also a member of the advisory board for the One Million Degrees organization, introduced the Director of Scholarships and Academics, Nina Sanchez. Ms. Sanchez began by giving a brief background description. Formerly the Illinois Education Foundation, One Million Degrees (OMD) was founded in 2006 by a group of social entrepreneurs who understood the specific challenges facing a uniquely overlooked student population – community college students. These founders developed a unique and highly successful program based on providing the kind of support that would make a meaningful difference.

Ms. Sanchez went on to say OMD Scholars are low-income, highly motivated community college students pursuing degrees in diverse fields including healthcare, education, medical technology, and computer sciences at Illinois community colleges. The One Million Degrees Signature Scholarship Program provides these community college students with comprehensive student support services, including mentoring, academic advising, tutoring, life-skills development—which includes professional development, financial literacy training, and civic engagement training—and financial assistance so they can succeed in college and beyond.

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Students who have demonstrated academic excellence during their tenure as community college students are then supported by OMD to complete their bachelor's degrees at four-year colleges and universities.

OMD works in partnership with nine colleges including the seven City Colleges of Chicago, Prairie State College, and South Suburban College with scholars ranging from 18 to 58 years old. OMD has set up a Scholar Development Model to assist scholars through their academic career. The model includes the following:

- Mentoring: Long-term, personalized one-on-one coaching with volunteer professionals who receive ongoing support and training.
- Tutoring: Immediate, individualized, sustained interventions and support to succeed academically.
- Financial Assistance: "Last dollar" scholarships to supplement federal and state financial aid and stipends to defray educational costs.
- Academic Advising: Proactive coaching and support to map out and plan for degree completion, transfers to universities, and career paths.
- Personal Supports: Ongoing intensive support from a dedicated staff, and coaching from a licensed clinical social worker.
- Life Skills: A three-year curriculum of professionalism and communication skills, financial literacy training, and civic engagement and leadership development.

Jessica Besser-Rosenberg, Director of Research and Communications, continued the presentation by showing the Board important rates of success since the organizations founding:

- OMD's students have a 90 percent annual retention rate, while half of the general community college population will drop out before the end of the second year.
- OMD scholars are graduating at a rate of 70 percent in an average of three years. Nationally, the average rate of a community college graduate is 20 percent.
- OMD alumni are making on average about \$50,000 per year. Alumni are making a living wage, not relying on social services, and contributing to the tax-base of Illinois.

Ms. Rosenberg went on to say that OMD also looks at ways to strengthen partnerships throughout Illinois to address the college completion challenge, such as:

- Working with IT/Stem Learning Exchanges formed through the Race to the top funding.
- Working with the Illinois College Access Network who helped OMD recruit students and provide professional development training for the OMD staff.
- Meeting with ICCB staff to work on transfer articulation challenges. Students transfer into four year colleges; however, have issues with credits transferring.

Ms. Rosenberg concluded by outlining OMD's next steps and goals:

- Examine how to expand within and outside the Chicago-land area.

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- Requesting assistance in establishing partnerships or introductions to colleges in order to expand.

Students on average are part of the OMD program for about two and a half years. Tuition for the individual students not covered by MAP or PELL grants is paid for by OMD. Fifty percent of OMD funding is provided by foundations and corporations and the other half is through individual donations.

Item #8 – New Units of Instruction

Item #8.1 – College of DuPage and Kaskaskia College

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

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

- Developmental Disabilities Certificate (49 credit hours)

Kaskaskia College

- Construction Project Management A.A.S. degree (69 credit hours)

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

Item #8.2 – Illinois Eastern Community College

Tom Pulver made a motion, which was seconded by Randy Barnette, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

IECC: Frontier Community College & Wabash Valley College

- Executive Office Professional Associate in Applied Science (A.A.S.) degree (67 credit hours)

Terry Bruce abstained. The motion was approved via unanimous voice vote. Student advisory vote: Yes.

Item #9 – Illinois Community College Board Recognition of Community Colleges

Tom Pulver made a motion, which was seconded by James Dumas, to approve the following items:

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

Sauk Valley Community College

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

Item #10 – Consent Agenda

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

Item #10.1 – Minutes of the November 16, 2012 Board Meeting

The Illinois Community College Board hereby approves the Board Meeting minutes of the November 16, 2012, meeting as recorded.

Item #10.3 – Minutes of the November 16, 2012 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the November 16, 2012, meeting as recorded

Item #10.3 – Fiscal Year 2014 Capital Budget Request

The Illinois Community College Board hereby:

- Approves the Fiscal Year 2014 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1 and table 2;
- Authorizes the submission of the request to the Governor’s Office of Management and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and
- 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: Yes.

Item #11 – Illinois Student Assistance Commission (ISAC): Senate Joint Resolution 69 Update

Suzanne Morris began by stating that there were no new developments regarding the ISAC MAP grant funds. The task force made no attempts in fixing the problems they were charged with fixing. The final report submitted to the General Assembly, which was not voted on by the members of the task force, requested additional MAP funding.

Agenda Item #13.1
March 22, 2013

She went on to explain that ISAC continuously reminded committee members throughout the meetings that more money could not be used to solve the MAP allocation problems.

Chairman Giannoulis, on behalf of the Board, expressed his disappointment in the final outcome, or lack of outcome, presented by the ISAC MAP Task Force. The Chairman went on to explain what he suggests be the next steps in the community college system's response to the report submitted by the task force. The ICCB has created a White Paper which includes information such as statistics and concerns on what should have been addressed by the ISAC MAP Task Force and was not. This White Paper is currently in draft status and will be reviewed by the Chairman. The White Paper is intended to be used as a media angle to make the public aware of the disappointment and dilemmas the ICCB and Illinois Community College System are continually facing by the Task Force's lack of action and lack of inclusion of community college students. Chairman Giannoulis asked for the support of the ICCTA and the ICCCP once the White Paper is released.

Item #12 – Executive Session

Item #12.1 – Employment/Appointment Matters

Mike Dorf made a motion, which was seconded by Tom Pulver, to approve the following motion:

To enter Executive Session for the purpose of discussing Employment/Appointment 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	Victor Henderson	Yea
Terry Bruce	Yea	Suzanne Morris	Yea
Michael Dorf	Yea	Thomas Pulver	Yea
James Dumas	Yea	Jake Rendleman	Yea
Teresa Garate	Yea	Joshua Beneze	Yea
		Alexi Giannoulis	Yea

Randy Barnette stepped out of the room before roll call.

The motion was approved and the Board entered Executive Session at 11:10 a.m.

* * * * *

Terry Bruce made a motion, which was seconded by Victor Henderson, to reconvene Public Session at 11:48 a.m.

Agenda Item #13.1
March 22, 2013

A roll call vote was taken with the following results:

Guy Alongi	Yea	Victor Henderson	Yea
Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Jake Rendleman	Yea
James Dumas	Yea	Joshua Beneze	Yea
Teresa Garate	Yea	Alexi Giannoulis	Yea

The motion was approved.

* * * * *

The Board discussed and was in agreement to change the March Board meeting to March 22, 2013 due to Board members inability to attend the March 15th meeting date.

Item #13 – Information Items

Item #13.1 – Fiscal Year 2013 Financial Statements

Item #13.2 – Recognition Status/Update

Item #13.3 – Illinois Community College Board Year End Policy Memo for Calendar Year 2012

Item #14 – Other Business

There was no other business at this time.

Item #15 – Public Comment

There was no public comment at this time.

Item #16 – Adjournment

Suzanne Morris made a motion, which was seconded by Teresa Garate, to adjourn the Board meeting at 11:50 a.m.

The motion was approved via voice vote. None opposed. Student member vote: Yea.

Alexi Giannoulis
Board Chairman

Geoffrey Obrzut
President and Chief Executive Officer

Agenda Item #13.3
March 22, 2013

UNAPPROVED

Minutes of the
Illinois Community College Board
Presidential Search Committee Meeting

James R. Thompson Center
Room 2-026
100 West Randolph Street
Chicago, IL

Illinois Eastern Community College
District Office
Board Room
233 East Chestnut Street
Olney IL

February 6, 2013

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Presidential Committee minutes of the February 6, 2013 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chairman Giannoulis called the Board meeting to order at 1:20 p.m. and took roll. The following Board members were present: Randy Barnette, Terry Bruce, Michael Dorf, and Alexi Giannoulis. Jake Rendleman and Suzanne Morris participated by phone. Teresa Garate was absent. A quorum was declared.

Item #2 – Attendance by Means other than Physical Presence

Chairman Giannoulis stated that Suzanne Morris was unable to attend the Committee meeting. The Chairman stated that according to Section 7 of the Open Meetings Act, Ms. Morris may participate in the meeting via conference call. Michael Dorf made a motion, which was seconded by Randy Barnette, to allow Suzanne Morris to participate by phone.

The motion was approved via unanimous voice vote.

Chairman Giannoulis then stated that Jake Rendleman was unable to attend the Committee meeting. The Chairman stated that according to Section 7 of the Open Meetings Act, Mr. Rendleman may participate in the meeting via conference call. Michael Dorf made a motion, which was seconded by Randy Barnette, to allow Jake Rendleman to participate by phone.

The motion was approved via unanimous voice vote.

Item #3 – Executive Session

Item #3.1 – Employment/Appointment Matters

Michael Dorf made a motion, which was seconded by Randy Barnette, to approve the following motion:

To enter Executive Session for the purpose of discussing Employment/Appointment 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:

Terry Bruce	Yea	Randy Barnette	Yea
Michael Dorf	Yea	Alexi Giannoulis	Yea

The motion was approved and the Board entered Executive Session at 1:30 p.m.

* * * * *

Terry Bruce made a motion, which was seconded by Randy Barnette, to reconvene Public Session at 2:19 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Randy Barnette	Yea
Michael Dorf	Yea	Alexi Giannoulis	Yea

The motion was approved.

Item #4 – Public Comment

There was no public comment at this time.

Item #5 – Adjournment

Michael Dorf made a motion, which was seconded by Randy Barnette, to adjourn the Board meeting at 2:30 p.m.

The motion was approved via voice vote.

Alexi Giannoulis
Board Chairman

Illinois Community College Board

**SUMMARY OF CAPITAL PROJECTS APPROVED BY
THE PRESIDENT/CEO DURING CALENDAR YEAR 2012**

Authority is given to the President/CEO through Administrative Rules of the Illinois Community College Board 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.

One hundred-two projects totaling \$261.8 million were granted approval during calendar year 2011. This is a 120 percent increase in the number of projects approved in calendar year 2010 (eighty-five). There was one lease approved. Table 1 summarizes the projects.

INFORMATION ONLY

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2012 - December 31, 2012**

PHS Bond Issue

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Approved Budget</u>
8/27/2012	IECC-Frontier	Light replacement FCC	\$106,600
8/27/2012	IECC-Lincoln Trail	Asbestos Abatement LTC Activity blding.	\$150,700
8/27/2012	IECC-Wabash Valley	Window Replacement WVC main hall	\$62,300
8/27/2012	IECC-Wabash Valley	Flooring replacement and asbestos removal	\$107,200
8/27/2012	Illinois Eastern	HVAC Replacement 3 Rooftop Buildings	\$477,400
8/27/2012	Illinois Eastern	Camera Surveillance phase 2	\$200,900
8/27/2012	Illinois Eastern	ADA Compliance Doors and Patio	\$227,000
8/27/2012	Illinois Eastern	Lighting Replacement Gym and Theatre	\$158,200
8/27/2012	Illinois Eastern	Roof Replacements at LTC WVC and FCC	\$1,202,900
		Category Sub-Total	\$2,693,200

Local

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Approved Budget</u>
1/31/2012	Black Hawk	Student Services Center Addition	\$3,934,211
7/3/2012	Black Hawk	East Campus Science Lab Addition	\$3,010,451
9/12/2012	Black Hawk	26228 N. 100th Ave. Galva Property Transfer	\$1,500
6/26/2012	Danville	Land Donation at 19 Home Ave in Danville, Il.	\$10,000
10/23/2012	Danville	Hoopston Extension Center 847 E. Orange Str.	\$440,000
5/10/2012	DuPage	Seaton Computing Center Renovation	\$6,500,000
5/9/2012	DuPage	Physical Education Blding Renovation/Addition	\$24,000,000
5/9/2012	DuPage	Student Resource Center & Library Renovation	\$40,000,000
6/28/2012	DuPage	McAninch Arts Center (MAC) Renovation	\$34,642,762
9/5/2012	DuPage	Campus Maintenance Center (CMC)	\$9,300,000
4/11/2012	Elgin	Remodel Math & Science Ctr & Adv Tech Ctr	\$9,233,417
4/11/2012	Elgin	Remodel Health & Business Techn East Blding	\$6,779,086
8/7/2012	Elgin	Greenhouse Addition & Classroom Remodeling	\$460,500
9/25/2012	Illinois Central	Poplar Hall Renovations-North Campus	\$3,267,624
7/3/2012	Kankakee	North Extension Center Construction	\$6,409,471

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2012 - December 31, 2012**

10/18/2012	Kaskaskia	Physical Plant Storage Facility	\$345,900
12/21/2012	Lake County	31 Genesee Waukegan Acquisition	\$130,000
8/3/2012	Lake Land	Net Zero Energy Building	\$700,000
9/21/2012	Lake Land	Land Acquis Adjacent to Kluthe Center	\$365,750
9/14/2012	Logan	West Frankfort Extension Center Acquisition	\$595,000
1/17/2012	McHenry	Land Acquisition 9010 NW Highway Crystal Lake	\$750,000
6/4/2012	Moraine Valley	Acquisition 8601 W 107th Str in Palos Hills	\$825,000
10/30/2012	Moraine Valley	Health, Education, and Wellness Center	\$29,562,000
1/12/2012	Oakton	Science & Health Careers Building	\$39,173,760
1/12/2012	Oakton	Enrollment Center	\$3,435,800
1/12/2012	Oakton	Student Center/ Gathering Space Remodeling	\$1,900,000
7/3/2012	Sauk Valley	Science Lab Renovations-PH I	\$2,313,025
5/7/2012	Waubonsee	33.25 acre Land Acquis/Exchange w/ KCFP	\$400,000
Category Sub-Total			\$228,485,257

Capital Renewal

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Approved Budget</u>
1/23/2012	Black Hawk	Parking Expansion at East Campus	\$347,494
9/14/2012	Elgin	Roof Replacement-Building H	\$630,600
5/15/2012	Heartland	Parking & Roadway Repairs PH II	\$339,550
5/14/2012	Highland	Heater Duct & Window Replacement	\$351,300
5/15/2012	Illinois Central	2012 Carpet Replacement/Remodeling	\$1,178,200
1/24/2012	Illinois Eastern	Various Improvements at LTC, OCC, & WVC	\$397,900
7/6/2012	Kankakee	2nd Floor Tech Blding Accessibility Project	\$269,600
1/11/2012	Lake Land	2012 Building Re-pointing	\$269,200
4/16/2012	McHenry	Exterior Lighting Retrofit	\$416,700
1/3/2012	Prairie State	New Campus Signage	\$288,000
1/3/2012	Prairie State	Concrete Walkways and Curb Repairs	\$158,000
1/23/2012	Richland	Renovations to the South Wing	\$302,600
4/23/2012	Rock Valley	Campus Electric Upgrade UPS Replacement	\$247,748
4/23/2012	Rock Valley	Campus Electric Upgrade HV Feeder/ Switchgear	\$501,848
3/16/2012	Sauk Valley	2012 Parking Lot Improvements	\$477,650

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2012 - December 31, 2012**

11/15/2012	Spoon River	Partial Upper Roof Replacement Votech Bldg	\$230,000
			Category Sub-Total
			\$6,406,390

PHS Tax Levy

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Approved Budget</u>
10/29/2012	Black Hawk	East Campus Fire Alarm Upgrades	\$751,100
10/29/2012	Black Hawk	Quad Cities BLD 3 HVAC Upgrades	\$938,550
12/19/2012	Danville	Replace Compressor in York Chiller	\$61,200
12/19/2012	Danville	Re-roof Clock Tower Center	\$284,975
12/4/2012	Heartland	Install Auto External Defibrillators	\$25,355
10/2/2012	Highland	Sidewalk Replacement Student Center	\$67,000
12/4/2012	Illinois Central	Rooftop HVAC Unit Replacement Phase 2	\$1,448,000
12/4/2012	Illinois Central	Electrical Medium Voltage Replacement	\$450,000
12/4/2012	Illinois Central	Parking Lot 7 and 8 Ring Road Project	\$1,487,565
10/22/2012	Illinois Valley	Boiler Room Upgrades Bld C	\$656,120
10/22/2012	Illinois Valley	Door Hardware and Key Upgrades	\$547,239
10/22/2012	Illinois Valley	Stairwell sidewalk replace and resurface	\$162,018
7/23/2012	Joliet	G Building Stairwell Replacement Phase 2	\$700,000
7/23/2012	Joliet	Electronic Door Access Keyless Entry phase	\$265,000
7/23/2012	Joliet	Surveillance Camera Installation phase 4	\$125,000
11/5/2012	Kankakee	Enhanced Security Project Phase 2	\$420,585
12/3/2012	Kaskaskia	Roadway Bridge Safety Inspection Phase 1	\$75,000
12/3/2012	Kaskaskia	Vocational Area HVAC Upgrade	\$85,000
12/3/2012	Kaskaskia	Pedestrian Bridge Repair and Abatement	\$125,000
12/3/2012	Kaskaskia	Science Lab ADA Compliance Abatement	\$443,000
10/16/2012	Kishwaukee	Roofing Replacement at B400 and Grant	\$792,670
10/26/2012	Lake Land	NE Bld Safety Accessibility, HVAC	\$1,100,000
1/17/2012	Lewis and Clark	Chapel Lead Paint Abatement	\$500,000
12/4/2012	Lewis and Clark	St. Patricks Adult Center	\$2,850,000
11/19/2012	Lincoln Land	Cass Gym Bleacher Replacement ADA	\$339,000
11/19/2012	Lincoln Land	Menard Hall Subsurface Settlement	\$435,520

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2012 - December 31, 2012**

11/19/2012	Logan	HVAC Mechanical Upgrades Phase 1	\$795,000
10/30/2012	Moraine Valley	Roof Replacement BLD A	\$925,000
10/24/2012	Parkland	Drainage Improvements Parkland on Mattis	\$1,266,200
10/2/2012	Rend Lake	Roof Replacement Student Center Low	\$125,000
10/28/2012	Rock Valley	Asbestos Abatement Classroom Building B	\$1,361,321
10/30/2012	Sandburg	Repair of Ramps and Drives	\$90,422
10/2/2012	Sauk Valley	Safety Communication and Surveillance	\$200,000
10/2/2012	Sauk Valley	Emergency Notification, Fire Alarm, PA	\$212,000
10/2/2012	Sauk Valley	Window and base Insulation Improvements	\$300,000
10/2/2012	Sauk Valley	Electrical Hazard Assessment	\$39,000
9/4/2012	Shawnee	Door and Lock Replacements	\$242,000
12/5/2012	Southwestern	Biology Lab Safety and Compliance	\$588,310
12/5/2012	Southwestern	Roof Restoration Area D Phase 3 Belleville	\$244,660
12/5/2012	Southwestern	Access and Sidewalk Improvements Central	\$367,030
11/19/2012	Spoon River	Votech Blding Lower Roof Replacement	\$79,000
11/19/2012	Spoon River	Votech Connecting Link Replacement	\$14,625
10/9/2012	Triton	CCTV System Upgrade phase 2	\$300,000
		Category Sub-Total	\$22,284,465

Excess PHS

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Approved Budget</u>
8/22/2012	Black Hawk	Sewer Addition East Campus	\$214,247
11/19/2012	Logan	Roof Replacement E Wing Phase 4	\$99,200
6/25/2012	Richland	Brush College Rd. Entrance Modifications	\$33,821
12/4/2012	Richland	Parking Lot Lighting Replacement	\$660,000
4/12/2012	Sauk Valley	Asbestos Abatement Phase 1 Science Lab	\$288,800
10/9/2012	Sauk Valley	East Side Roof Replacement	\$672,000
		Category Sub-Total	\$1,968,068
		Grand Total Approved Projects	\$261,837,380

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES FISCAL YEAR 2012**

Annually, the Illinois Community College Board prepares a Workforce Development Report summarizing activities of community college Business and Industry Centers throughout the State. This report provides data and examples of the activities conducted during Fiscal Year 2012. The activities include:

- Contract/Customized Job Training
- Entrepreneurship Seminars and Workshops
- Counseling and Management Assistance
- Contract Procurement Assistance
- Public Training Activities
- Employment and Training Services for Unemployed or Underemployed Workers
Business Attraction, Retention, and Expansion
- Distance Learning and Continuous Improvement
- Other Workforce Development Activities and Partnerships

In Fiscal Year 2012, \$3.3 million was provided to 48 community colleges to support local workforce and economic development efforts. Services were provided to approximately 198,650 businesses and individuals statewide. The services provided resulted in the start up of approximately 340 companies, expansion of nearly 190 companies, and retention of close to 500 companies. In addition, over 2,400 jobs were created and another 11,000 jobs were retained.

INFORMATION ONLY

ILLINOIS COMMUNITY COLLEGE SYSTEM

WORKFORCE DEVELOPMENT REPORT BUSINESS AND INDUSTRY SERVICES FISCAL YEAR 2012

Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1171
Voice: 217-785-0123
Fax: 217-524-4981
<http://www.iccb.org>

March 2013

Compiled by
Illinois Community College Board

Workforce Development
Lavon Nelson, Senior Director

Research & Policy Studies
Nathan R. Wilson, Senior Director
Michelle Dufour, Assistant Director
Corey J. Hankins, Assistant Director
Jana Smith, Assistant Director

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**WORKFORCE DEVELOPMENT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2012**

Executive Summary

The Illinois Community College Board provided \$3.3 million to 48 community colleges during fiscal year 2012 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 2012.

- **Contract/Customized Job Training.** Community colleges provided 7,494 contract training courses to 2,078 companies. Through these courses, 101,729 employees were trained for a total of 368,096 contact hours of instruction or 46,012 days of training. This contributed to the formation of five companies, expansion of 31 companies, and the retention of 211 companies. A total of 525 jobs were created and another 7,521 jobs were retained.
- **Entrepreneurship Seminars and Workshops.** Community colleges conducted 579 entrepreneurship seminars and workshops for 6,511 participants. This helped in the creation of 24 new businesses, expansion of 21 businesses, and retention of another 48 businesses. As a result, 207 jobs were created and 177 jobs were retained.
- **Counseling and Management Assistance.** Counseling and management assistance were provided to 4,127 individuals or organizations. This assistance resulted in 272 companies being formed, 76 companies expanding, and 167 companies being retained. A total of 1,089 jobs were created and 2,456 more jobs were retained as a result of business counseling.
- **Contract Procurement Assistance.** Five community college districts provided 451 businesses with government contract procurement assistance. As a result, 46 businesses received 557 federal contracts totaling \$868,056,274. The receipt of these contracts contributed to the expansion of 37 businesses and retention of four businesses while 21 jobs were created and 409 jobs were retained.

- **Public Training Activities.** Illinois community colleges provided 3,471 noncredit public training courses and 2,868 noncredit workshops and seminars to 44,184 individual participants and served 2,991 organizations.
- **Employment and Training Services for Unemployed or Underemployed Workers.** Sixteen community college districts reported offering 462 noncredit workshops and seminars to 9,328 unemployed or underemployed individuals. In addition, another 722 noncredit/credit courses were provided to 1,964 participants. As a result, 1,834 individuals received job placement services. Community colleges also reported many additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 21,162 individuals
- **Business Attraction, Retention, and Expansion.** Business attraction, retention, and expansion activities at 18 community college districts assisted 494 companies in potential expansion and other related activities. Participation in other economic development activities by community colleges led to the creation of 37 companies, expansion of 24 companies, and retention of 57 companies. As a result, 584 jobs were created and 494 jobs were retained.
- **Distance Learning and Continuous Improvement.** Community colleges offered 3,911 noncredit internet courses and 154 two-way interactive video courses.
- **Other Workforce Development Activities and Partnerships.** Throughout the state, the colleges' Business and Industry Centers performed job testing for 363 organizations and developed job profiles and assessments for 26 organizations. Thirty-two workplace literacy programs were conducted. A total of 15 other programs were offered, including quality control programs, business writing courses, Spanish courses, sign language courses, Lean Manufacturing training, consulting, certification, and community surveys.

In summary, Illinois community colleges provided workforce and economic development services to a total of approximately 198,650 businesses and individuals. These services resulted in the start up of almost 340 companies, expansion of nearly 190 companies, and retention of close to 500 companies. In addition, over 2,400 jobs were created and another 11,000 jobs were retained.

**WORKFORCE DEVELOPMENT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2012**

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 2012. 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 2012.

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.

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 are divided into nine categories in an effort to capture the diversity of activities and the associated outcomes. During fiscal year 2012, the Illinois Community College System reported providing services to nearly 198,650 businesses and individuals through college Business and Industry Centers. These services contributed to the start up of almost 340 companies, expansion of nearly 190 companies, and retention of close to 500 companies. In addition, over 2,400 jobs were created and another 11,000 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 2012, community colleges provided 7,494 contract training courses to 2,078 companies.

In fiscal year 2012, community colleges provided 7,494 contract training courses to 2,078 companies. Through these courses, 101,729 employees were trained for a total of 368,096 contact hours of instruction or the equivalent of 46,012 days of training. This contributed to the formation of five companies, expansion of 31 companies, and the retention of 211 companies. A total of 525 jobs were created and another 7,521 jobs were retained.

Case Study

The Cook Companies in Canton, Illinois utilize the Spoon River College Office of Community Outreach for all of their pre-employment testing and screening services. The process starts with potential applicants signing up for KeyTrain, the practice site furnished by ACT to prepare for WorkKeys tests. Once applicants believe they are prepared to take the WorkKeys tests, they are scheduled for a testing date with SRC. The day of testing starts with each tester being signed up for the resources of Illinois workNet, including skills and interest profilers, articles on preparing for interviews, etc. and a job search function that searches by location or job type. Applicants are then tested on three WorkKeys tests on the computer: Applied Math, Locating Information, and Reading for Information, and scores are presented to applicants at the time of testing. A minimum score of three must be achieved for applicants to continue in the testing process.

Since July 1, 2011, Cook has hired 54 people at Cook Medical; eight people for the Cook Polymer Technology plant and two people at the Harvester Inn. Starting wages at the company went from \$8.90 in July to \$9.40 as of January 1, 2012. All jobs are computer-related in some way.

In the upcoming year, Cook anticipates hiring 50-60 more employees for the Cook Medical plant; 50-55 at the Cook Polymer Technology plant; and replacing those lost by any turnover at the Harvester Inn. All of this is made possible by the partnership of grant funding from the Illinois Department of Commerce and Economic Opportunity, TIF funds from the City of Canton, and the testing process provided by the Spoon River College Office of Community Outreach.

Entrepreneurship Seminars and Workshops

Entrepreneurship seminars and workshops are provided by community colleges across Illinois.

Community colleges conducted 579 entrepreneurship seminars and workshops for 6,511 participants during fiscal year 2012 which created 24 new businesses, expanded 21 businesses, and retained 48 businesses.

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 579 entrepreneurship seminars and workshops for 6,511 participants during fiscal year 2012. This helped in the creation of 24 new businesses, expansion of 21 businesses, and retention of another 48 businesses. As a result, 207 jobs were created and 177 jobs were retained.

Case Study

At Shawnee Community College On February 27, 2012, a special seminar entitled “Producing Local... A Growing Market” was offered free to anyone interested in starting or expanding businesses related to growing and selling local produce and value added products.

The evening began with several local producers offering free samples of their products. Cindy’s Country Store offered whole grain pancakes, breads, apple butter and peach salsa. Leepy’s Gourmet Foods offered a variety of his pickled creations. Las Maria’s restaurant served up their homemade chips and salsa and Hollow Pumpkin Farms provided information about his community supported agriculture program.

Illinois Small Business Development Center Director, Candy Eastwood, welcomed the group and provided some interesting history of local food production by reading from a journal written in 1898 by her great grandmother, a farmer’s wife. John Pike, University of IL Extension, spoke on the basics of getting started with local food production. Pike also provided an overview of the new Illinois Cottage Food Law that went into effect in January, 2012 allowing for some food production from home kitchens. Jerry Thurston, owner of Spring Valley Farms in Pulaski, IL, shared his success story of growing, packing and providing produce to a major grocery chain. Services of the Small Business Development Center were explained including creating a business plan and assisting with contacts for various facets of their business including labels, nutrition facts, bottling, etc. Other business owners offered “shared stories” of lessons learned with all attending. Over 60 people attended this event. Many actively engaged in the discussions and a question and answer session wrapped up the event.

Counseling and Management Assistance

During fiscal year 2012, community colleges provided counseling and management assistance to 4,127 individuals or organizations. This assistance helped 272 companies form, 76 companies expand, and 167 companies be retained. A total of 1,089 jobs were created and 2,456 more jobs were retained as a result of business counseling.

Case Study

Pinckneyville Community Hospital is a small hospital of 25 beds located in a rural community with a population of 5,500. Their means of monitoring quality standards in the hospital is through an extensive Excel document. This spreadsheet is utilized on a daily basis by 25 departments which provide overview and reporting information for utilization by administration. This complex Excel spreadsheet was developed by the Quality/Risk Coordinator who maintained

the spreadsheet, assisted the departments with questions/data entry, and handled any issues. The Quality/Risk Coordinator was scheduled to leave the hospital, and her position would not be filled immediately. The departments had minimal knowledge of Excel, and did not know how to fix errors, correct formatting, and other problem solving issues.

The hospital contacted Rend Lake College requesting customized Excel training for the department directors. A customized training workshop was designed to meet the hospital's needs. Fourteen employees attended the eight hour training, and 16 employees attended a 16-hour training encompassing higher-level functions. The training provided current employees the opportunity to improve their skills and the ability to provide critical information for seamless operation of the organization.

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 2012, over \$860 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.

Five community college districts provided 451 businesses with government contract procurement assistance during fiscal year 2012. This helped; 46 businesses received 557 federal contracts totaling \$868,056,274. The receipt of these contracts contributed to the expansion of 37 businesses and retention of four businesses while 21 jobs were created and 409 jobs were retained.

Five community college districts provided 451 businesses with government contract procurement assistance during fiscal year 2012. This helped 46 businesses received 557 federal contracts totaling \$868,056,274.

Case Study

Rock Valley College's Procurement Technical Assistance Center (PTAC) provides procurement and contracting assistance to area businesses and organizations to foster economic development. The PTAC is funded by grant funds. Through guidance and counseling services the PTAC had been assisting a Machesney Park, IL based small business owner with selling his products to the federal government through a five year multiple award schedule contract with the General Services Administration (GSA) agency. In October 2011 the small business client received a contract worth \$32,000 for their metal cabinets. The cabinets were shipped to Afghanistan for use by the US military. Rock Valley College's PTAC was able to provide marketing and contract administration assistance to the small business owner to help him win this government contract award.

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 2012, Illinois community colleges provided 3,471 noncredit public training courses and 2,868 noncredit workshops and seminars.

In fiscal year 2012, Illinois community colleges provided 3,471 noncredit public training courses and 2,868 noncredit workshops and seminars to 44,184 individual participants and served 2,991 organizations.

Case Study

Moraine Valley's Corporate, Community and Continuing Education department in partnership with local chambers and libraries developed and offered *Job Search Workshops*, *Business & Bagels* and *Small Business Toolbox* to assist individuals in obtaining employment or in growing their business.

The Job Search Workshops were offered at local libraries and consisted of three modules: *Developing a High Impact Resume and Cover Letter*, *Job Search Techniques*, and *Successful Interviewing Strategies*. Upon completion participants obtained a better understanding of the key components of a resume, became familiar with the current internet job search techniques, and developed interview strategies to maximize potential for successful employment. Seventy five attended the sessions held in fiscal year 2012.

Business & Bagels provided a series of seminars geared to small business. The seminars were sponsored by the local chamber and hosted by the library. Moraine Valley provided the topics, content and speakers. Workshops included *Strategic Planning for Changing Times*, *The Case for Continuous Improvement*, *The Art of Re-Negotiation*, *How to Hire the Right People – Personal Branding Essentials*, and *Manufacturing – How to Survive and Thrive*.

The Small Business Toolbox was developed in a partnership with a local economic development group and Moraine Valley. The purpose of the toolbox was to provide training in technology that would enhance the efficiency of a small business. Topics included: *Digital Marketing for the Digital Age*, *Effective Email Marketing*, *Ethics and Integrity in Your Recruitment*, *Networking Using LinkedIn.com*, and *Excel for Business – Unleash the Power*. One hundred and thirteen individuals representing twenty-five different businesses attended.

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 462 noncredit workshops and seminars to 9,328 unemployed or underemployed individuals during fiscal year 2012. Additionally, another 722 noncredit/credit courses were provided to 1,964 participants. As a result, 1,834 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 21,162 individuals.

Sixteen community college districts reported offering 462 noncredit workshops and seminars to 9,328 unemployed or underemployed individuals during fiscal year 2012.

Case Study

Star Tek was a telephone call center which closed suddenly this past spring (2012) and many employees were caught off-guard. This company was located next to the Richland Community College extension site residing in Fairview Park Plaza of Decatur, IL. The Illinois workNet Center was called in to assist in the transition of employees to either another place of work or school. The Illinois workNet Center includes the Illinois Department of Employment Security (IDES), Workforce Investment Solutions (WIS), Illinois Department of Veteran Affairs (IDVA), Richland Community College (RCC) and other agencies.

Richland counseled the affected employees with information on college programs and supported their transition to a student status. Richland also assisted utilizing their career services department by helping employees with resume' writing, interview skills, soft skills, and learning about other important personal and work skills that would make it easier to transition to other jobs. Richland counseled forty-seven Star Tek employees over a two-day period.

Richland and the Illinois workNet Center will continue to support the laid-off Star Tek employees until they graduate in their desired program or their educational funds are expended.

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.

As a result of economic development activities at Illinois community colleges, 584 jobs were created and 494 jobs were retained.

Business attraction, retention, and expansion activities at 18 community college districts assisted 494 companies in potential expansion and other activities in fiscal year 2012. Participation in other economic development activities by community colleges led to the creation of 37 companies, expansion of 24 companies, and retention of 57 companies. As a result, 584 jobs were created and 494 jobs were retained.

Case Study

Madden Communications, headquartered in Wood Dale, IL, is a privately held company founded in 1957. Madden has 350 employees in its four locations all located within a few miles of Chicago's O'Hare International Airport. In 2012, Madden partnered with Harper College for Businesses (HCFB) for leadership training for their managers company-wide. The company identified leadership skills as priority for 2012 to support and advance the company's success. The projected outcome would be better leaders capable of increasing employee morale, retention and productivity.

Leadership training courses were held for supervisors, managers and senior managers as follows:

- Essentials of Leadership
- Building an Environment of Trust
- Setting Performance Expectations
- Delegating for Results
- Motivating Others
- Coaching for Success
- Resolving Conflict
- Leading Change

The training was held three times per module to accommodate all of the managers going through the training. In total, 55 managers went through each of the eight modules.

- All 55 managers retained their positions and upgraded them in some cases.
- The company will offer additional leadership workshops in fiscal year 2013. They are also considering rolling out training for individual contributors at Madden which aligns with the Leadership training.

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 2012, community colleges offered 3,911 noncredit internet courses and 154 two-way interactive video courses.

During fiscal year 2012, community colleges offered 3,911 noncredit internet courses and 154 two-way interactive video courses.

Case Study

Nascote Industries and Kaskaskia College have a strong partnership based on the KC@Work program. In January 2011, Nascote began offering Business Management classes on site to its employees. This comprehensive program at the workplace is the one that Kaskaskia College hopes will be an ongoing opportunity for employers to create and maintain a well-educated workforce. There are some significant challenges to developing the program on site. A major challenge is scheduling, *the bulk of the classes are offered as online hybrid*, meaning that most of the instruction takes place online, where the class instruction and assignments can be accessed at a time convenient for the employee, with at least two face-to-face meetings with the instructor. Since their various departments run on different shifts, Kaskaskia College must insure that each student employee has a class period that they can conveniently attend. Sometimes this means several meetings of the same class with different students each time. The instructors are KC Adjunct Faculty - some of whom are Nascote employees.

The College's philosophy of making education available at the times and places convenient to the learner drives the process forward. The Nascote model shows how successful the partnership between the College and industry can be including the use of online hybrid courses.

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 363 organizations and developed job profiles and assessments for 26 organizations.

Throughout the state, the colleges' Business and Industry Centers performed job testing for 363 organizations and developed job profiles and assessments for 26 organizations. Thirty-two workplace literacy programs were conducted. A total of 15 other programs were offered, including quality control programs, business writing courses, Spanish

courses, sign language courses, Lean Manufacturing training, consulting, certification, and community surveys.

Case Study

The expansion of hours and services at the Employability Skills Centers at each of Spoon River College's four sites, the Plus 50 Completion Initiative, and an increased focus in career and technical programs have significantly increased the need for technology and soft skills training for individuals and have resulted in new employment or retention of jobs at Cook Medical,

Graham Hospital, Cook Polymer Technologies and several other local businesses. Spoon River College is also participating in a coalition with the Havana School District, the City of Havana, and a major Illinois manufacturing firm on a new education program called “Flipping the Classroom” which creates a workforce pipeline from grade school through post-high school education and into employment.

Summary

In summary, Illinois community colleges provided workforce and economic development services to a total of approximately 198,650 businesses and individuals. These services resulted in the start up of almost 340 companies, expansion of nearly 190 companies, and retention of close to 500 companies. In addition, over 2,400 jobs were created and another 11,000 jobs were retained.

Illinois Community College Board

**PROGRAM REVIEW STATEWIDE SUMMARY
FISCAL YEAR 2012**

Program review is the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. 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 the ICCB a summary report of the previous year's review and evaluation of programs. ICCB staff develop a summary of the colleges' reports and distribute the information back out to the field. The Illinois Community College System Program Review Statewide Summary provides an illustration of the system's annual progress towards continuous quality improvement. The following is a statewide summary of this information for Fiscal Year 2012.

INFORMATION ONLY

ILLINOIS COMMUNITY COLLEGE SYSTEM

PROGRAM REVIEW STATEWIDE SUMMARY

FISCAL YEAR 2012

Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1171
217-785-0123
www.iccb.org

Illinois Community College Board
Academic Affairs & Career and Technical Education Division

Dr. Karen Hunter Anderson, Vice President
Brian Durham, Senior Director for Academic Affairs
& Career and Technical Education
Tricia Broughton, Associate Director for
Career and Technical Education Programs

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For additional information on the data provided in this report contact Tricia Broughton, Associate Director for CTE programs at tricia.broughton@illinois.gov or Brian Durham, Senior Director for Academic Affairs & Career and Technical Education programs at brian.durham@illinois.gov.



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. In addition, colleges are 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. Colleges are required to submit to ICCB a summary report of the previous year's review and evaluation of programs. Following is a statewide summary of this information for fiscal year 2012.

The *Program Review Manual (Fiscal Years 2012-2016)*
to be used for submission of college annual
Program Review Summary Reports
is available at:
[Program Review Manual 2012-2016](#)

Instructional Programs

State-level review of the system's instructional programs includes an evaluation of academic, career and technical and cross-disciplinary (general education) curricula. Colleges reviewed a total of 1,320 instructional programs in fiscal year 2012. Career and technical education programs reviewed totaled 1,198, academic disciplines totaled 81 and 41 cross-disciplinary (general education) programs were reviewed during this fiscal year. Of career and technical programs reviewed, 994 programs were planned for continuation with improvements (minor and significant), and 204 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 2012.

There were 172 new programs (three academic and 169 career and technical) added to the system's program offerings during fiscal year 2012. 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 237 (academic and career and technical) programs were eliminated during fiscal year 2012, 166 of those programs were included in the review cycle for this fiscal year.

Academic Program Review

During fiscal year 2012, 81 Written and Oral Communications programs, submitted by 39 colleges were reviewed. All were recommended for continuation with improvements ranging from minor to substantive.

Written and Oral Communication programs typically include courses in speech, literature, journalism, composition, reading, drama, foreign language and specialized communication. The pattern of courses and programs offered by the individual colleges varies substantively across the state. To assess programs and courses in Written and Oral Communication, 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.

Academic Programs constituted 6% of all the programs reviewed in fiscal year 2012.

Clearly, Written and Oral Communication plays a key role in the success of both students and institution. But it is a program with multiple personalities. For many students, it serves as a source of the GECC courses required for an A.A., A.S. or A.A.S. degree. For students entering college with deficient communication skills, it provides the developmental stepping-stone to college credit. Finally, for students requiring specialized communication skills, it provides a career path to employment or an essential step to a Bachelor's degree. Dependent on the student population and its needs, colleges tended to emphasize one or the other of these three areas. However, in many cases, colleges were required to emphasize two or three areas. Because these three areas differ so dramatically, this section will examine some common themes that emerged during this review for each of these three areas, in sequence.

Providing Developmental Education is a key function of Communication programs. Only 66 percent of all ACT-tested high school graduates met the English College Readiness benchmark in 2011; further, only 52 percent of graduates met the Reading benchmark. While entering college, students are not normally tested for their oral communication skills; colleges also report serious deficiencies in speech—partially because such skills are seldom taught at the secondary level.

Concern regarding the growing number of students entering college with deficient communication skills was voiced by most reporting colleges. Addressing the need for improved remedial writing programs, administrators at Kennedy-King College stated, “The most compelling and immediate need for program modification is in the area of developmental (remedial) student transition rates. Data generated by the City Colleges of Chicago reveal that students at Kennedy-King College demonstrate a 27 percent rate of one-year, one-level remedial course gains.” Kishwaukee College reported that its Developmental Reading/Writing enrollments continue to increase, while Olive-Harvey College also reported an increasing number of students who test below the college level in writing upon entry to college. Triton College and Harold Washington College also made Developmental Education a priority.

To address the need for more effective instruction in Developmental Education Writing, a variety of approaches was taken. The City Colleges of Chicago Reinvention Developmental Education Task Force addressed the issue at a system level, conducting assessment studies and implementing programs designed to bring remedial students into the college mainstream quickly. John Wood, Highland, Truman, Kennedy-King, and Wright emphasized the importance of a strong Writing Center focused on students needs to improved efforts in Dev Ed Writing. Lewis and Clark used an accelerated college English course coupled with a study skills course; Prairie State focused on improving the success of developmental students through community partnerships; Truman provides a tutoring center; Shawnee updated all developmental English syllabi and implemented contextual instruction; Lake County implemented several new initiatives, including an Accelerated Learning Program; Harold Washington received a Title III Career Pathways Grant focused on strengthening their Developmental Education curriculum. Finally, several colleges reported using “Writing Across the Curriculum (WAC)” as an instructional tool with value at all levels of writing proficiency.

Developmental Education Speech may not receive as much attention as Developmental Education Writing, but many students enter college with speech deficiencies. Parkland reported a continuing critical need for oral communication skills for both transfer and career oriented students, citing the ability to effectively communicate, listen and think critically to be among the top skills required in all career fields. Multiple colleges expressed concerns regarding student deficiencies in this area, but few solutions were offered. Wilbur Wright, however, described several innovative programs, including implementing pre and post testing in the Fundamentals of Speech course, recording and critiquing speeches, using communication profiles, and upgrading students’ critical thinking skills and technological literacy. Truman sponsored a speech contest to boost interest while Rock Valley found success with on-line Speech classes. Lincoln Land also developed Speech courses for students with high anxiety.

Communication courses such as Composition I & II are a major source of college level credit hour production at all community colleges because they are a key component of so many transfer and career programs. As such, the majority of colleges reported strenuous efforts to improve quality and efficiency while managing costs. The approaches taken to achieve these results, however, varied from college to college. Lake County, Harper, Kankakee, and Joliet developed action plans with improvement steps and a timeline outlined on a chart, while Elgin developed a data based action plan based on assessment data collected on all its Communication courses. Several other colleges focused on improving the educational process. Heartland reported a review process for its Communication courses/programs; Kishwaukee expanded its curriculum to on line delivery formats and upgraded its radio and computer labs; DuPage has new technology equipped classrooms coming and added Mass media as a program; Illinois Eastern, Spoon River, Waubensee, and John A. Logan also reported curriculum upgrades and course standardization; Illinois Valley Community College created teams to study placement, effectiveness and added five hour courses; Moraine Valley revised its Comp I & II curriculum.

Considerable effort in upgrading and maintaining quality faculty was reported. Retirements, normal turnover, and program growth lead to the need for a constant influx of fulltime and adjunct faculty in what is a major program on all campuses. Several colleges, including DuPage, Lincoln Land, Moraine Valley, and Rock Valley mentioned adding new faculty for these reasons. In addition, Morton reported focusing on improving communication between fulltime and adjunct

faculty, Lewis and Clark worked to coordinate full-time and adjunct faculty, and Danville reported that its faculty worked closely with secondary school teachers. Truman and Heartland reported mentoring adjunct faculty, while Kennedy-King focused on faculty evaluation and Harold Washington focused on faculty improvement.

As in other curricular areas, assessment is a major concern in Communication. However, the approaches to assessment taken by individual colleges varied widely. Some colleges mentioned an assessment plan, but furnished no details or data. Other colleges provided well developed plans, but provided no data. In general though, nearly all colleges reported using data to monitor enrollment, retention and success; in fact, many provided data as evidence of this fact. Some colleges, such as Morton, Prairie State and Lake County reported using English portfolios for assessment purposes. Harper used embedded questions as an assessment tool; Olive-Harvey participated in the Assessment Academy of Higher Learning; Danville found participation in “Achieving the Dream” dramatically upgraded the quality of its assessment efforts; Wright used CAAP to compare its students to national norms; Kennedy-King focused on faculty and course evaluations; and Southeastern employed multiple assessment techniques. Finally, Joliet and Malcolm X reported using assessment data to upgrade programs.

While the majority of credit hours produced in Communication may be in the areas of Developmental Education or the GECC, many Communication courses serve a different purpose. Large or small, Illinois colleges reported an array of specialized Communication courses. Malcolm X reported a course in African-American Literature; Kennedy-King has a course in Argumentation; Southeastern offers Introduction to Poetry; DuPage has a Mass Communication (formerly Journalism) program; Illinois Eastern has courses in Debate, Persuasion, and Group Communication while Waubensee reported a course in Advertising Communication. Among the colleges including Foreign Language in their Communication programs were Moraine Valley, Lake County, and Black Hawk. Because these courses are not normally considered GECC courses, several colleges reported taking special efforts to ensure they are articulated whenever possible.

Based on the submitted program review reports, student enrollment in Written and Oral Communication overall appears to be fairly steady with recent small, but gradual, increases across the state. 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. These actions tend to maximize space while making more courses accessible to more students. Technology is also being increasingly used 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.

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.

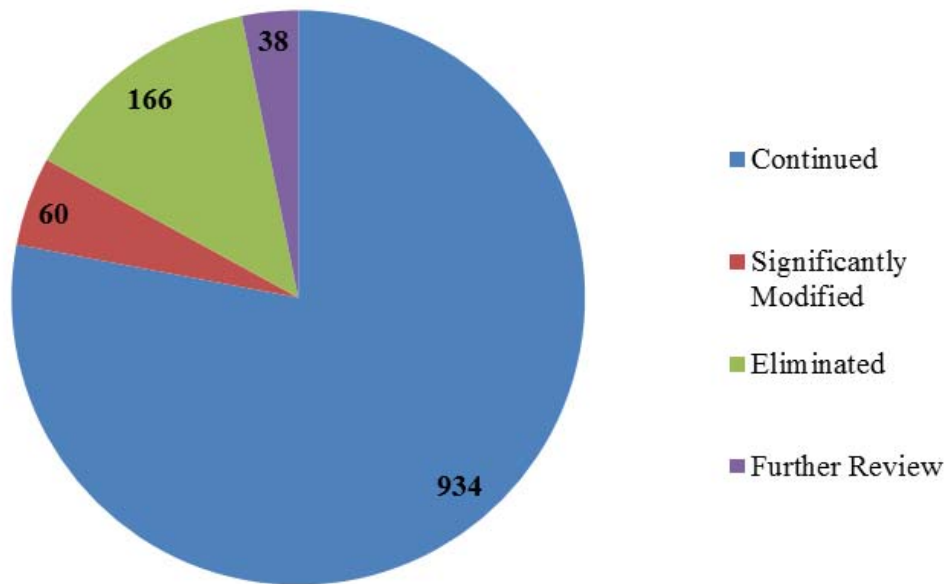
In summary, Communication spans a wide array of specific courses and programs. In most areas, consistent with the state of Illinois' economy, enrollment is holding steady or increasing. While faced with many problems, especially in the area of funding, colleges are pursuing innovative ways in which to retain students and minimize costs. Additionally, nearly all reviewed programs addressed improvement in assessment techniques or the goal of improvement in assessment techniques and the necessity to upgrade equipment.

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 1,198 career and technical education programs were reviewed at the colleges.

Career & Technical Education programs constituted 91% of all the programs reviewed in fiscal year 2012.

CTE Program Action (N=1198)



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. The chart above illustrates the breakdown of actions on each program the college reported. Additionally, 169 new programs in career and technical education were approved and added to the system's offerings in fiscal year 2012, while 227 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. The next 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.

In an effort to better align our statewide summary with the 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**:

- Architecture and Construction
- Business Management and Administration
- Health Sciences
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing

The following chart provides a summary of findings from the Program Review Process. More detailed information follows.

Summary of CTE Program Review

Program	Total Number of Programs	Degree Programs	Certificate Programs	Actions
Architecture and Construction: Construction Pathway				
Electrician	44	18	26	<ul style="list-style-type: none"> • 40 were continued • Four (4) were discontinued/eliminated
Business Management and Administration Cluster: Administrative Support Pathway				
Administrative Support	20	4	16	<ul style="list-style-type: none"> • 17 were continued with minor to significant modifications • Three (3) were discontinued
Health Science Career Cluster: Therapeutic Services Pathway				
Massage Therapy	29	5	24	<ul style="list-style-type: none"> • 25 programs were planned for continuation with minor or significant improvements • Four (4) programs were either inactivated or planned for discontinuation during this fiscal year
Health Sciences Career Cluster: Health Informatics Pathway				
Health Informatics / Health Information Technology	24	17	7	<ul style="list-style-type: none"> • Twenty-three (23) of those programs were continued with minor improvement • One (1) program was discontinued. The program discontinued was replaced as a Medical Records Assistant certificate to a more advance Health Information Technology degree and certificate offerings
Medical Transcription	21	0	21	<ul style="list-style-type: none"> • 14 programs were continued at the community college level and/or significantly modified • Seven (7) programs were either discontinued or inactivated and scheduled for further review
Medical Billing/Coding	43	4	39	<ul style="list-style-type: none"> • 38 programs were continued with minor or significant improvements • Five (5) programs were discontinued
Medical Office Technology	20	8	12	<ul style="list-style-type: none"> • 18 programs were continued with minor or significant improvements • Two (2) programs were discontinued this fiscal year

Summary of CTE Program Review

Program	Total Number of Programs	Degree Programs	Certificate Programs	Actions
Information Technology Cluster: Web and Digital Communications Pathway				
Web Developer/Development	61	12	49	<ul style="list-style-type: none"> • 55 were continued with minor or significant improvements • Six (6) were discontinued or scheduled for further review
Information Technology Cluster: Programming & Software Development Pathway				
Computer Programming	72	25	47	<ul style="list-style-type: none"> • 55 programs were planned for continuation with minor or significant improvements • 16 programs were identified for elimination • One (1) program was scheduled for further review
Game Design	8	4	4	<ul style="list-style-type: none"> • All of the colleges indicated plans to continue their programs in game design with minor improvements
Information Technology Cluster: Information Support Services Pathway				
Computer Information Systems	56	26	30	<ul style="list-style-type: none"> • Six (6) were discontinued • Two (2) were scheduled for further review
Digital Forensics	16	3	13	<ul style="list-style-type: none"> • 14 continue with minor to significant improvements • Two (2) plan to discontinue or eliminate due to lack of qualified faculty and lack of work-based experience, as required in the field
Information Technology Cluster: Network Systems Pathway				
Networking Technology/Network Administration	129	33	96	<ul style="list-style-type: none"> • Ten (10) identified for discontinuation
Law, Public Safety, Corrections and Security Cluster: Correction Services Pathway				
Corrections	32	24	8	<ul style="list-style-type: none"> • Seven (7) were eliminated • Two (2) were scheduled for further review
Criminal Justice	90	43	47	<ul style="list-style-type: none"> • Three (3) were eliminated
Legal Assistant/Legal Secretary	14	7	7	<ul style="list-style-type: none"> • Twelve (12) programs were reported continued with minor to significant improvements • Two (2) programs discontinued

Summary of CTE Program Review

Program	Total Number of Programs	Degree Programs	Certificate Programs	Actions
Law, Public Safety, Corrections and Security Cluster: Correction Services Pathway continued				
Paralegal/Legal Assistant	26	13	13	<ul style="list-style-type: none"> • 26 programs were continued with minor to significant improvements
Court Reporter	6	4	2	<ul style="list-style-type: none"> • Two (2) were continued with minor improvements • Four (4) were discontinued
Manufacturing Cluster: Maintenance, Installation & Repair Pathway				
Computer Installation and Repair Technology/Technician	26	22	4	<ul style="list-style-type: none"> • 21 programs continued with minor to significant/ improvements • Four (4) programs eliminated • One (1) program scheduled for further review
Industrial Electronics Technology/Technician	36	10	26	<ul style="list-style-type: none"> • 33 programs were continued with minor to significant improvements • Three (3) programs discontinued
Telecommunications Technology/Technician	6	1	5	<ul style="list-style-type: none"> • Four (4) were continued with minor improvements • Two (2) were discontinued due to declining enrollments
Manufacturing Cluster: Production Pathway				
Production Technologies	45	12	33	<ul style="list-style-type: none"> • Forty (40) were continued with minor improvements • Five (5) were discontinued



Architecture and Construction Cluster

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. Programs reviewed in this summary are related to Electrician training, including apprenticeships, Industrial Electrician training, and Construction Electrician technology.

Electrician

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 chapters of the International Brotherhood of Electrical Workers (IBEW) to provide an educational ladder for their apprenticeship programs. Colleges also cited utilizing labor organizations for faculty in these programs. Colleges reported making improvements in their curricula that address digital technology, wireless communication technology, and green and solar powered technologies. Strengths of electrician training programs included knowledgeable and skilled faculty, opportunities to partner with local labor unions and community organizations for hands-on work experience. The only weakness identified by the colleges for these programs was the need for updated laboratory facilities, equipment and tools; indicating that finding the fiscal resources to pay for new equipment and tools, is difficult.



Business Management and Administration Cluster

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 the **Administrative Support Pathway**. Individuals pursuing a career in the Administrative Support Pathway facilitate business operations through a variety of administrative and clerical duties including information and communication management, data processing and collection, and project tracking. Individual

programs represented in this summary include Administrative Office and/or Executive Support programs and Office Applications Specialist support programs.

Administrative Support

Colleges reported that maintaining relevancy of curriculum with constant changes in office application software presents a challenge with these programs. Several colleges indicated partnering with local employers to gain access to updated equipment and software, as well as develop customized training opportunities for the existing workforce. Areas with a demand for higher level skills have allowed some districts to develop new programs that offer students an educational ladder opportunity from entry-level clerical office support all the way up to advanced office applications specialist and executive assistance training programs. Online course offerings have seen an increase since the last review cycle, and not only provide colleges with the ability to reach more students, but also offer students accessibility to entry and advanced level training programs in areas of districts where traditional attendance is not an option. Strengths of administrative support programs included qualified faculty, updated equipment and curriculum, and support from local employers. Colleges identified maintaining relevant technology and curricular materials as the biggest weakness in this program area.



Health Science Career Cluster

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.

This summary includes programs that fall within the **Therapeutic Services Pathway** and 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. Massage Therapy programs are included in this summary.

This summary also includes programs that fall within the **Health Informatics Pathway** and that are involved in many different levels of healthcare related employment. This Pathway includes healthcare administrators who manage healthcare agencies as well as those individuals who are responsible for managing all of the patient data and information, financial information, and computer applications related to healthcare processes and procedures.

Therapeutic Services Pathway

Massage Therapy

Some colleges noted accreditation through the Commission on Massage Therapy Accreditation (COMTA); however, this accreditation is not mandatory for operation. Upon completion of the

certificate and/or degree programs currently being offered, students can sit for the National Certification Exam for Therapeutic Massage and Bodywork (NCTMB) or the Massage and Bodywork Licensing Exam (MBLEX) to become licensed in the field. Improvements made to the massage therapy programs within the system have included day and evening classes, the addition of introductory courses to acclimated students to the Therapeutic Massage degree or certificate offerings that teach basic terminology and concepts of massage, development of electronic formats for recording patient history and treatment to enhance students' computer skills, including a course fee that incorporates state and national licensure costs, in-class tutors, and continuing education opportunities. Additionally, much effort has been made to connect students with as many successful licensed massage therapists as possible during their training and to gather information regarding graduates of the program related to job placements and any areas of continuing training for which they feel might have better prepared them in the program.

Despite these innovations, a large proportion of the colleges reported somewhat of a decline in student enrollment and partly contributed that decline to proprietary schools in various regions of the state. Although the proprietary schools cost more, they are designed to move the student through the program in much shorter times and are able to market at a much larger scale than that of the college programs.

With the connection of Therapeutic Massage to Cosmetology and the potential to be dually licensed, community colleges are exploring dual certificate opportunities with Cosmetology and/or Personal Fitness Trainer Programs to better equip and/or market the profession while also acquiring an array of additional knowledge and skills that could be invaluable as a prospective employee in the field.

Health Informatics Pathway

Health Informatics/Health Information Technology

Colleges operate following the American Health Information Management Association's (AHIMA) curriculum and are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), which is the accrediting organization for the degree-granting programs in health informatics and information management. To work in the field as a Registered Health Information Technician (RHIT), a student would be required to be credentialed. Various colleges indicated purchase and use of AHIMA's Virtual Lab to provide computer based experiences prior to the Practicum Experience. New federal government regulations will have major implications of the future health informatics workforce. Currently, the HIT programs are following guidelines set for transition from the ICD-9 coding system to the ICD-10 coding system. The change in coding systems is a national change that is required of all coding professionals. Faculty are actively pursuing ways to make these transitions for students as smooth as possible, and syllabi have been modified to reflect the change from teaching ICD-9 to ICD-10.

Medical Transcription

Like many facets of the healthcare industry, the medical transcription field is evolving around the electronic movement. Roles are changing to reflect a shift from keying in reports to editing voice

activated reports. Speech recognition technology helps to electronically translate sound into text and creates reports for drafts. Transcriptionists are then expected to format reports; edit them for mistakes in translation, punctuation, or grammar; and check for consistency and any wording that doesn't make sense medically. Colleges are incorporating software simulations into a more advanced transcription course so that students are able to practice recording patient information and scheduling tasks electronically, which will be required by 2013. Still, the considerable change in the workflow in healthcare facilities will be seen due to the release and use of electronic health records. Decreasing demand, a need for more advanced skills, and declining pay rates are just a few issues that will cloud the future for Medical Transcriptionists.

Medical Billing/Coding

The objective of the Medical Billing/Coding program is to train students in computer concepts, medical terminology, anatomy and physiology, and computerized medical billing and coding. Employment of Medical Records and Health Information Technicians is expected to increase. The demand for health services is expected to increase as the population ages. With an aging population, there will be a need for more medical tests, treatments, and procedures. This will mean more claims for reimbursements from private and public insurance. Additional records, coupled with the use of electronic health records by all types of providers, will lead to an increased need for technicians to organize and manage the information in all areas of the healthcare industry.

In 2013, a federal mandate will require a transition for medical coding from ICD-9 to ICD10 and that all medical records are provided in an electronic format. This mandate will require each community college offering such programming to provide for these changes through programmatic planning including budget considerations for the purchase of needed instructional resources.

Dual credit has been established with local area high schools in courses such as Computer Applications, Anatomy and Physiology, and Medical Terminology to allow for students to obtain college credit while enrolled in high school. Additional hybrid and web-enhanced courses are being integrated into the coding curriculum further enhancing students' technology skills and providing increased access to up-to-date curriculum to meet the needs of the changing coding profession.

Medical Office Technology

The Medical Office program provides skills necessary for an entry-level career into a medical related field as an office assistant. Many colleges also are expanding curriculum to allow specific classes to be taken whereas students are able to specialize in an area that interests them. Although many offices are becoming automated, many duties of the medical office cannot be automated. Skilled medical office personnel will continue to play a key role in all of types of medical offices.

Convenient and student friendly schedules such as day and night class offerings as well as online course offerings assist in the retention and completion rates on campuses offering programs to students who are unable to enroll full time. The job market varies across the state, with larger districts reporting healthy opportunities for recent graduates. For those colleges offering the

program as a certificate, they have correlated the certificate offering with an associate degree with additional certificate options to provide the student with more marketability in the workplace. Many lecture type classrooms have been converted to computer labs since the program continues to utilize medical office software. Technology and computer skills are a crucial part of this career, and students who are most engaged in learning these skills within the context in which they will be used have proven to be the most successful. To remain in line with industry standards, community colleges will be asked to continually upgrade software tools for students pursuing this career field as well as to pursue possibilities of providing internship activities to further enhance student learning and engagement with employers.



Information Technology Cluster

The **Information Technology (IT) Cluster** includes programs that represent a wide variety of IT careers. IT careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to the basic career path in the IT industry, IT careers are available in every sector of the economy from Financial Services to Medical Services, from Business to Engineering and Environmental Services. This summary includes program review descriptions for programs ranging from programmer to web master to game designer to networking and IT security.

This summary includes programs that fall within the **Web and Digital Communications Pathway**. Individuals working in this IT field create, design and produce interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing.

This summary also includes programs that fall within the **Programming & Software Development Pathway**. Individuals working in this area of IT design, develop, implement and maintain computer software, requiring knowledge of computer operating systems, programming languages and software development. This summary also includes information on training programs in the emerging field of game design and development.

This summary also includes programs that fall within the **Information Support Services Pathway**. Individuals working in this IT area initiate the deployment of information technology in an organization, including implementing computer systems and software, providing technical assistance and managing information systems. This pathway also encompasses the emerging practice of information security and data protection.

Finally, this summary includes programs that fall within the **Network Systems Pathway**. Individuals working in this IT field are engaged in network analysis, planning and implementation, including design, installation of computer systems networks as well as network security.

Web and Digital Communications Pathway

Web Developer/Development

Web developers design, build, edit, and repair websites and web pages. They design the look and feel of a web page and may write computer code. Web developers today work in all industry sectors in a variety of settings, such as corporate business, government entities, profit and not-for-profit organizations, and private individuals or groups, like musicians and artists. Overall, colleges reported steady to increasing enrollments in this field. In addition to looking to obtain full-time employment in web development, many students in related IT programs as well as existing professionals in related fields, seek shorter term programs that will provide them with basic skills or even professional development opportunities. The biggest challenge reported by the colleges was in maintaining a relevant curriculum. As the Internet changes constantly, so do technologies and methods that web developers use in their daily working environments. Colleges reported adding content and classes on IT security and mobile application development, for example, to address some of the new trends in this field of study. Strengths of web development programs included updated curriculum, knowledgeable faculty with relevant experience in the field, flexible scheduling with classroom. Online and hybrid options worked well for these programs.

Programming & Software Development Pathway

Computer Programming

Computer programmers write detailed instructions, called programs, which tell computers how to perform tasks. Simple as this sounds, technical advances have changed the role of programmers. Sophisticated new languages and tools have made much of the programming work done today very complex. Programming is often divided into two main categories: applications programming and systems programming. Colleges reported many changes since the last review in programming curricula. Software advances, updated and newly developed standards/industry credentialing, and fluctuating programming language trends have all played a part in changing the face of programming curricula today. The majority of colleges reported steady enrollments and continued interest in local areas. Many colleges reported stronger interest among students in short-term certificate programs leading to industry certifications than in two-year degree programs, although many colleges also indicated having developed stronger partnerships with baccalaureate institutions since the last review period to address A.A.S. degree students' desire to further their education in this field. The colleges reported many improvements in terms of program strengths, including format revisions to allow for more online and hybrid course offerings, the addition of numerous new language courses, particularly those in mobile phone application development and cyber-security, and making curricular revisions that allow for stackable certificates leading towards a degree. Several challenges to maintaining high quality computer programming curricula were also noted by the colleges. Those challenges included the need for students to have strong math skills (without them students fall behind and/or require separate remediation to continue in higher level programming classes), finding and maintaining qualified faculty in rural parts of the state for specialized programming subjects, saturated local employment markets, and the cost in updating software licenses and equipment to support the programs.

Game Design

Video game designers write the blueprints for computer games. They decide the mission, theme, and rules of play. They write a document which fully explains what will happen in the game. Game designers are typically creative and have good storytelling skills. This review period included a significant increase over the number of standalone game design programs offered during the last review period. Six of the seven districts that offered the programs reported steady enrollments. One district experienced a decline in enrollments due to the cancellation of a dual credit course in a large, local high school. Based on information provided by the colleges, students completing these programs have been successful in finding related employment upon graduation. Colleges who are able to provide related work-based learning experiences may have the most success placing students after program completion. Strengths identified by the colleges included flexibility in format by offering these programs in traditional classroom, online and hybrid models, and collaboration with baccalaureate institutions to provide transfer opportunities for students. Some concerns of colleges include the cost to maintain updated software and equipment and expanded lab/studio space.

Information Support Services Pathway

Computer Information Systems

Computer information systems programs include a variety of specialty areas such as general information technology, system administration, information support services, computer applications, and digital communications. Overall, colleges reported a continued interest in computer information systems programs. Enrollments in both degree and certificate programs remained steady. The development of stackable certificates leading towards one or more degree options has assisted many colleges in maintaining or increasing completions in this field of study. The challenges identified in this program area to maintaining high quality computer information systems curricula were similar to those identified in other related IT program areas. Those challenges included finding and maintaining qualified faculty in rural parts of the state, saturated local employment markets, and the cost in updating software licenses and equipment to support the programs.

Digital Forensics

Digital forensics is a field of study that encompasses the recovery and investigation of material found in digital devices, often in relation to computer and internet crime. The area of digital forensics includes IT/computer systems and network security, digital device and data integrity protection. Two (2) colleges reported plans to discontinue or eliminate their offerings in digital forensics due to 1) lack of qualified faculty to teach this specialized area of IT, and 2) entry-level employment requirements in the specific district which included several years of work experience in addition to completion of an educational program; without the work experience, graduates were unable to find employment in the specialized area. The majority of the colleges indicated steady enrollments and interest in these programs and courses. Several colleges indicated many of their students were existing IT professionals looking to cross-train and/or specialize. Numerous improvements were reported in terms of program strengths in this area. Such improvements include the addition of a pre-requisite “computer skills boot camp” for new students to get up-to-

speed on basic computer usage skills, the addition of specialized topics course electives, introduction and integration of Encase forensic software training as it is used primarily by law enforcement agencies to conduct digital investigations, revision of curriculum content and instruction to meet the National Training Standards for Information Systems Security (INFOSEC), and the expansion of usable lab space to accommodate increased enrollments.

Network Systems Pathway

Networking Technology & Network Administration

Networking specialists are responsible for the design, installation, and maintenance of an organization's computer information (network). These responsibilities may include functions associated with the upkeep of local area networks (LAN), wide area networks (WAN), computer software, computer hardware and computer peripheral equipment, such as printers, fax machines and scanners. Today, network specialists are often responsible for network security or protecting the organization's financial, customer or otherwise sensitive information safe from cyber-criminals. Overall, the colleges reported steady to increasing enrollments in networking classes and programs. Classes and/or programs that lead to industry credentials are often popular among IT professionals already working in the field or in a related area that need an upgrade or cross-training of their skills. Companies such as CISCO, CompTIA, Novell, and Microsoft, who are all internationally recognized vendors within the field, have been willing to partner with community colleges to provide curriculum and testing that lead towards industry-recognized credentials. Colleges indicate that developing short-term certificate programs, as well as those which ladder into related degree programs, have attracted new and returning students. Completions have been steady and slightly increasing as colleges reconfigure their offerings to support shorter programs. Colleges also indicated that classes and programs related to network security have seen a significant increase in enrollment. Strengths of these programs reported were similar to other IT areas, including updated curricula, knowledgeable faculty, connections with local IT employers and vendor associations and a continued community interest. Challenges identified in this program area were also similar to those identified in other related IT program areas. Those challenges included finding and maintaining qualified faculty in rural parts of the state, saturated local employment market, and the cost in updating software licenses and equipment to support the programs.



Law, Public Safety, Corrections and Security Cluster

The **Law, Public Safety, Corrections and Security Cluster** helps prepare students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

This summary includes programs that fall within the **Correction Services Pathway**. Individuals employed in this pathway are responsible for overseeing people who have been arrested and are awaiting trial or who have been convicted of a crime and sentenced to serve time in a jail, reformatory, or penitentiary. While the primary mission of corrections is protection of the public,

many people in this field are involved with the treatment, education and reintegration of offenders.

This summary also includes programs in the **Law Enforcement Services Pathway**. Individuals employed in this pathway have duties that range from controlling traffic to preventing and investigating crimes. They maintain order, enforce laws and ordinances, issue traffic summonses, investigate accidents, present evidence in court, serve legal documents for the court system, and apprehend, arrest and process prisoners

This summary also includes programs that fall within the **Legal Services Pathway**. Individuals with a career in the Legal Services Pathway form the backbone of this vital system, linking it to society in myriad ways. For this reason, they hold positions of great responsibility and are obligated to adhere to a strict code of ethics. Individual programs represented in this summary include Legal Administrative Assistant/Legal Secretary, Paralegal/Legal Assistant, and Court Reporter.

Correction Services Pathway

Corrections

The objective of the Corrections program is to prepare students with the knowledge to be successful in a career as a correctional officer or parole officer in a state or federal correctional system. The program itself has helped to contribute knowledge to other programs of study for students including law enforcement, pre-law, psychology, and sociology. Many college programs were created and have been maintained in order to expand educational career ladders for new and current Illinois Department of Corrections (IDOC) employees. Corrections programs continue to build upon the knowledge, skills, and specialized training that IDOC new recruits receive at the department's training academy and in which current employees receive thorough annual continuing education. Statewide, the employment of "corrections officers" is expected to decrease through 2020. However, employment growth will depend primarily on the amount of government funding that is allocated to corrections, especially to probation and parole systems. Of those community colleges choosing to discontinue/eliminate/place on inactive status the Corrections program of study, many cited low program enrollments as a main reason for the elimination of the program.

Law Enforcement Services Pathway

Criminal Justice

Criminal justice professionals not only have to be skilled communicators, but they must also be aware of constitutional rights, criminal law, and procedure, which demands advanced study and higher education. Increasing issues in our society and its laws are encouraging more criminal justice agencies to consider candidates for employment that possess a college education. This program of study provides opportunities to learn essential knowledge for preparedness to work in policing but also may cover the professional courses that lead to police certification. Overall the colleges reported steady enrollments and completions throughout the state. Community interest in

everything from professional development courses to short-term certificates to two-year degrees is reported as good across districts statewide.

Increasingly, secondary students have the opportunity to earn postsecondary credit through dual credit courses and AAS degree completers have more opportunity to continue training at selected four-year universities. Increased course offerings to include core courses in the day as well as evening format have been a benefit to students who may not be able to follow a traditional course-taking schedule due to work and/or family commitments. Several colleges also have begun offering online courses in the Criminal Justice program of study. Data indicate significant growth in these course offerings which also supports the use of technology in these courses for student growth and learning. Many community colleges noted plans to explore hybrid or strictly online degree offerings for the Criminal Justice program of study. Faculty are exploring training opportunities in the hopes of providing support for those administrators interested in such a conversion of the course content to this new format for students.

One of the significant areas of change that continues to demonstrate a need for student proficiency is in the area of writing, more specifically report writing. Assessing students writing skills over the long term of the program will play a critical role in their success in the workforce, and documented ways in which students are learning those concepts will need to continue to be aligned with the expectations of the industry in which they will be employed. Inclusion of English 101, for those colleges not currently establishing that as a requirement, will need to be considered to provide further opportunities to build upon the necessary writing skills needed for positions in this program of study area.

Legal Services Pathway

Legal Assistant/Legal Secretary

Legal assistants and secretaries perform clerical duties in law offices, help lawyers by preparing and processing legal documents, such as appeals and motions, and help lawyers find relevant information for cases. Information provided by the colleges indicated enrollments in most programs remained steady or increased slightly since the last review cycle. Colleges attributed increases in enrollments partially to increased job opportunities, and to existing office technology students gaining general skills in the legal specialization. Colleges identified strengths of their legal assisting/secretary programs as knowledgeable faculty, increased online course offerings, and local support for internship opportunities. Weaknesses include lack of student interest and need for updated software. The colleges who discontinued their programs reported a significant decrease to no enrollments during the last review period.

Paralegal/Legal Assistant

Paralegals work for law firms, legal departments of large companies, or government agencies. Paralegals help lawyers manage their caseloads, prepare for hearings, trials, and corporate meetings, research and analyze legal data to find support for cases, and check facts of case material. Enrollments were reported as steady to increasing in additional areas of the state. Locally, colleges indicated student interest remained high and placement of graduates was good.

Colleges reported increasing the number of online course offerings in this program area. Strengths included keeping current with American Bar Association guidelines, articulation to baccalaureate-level programs, knowledgeable faculty and an active and supportive advisory committee.

Court Reporter

Court reporters record official court proceedings, including every spoken word in trials, hearings, and depositions. Court reporters use computer-aided transcription (CAT) to translate their stenotype notes into English. Court reporting programs today include judicial court reporting, communications access real-time translation (CART) and real-time captioning. These skills are used in courts, classrooms, meetings and also for closed captioning on television for the hearing-impaired. Colleges cited low enrollments for these programs as a major cause for placing their programs on hold. While specific skills in CART or broadcast captioning are desirable, it has been difficult for several colleges to maintain entire program offerings for such low enrollments year to year. Colleges indicated plans to maintain courses related to these specific skill sets as electives in business and office technology related programs as an option for students.



Manufacturing Cluster

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 programs that fall within the ***Maintenance, Installation & Repair Pathway***. Individuals pursuing a career in this pathway perform preventive maintenance procedures on machines, tools and equipment. These are performed routinely and on a regular basis. They also troubleshoot and repair electrical, electronic and mechanical systems. This includes mechanical repair as well as using computer-based inventory control systems, retrieving information histories on each machine from computer records, and recording repair activities on the system to keep accurate records of repairs performed on each machine.

This summary also includes programs that fall within the ***Production Pathway***. Individuals pursuing a career in this pathway work on the shop floor making parts or assembling them. They work with machines, making or assembling electronic parts, constructing or assembling modular housing, performing welding jobs, or printing various materials.

Maintenance, Installation & Repair Pathway

Computer Installation and Repair Technology/Technician

Computer installation and repair employees service and repair computer parts, network connections, and computer equipment, such as external hard drives or computer monitors. They must be familiar with various operating systems as well as commonly used software packages. Colleges report steady enrollments at the course level. Program completion is a barrier as many

students gain the skills needed to secure entry-level employment and do not finish their course of study. Courses that lead to industry certifications (such as through Microsoft or CISCO) prepare individuals for the workforce without the continued study. Courses are typically a combination of lecture and lab and are taught with industry-standard equipment in technologically relevant classrooms that include hands-on lab exercises to prepare students for such popular industry certifications. Most labs are set up to teach programs with simulated exams for students to get training on test taking. Districts where dual credit courses have been established with local area high schools have helped to increase the awareness of the program on a whole and lead to increased enrollment.

Industrial Electronics Technology/Technician

Industrial electronics technicians work on complex electronic equipment, ranging from vending machines to equipment that monitors and directs production in factories, to equipment used for communication by the military. Colleges reported steady enrollments overall with only a few districts indicating decreasing to no new enrollments. Several colleges indicated their electronics curriculum continues to be re-evaluated and coordinated with industrial technology to increase enrollment and develop workers trained for the modern industrial workforce. Local employers have been sought out to help market the need for these skills. Education methods and curriculum are continually modified with equipment modernized and updated to keep up with the technological advances in the field. New laboratory spaces and equipment has been obtained to accommodate the multitude of technology transformations in the industry. Various degrees and certificates continue to be added to accommodate industry needs and provide marketability skills for students in this occupational area. Strengths of these areas include qualified faculty and support of local business and industry, particularly in areas where large industrial employers exist. Challenges for maintaining high quality industrial electronics programs include the high cost of purchasing new and maintaining existing equipment and tools for the program and a lack of adequate lab space.

Electrical, Electronic, & Communications Engineering Technology/Technician

Electronics engineering technologists help engineers design, test, and use new electronics systems or products, apply electrical theory to building products, and use their knowledge of math and science to design and test circuits, systems, devices, and networks. Electronics engineering technologists use specialized hand tools to repair, adjust, or maintain equipment. They also use computer-aided-design (CAD) software to make digital designs and images. Technologists work in many settings from research laboratories to government agencies to electronics factories. Their knowledge is useful in a variety of fields including engineering, medicine and biology, computer science or alternative energy.

Colleges reported steady enrollments and completions, particularly in the short-term certificate program options. Curriculum is regularly updated to coincide with the updating of the National Electrical Code every three years. Quality improvements described by the colleges included laboratory experiments being updated to include demonstrations by students; adding simulated work experiences which assist in the preparation of students in the work environment; updating semester-long, hands-on lab projects to better reflect current practices and issues in the field; and including daily lab briefings which build cohesion between students. Many current students

within the program area are either gainfully employed and are upgrading their workplace skills, or they gain employment easily upon their completion of the program degree and/or certificate offerings. Courses in the program benefit from increased capacity and access to adequate labs, equipment and software. Included in the course offerings is a specific focus on green techniques and technologies as a demonstrated need from business and advisory councils suggested as a component to further expand student employability in the field.

A main citation for discontinuation/elimination in this program area was reached after several attempts to revitalize the program through marketing, program design and support for retraining were not met with sustainable results. None of the efforts resulted in increased enrollment, retention, or completion. A stronger connection to the workforce was needed and the supports simply were not in place to sustain in a few community college districts.

Telecommunications Technology/Technician

These are small program offerings across the state, but colleges indicated healthy enrollments where partnerships with local employers exist. One challenge cited was in the recruitment of additional students from outside of the college districts. Developing cooperative agreements and advertising will be necessary to reach students in other areas.

Production Pathway

Production Technologies

The programs in this pathway area provide students the opportunity to gain entry level skills necessary for employment to further their knowledge and skills in the machining industry. A total of 45 programs in these fields were reported on during program review. Enrollments remain steady for the most part, with some districts reporting a decreased interest due to lack of employment opportunities locally. A large majority of the reporting colleges enroll students who are non-traditional in age and traditionally are already employed in this type of work and are seeking to further advance their skills and abilities in their current positions. Due to modern production techniques, employers will continue to prefer workers, such as machinists, with a wide range of skills and who are capable of performing almost any task in a machine shop. Despite the projected decline in this area of employment, job opportunities should continue to be good, as employers will value the wide-ranging skills of these workers. Programs in this area include: CNC Operator, CNC Technology, Industrial Maintenance, Electrical Systems, Manufacturing Technology, and Machinist.

Manufacturing programs continue to be expensive to operate due to equipment costs and consumable supplies. This is an area of concern mentioned by the community colleges as much of the equipment becomes outdated quickly and constantly needs to be repaired or updated. Every effort continues to be made to utilize donations from business and industry and grant money that could potentially help pay for needed revitalization of equipment for students. With the economic downturn still looming, it has been difficult to provide students with appropriate internship opportunities. As the economy improves, it is the goal to offer more work-based learning opportunities to enhance each program and better prepare students for the workforce.

Cross-Disciplinary Program Review: General Education

During fiscal year 2012, cross-disciplinary program reviews were submitted by 37 colleges. Cross-disciplinary instruction refers to a curriculum that incorporates courses from two or more instructional areas. All 37 colleges responding chose to address all General Education programs and functions as a group.

General Education constituted 3% of all the programs reviewed in fiscal year 2012.

General Education fits the category of cross-disciplinary instruction, along with adult education, English as a Second Language, remedial/developmental instruction, vocational skills, and transfer functions and programs. To a large degree, the respondents focused on broad curricular improvement through the use of on-campus planning and assessment strategies. All programs reviewed were recommended for continuation with planned improvements ranging from minor to substantive. Moreover, concerns expressed last year regarding lagging enrollments were almost absent, with most colleges reporting stable or growing enrollments. This review primarily addresses the status of General Education programs and related functions at the 37 responding colleges. 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, 4) the quality of the programs and courses, and the steps that needed to be taken to update or improve instruction, and 5) how the courses can be offered in a more cost-effective manner. While the level of sophistication and detail varied greatly across the 37 colleges reporting, there appeared to be a definite pattern in the activities reported which tracked the traditional planning and assessment model. This section will review the common themes that emerged during this review, as noted below:

- Development of General Education goals/objectives
- Development/Implementation of plan to improve educational process
- Development/Implementation of an assessment plan(s)
- Data collection and analysis
- Upgrading courses, instruction, programs, and advising based on assessment

The Faculty Council at Olive-Harvey College adopted the following five Student Learning Outcomes for General Education: Human Diversity, Quantitative Reasoning, Critical Thinking, Civic Engagement, Communication and Technology Literacy. Wright Colleges General Education goals included: thinking and reading critically, communicating effectively, demonstrating quantitative and technological literacy, understanding and appreciating diversity and developing ethical values, life goals, and interpersonal skills. Taken as a composite, these expressed student learning outcomes/goals appeared to embody the majority of responses in the area of General Education goals by the responding colleges. The actual mechanism addressing this issue varied from college to college dependent on internal structure. In some cases, the curriculum committee acted, in others the faculty senate or council, in others special planning committees were created.

Almost universally, the responding colleges indicated that a plan had been created and implemented to improve the educational process. In response to the need to improve instruction, many institutions sought to review all aspects of the learning process, including courses, syllabi, programs, faculty development and advising. Spurred on by data showing a decline in student success, Kankakee Community College did an exemplary job in laying out a detailed plan for improvement which included a timeline and responsible agents. College of Lake County reviewed a large number of its IAI courses and created eight new courses in areas where needed. Harper College also added nine new General Education courses. John A. Logan College reviewed its courses to insure they had IAI approval and standardized course descriptions and objectives. Prairie State College reported a Learning Communities program, a PBI award to support interdisciplinary work in the STEM disciplines, and a plan to enhance the progress of developmental students. Rock Valley College instituted a five year assessment plan for all courses and upgraded course and program requirements in several areas. They also built a center for science and math, added classrooms, increased the number of full-time and part-time faculty in math and science, and opened a downtown learning center. Malcolm X College also did an in-depth analysis of course offerings to insure IAI approval and upgrade course assessment. They are reviewing programs and making changes to improve quality, including the use of learning communities. Kennedy-King College is seeking to have more of its courses IAI approved, while improving its developmental education programs. Several colleges, especially those in the Chicago area, are putting an increased emphasis on developing programs that lead to employment. In addition, as part of an overall effort to impact their communities, several colleges developed community partnerships providing greater interaction and improved access to community resources. In some cases, these partnerships provided access to excellent teaching facilities. A promising new program reported by Black Hawk College is their General Occupational and Technical Studies program which focuses on specific job skills founded on core competencies in math and communication. The program appears to be both cost effective and growing rapidly.

As noted last year, 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 principal 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. Kankakee College tracked student success rates, while John Wood Community College used CAAP Test results to compare its results with those of other colleges. Wright College used the CAAP and CCSSE to compare students with national norms. It also reported increasing student graduation rates. Highland Community College used a survey to assess articulation effectiveness; it also reported a struggle to develop an effective assessment process. Danville Area Community College reported a cost analysis of the General Education curricula which illustrated the cost effectiveness of its components; it also conducted an in-depth faculty evaluation. Morton College participated in a Higher Learning Commission Assessment Academy and is awaiting the results of a recent self study visit. Illinois Valley Community College and Parkland College both tracked their graduates

to their respective senior institutions, while Harold Washington College reported technology upgrades, additional staff and a college wide focus on assessment.

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 often was the lack of an effective, user-friendly statewide information system capable of tracking students across institutions, while providing useful student success data. Lacking a universal system, the effectiveness of assessment at any college would be improved if the college had an integrated, comprehensive assessment plan addressing all elements of the learning process, including the environment, and some colleges did report having such a plan. Moraine Valley Community College reported developing a plan to assess General Education, but did not report findings. Elgin Community College also described a well developed assessment model, but did not provide any findings. Wright College did, however, report multiple findings as a result of its assessment plan while Heartland developed an assessment plan focusing on improving assessment at the course level, which shows promise. John Wood Community College makes its General Education assessment reports available on-line. Finally, the difficulties of developing a comprehensive General Education assessment plan and progress made to date on their respective campuses was outlined by Highland Community College and Rock Valley College.

No matter how strong an assessment plan is or how much data are collected, the effort is wasted unless the data are used to improve instruction. Fortunately, the majority of reporting colleges did report using data to improve instruction in one or more areas. Some colleges also reported a structured implementation plan, designed to improve all aspects of learning. As examples, College of DuPage reported moving from the AQIP accreditation model to an in-house Quality Improvement Project. Joliet Junior College also indicated that an earlier AQIP Project had led to the creation of its own General Education Assessment Task Force. Moraine Valley Community College, however, continues to participate in an on-going AQIP Project for reaccreditation. In addition to actions taken at individual colleges, the City Colleges of Chicago reported a system wide attempt to collect useful assessment data and use it in upgrading instruction

In summary, General Education spans 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 problems, 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 colleges responding addressed the need for improvement in assessment and planning processes. In pursuit of these goals, several colleges have also participated in broader assessment and planning efforts through membership in consortia or within a system, as in Chicago. To assist these efforts at the local level, ICCB is also engaged in efforts to strengthen the IAI program and assist in the integration of Common Core College Readiness Standards at all levels of instruction.

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: Admission/Recruiting, Registration/Records, Financial Aid or Student Activities. 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 two (102) Student and Academic Support Services programs were reviewing in fiscal year 2012.

Admissions/Recruitment

The general mission of the Admissions/Recruitment office is to provide comprehensive, student-centered services to assist new, continuing, and returning students as they complete their educational goals. They do this in an efficient fashion in accordance with guidelines and procedures, to maintain accurate student records, to provide information to numerous constituencies, and to foster a positive working environment by providing quality service to campus and external communities. Multiple people on community college campuses help serve in a recruitment capacity in communicating to their district the academic programs, benefits, costs, and reasons to enroll at their community college. The function of outreach aspects is to educate, inform and encourage prospective students that their local community college is here to serve multiple needs and to help them through the navigation of higher education.

Several colleges have implemented online admissions processes over the past few years which have eased the process for students. Student web portals have also increased access for students as they can check the admission process, records, financial aid and track many necessary steps in the college process.

A challenge for Admissions/Recruitment offices is the reduction in state funding. Lack of adequate funding is creating a need for community colleges to increase tuition. This challenge is outlined in the ICCB's [Fiscal Year 2012 College Affordability: Tuition and Fees Report](#) that states that fiscal year 2011 was the first time that short-term tuition increases at community colleges outpaced public universities. Tuition at Illinois community colleges is currently 5.2 percent higher than the national average. As tuition increases, the ability to convert prospects to applicants and enrolled students becomes more challenging. The recent decrease in overall credit hour enrollment, even as application submission is steady, is evidence that while students are still pursuing educational goals, they are doing so at a slower pace to better accommodate the rising cost of education.

Registration/Records

The Registration/Records offices main responsibilities are to effectively and efficiently administer all student record-keeping functions, policies and procedures. The office is also responsible for protecting the privacy of student education records. Records and Registration service areas play a critical role in facilitating the attainment of Institutional Priorities by providing services related to

the academic and administrative processes students need to navigate during their educational career.

Several colleges have implemented document imaging which is beneficial to offices who are struggling with space issues and the information can be easily seen by those who have the appropriate computer access on campus. Providing the opportunity for students to register online has also eased the work load for personnel. Several colleges noted that their student satisfaction surveys requested a “welcome center” and checklist of next steps in the process and the colleges are planning to review the ability of creating those request for students.

Financial Aid

The purpose of the Financial Aid Office is to provide funds to assist eligible students who do not have the resources to attend college and to help remove financial roadblocks so students have the opportunity to succeed. Colleges addressed the need to continue to improve on providing earlier notification to students regarding both financial aid award offers and missing documents needed to complete the financial aid processes. Financial Aid is an area that continually has changes at both the state and federal levels. Unfortunately, with budget cuts many colleges have minimal funding available for training and updates on these changes for their staff.

Changes in our economy, federal grant limitations, and state grant shortfalls have and will continue to increase the number of students borrowing federal student loans. With increased borrowing there is potential for increased student default rates. Increases in the college’s student loan default rate can negatively affect the college’s institutional eligibility to award federal student loans and other types of federal aid. Student loan defaults will inevitably affect our students’ financial stability. Several colleges are incorporating more financial literacy information into the financial aid and student services processes to help the college maintain good fiduciary accountability for the federal loan program. Several colleges have also changed their procedures for certifying loans to students who are considered “at risk” with regard to academic performance. As a result of this change, fewer loans were processed compared to the volume from previous years.

The current situation in the State of Illinois with regards to higher education funding is tenuous at best. The main financial aid program, the Monetary Award Program (MAP) is no longer funded at the high level that it has been funded in the past. There has been no increase in the amount of funding in the program for several years. The result is that MAP grants only cover about 50 percent of tuition and fees as opposed to 100 percent a decade ago. Lack of funding has also resulted in ISAC imposing earlier cut-off dates for students. Funding was cut off as early as mid-March this year. Since most community college students as a rule apply for aid later in the year these early cutoffs have been disastrous for many students. Possible changes in the MAP grant formula, along with a gloomy budget picture for the State of Illinois, does not bode well for a return to the days of 100 percent MAP Grant funding.

Unfunded mandates are increasingly leaving Illinois colleges and universities forced to waive tuition and fees without receiving money from the state. The MIA/POW scholarship is now on its third year of no funding, Illinois Veterans Grant (IVG) is only minimally funded at eight colleges, and the state only pays for summer Illinois National Guard (ING) claims. Many universities with

admissions criteria allow only limited IVG students each year due to the lack of funding. Community colleges are open access and do not have admission criteria to limit the number of students using IVG or other unfunded mandates.

The federal government has also been cutting funding. New regulations have gone into effect limiting the amount of time students can use Pell Grant funds as well as a myriad of regulations designed to ensure the integrity of the programs. In particular the Department of Education has mandated stricter Satisfactory Progress rules.

Student Activities

A mission of Student Activities is to increase student participation and support retention by encouraging students to be active on campus and in their community. Several colleges commented on the importance of technology and social media in meeting student and community activity needs. Building partnerships with faculty members to infuse campus activities with curriculum and identify learning outcomes for campus events is another area many colleges addressed. There has also been a trend of increased clubs and organizations on campus to meet the needs of students.

The Illinois Community College Student Activities Association (ICCSAA) has brought a request to the ICCB to add clarification to the Illinois Public Community College Act, 110 ILCS 805_Trustee Qualifications, Sec. 3-7.24, which states: “each community college board shall have one non-voting member who is a student enrolled in the community college under the jurisdiction of the board.” The ICCSAA members would like to see additional qualifiers, such as “one the date of the election, the candidate must: 1) be a citizen of the United States; 2) of the age of 18 years or older; and 3) a resident of the state.” These qualifiers would help address some concerns that colleges have regarding whom could currently run for a Student Trustee position. The ICCB is currently looking into the possibility of making these changes.

Athletics

Intercollegiate athletic programs are committed to providing student-athletes the opportunity to achieve academic and athletic excellence through a supportive learning environment and to enhance and develop various values which foster leadership, self-discipline, teamwork, and integrity through athletic participation and competition. The colleges’ responsibility to the student-athlete is designed to promote their intellectual, physical, moral, emotional, vocational, and cultural growth. The responsibilities to the college are fulfilled by recruiting and retaining full-time, degree-seeking students and providing positive public relations. The responsibility to the community is met by offering quality athletic teams which add community interest and pride and provide low-cost entertainment.

Several colleges addressed funding, Division I vs. Division II status, and coaches as challenges related to athletics. Funding for athletics, including providing the resources needed for students, operational costs and travel for competition can be challenging, especially in times of low state funding. It is increasingly difficult to maintain the financial resources necessary to compete at the NJCAA D-I level. While many of the downstate colleges currently offer Division I opportunities, funding challenges are necessitating consideration for changing to Division II. Even to compete at

the D-II level would require adequate resources for travel and team expenses. Many colleges have part time coaching positions. A part-time stipend does not provide adequate income for many individuals interested in coaching at the college level. To help overcome the challenge, some part-time coaches supplement their positions with additional responsibilities; however, the pool of potential coaches is limited and hiring successful coaches can be challenging.

Conclusion

The *Program Review Statewide Summary for Fiscal Year 2012* 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 1,320 instructional programs during fiscal year 2012, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

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.

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. This review of *Academic programs, Career and Technical programs, Cross-Disciplinary programs (General Education), 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.