

Illinois Community College Board

408th Meeting Agenda and Materials

June 6, 2014

Hilton Hotel Downtown
Rendezvous Room
700 East Adams Street
Springfield, IL



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Agenda
408th Meeting of the
Illinois Community College Board
Hilton Hotel Downtown
Rendezvous Room
700 East Adams Street
Springfield, IL

June 6, 2014

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| 5.2 | Ms. Tawanna Nickens, Chair, Adult Education and Family Literacy Council | — |
| 5.3 | Mr. Robert Johnson, President, Illinois Community College Trustees Association | — |
| 5.4 | Dr. Christine Sobek, President, Illinois Council of Community College Presidents | — |
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| 17.1 | Employment/Appointment Matters | — |
| 18. | Adjournment | — |

Agenda Item #7.1
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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. The discussion items have been outlined below:

➤ Legislation:

- The General Assembly is scheduled to finish on Saturday, May 31. A summary of the bills important to the ICCB and the system will be discussed.

➤ Public Relations:

- April 29, 2014 Press Conference: Benchmarks for the 60 by 25 Initiative
- *Education is Key* Oral History Project: Produced by the Abraham Lincoln Presidential Library and Museum

<http://www2.illinois.gov/alplm/library/collections/oralhistory/EducationisKey/communitycolleges/Pages/default.aspx>
- Community College Impact Study
- Illinois Community College System 50th Anniversary

➤ Other Discussion and Recommendations

Agenda Item #7.2

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

An oral report will be given during the Board meeting on the discussions that took place at the meeting. The discussion items are outlined below:

FISCAL:

- Financial Statements: Fiscal Year 2014
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

- Timeliness of state payments to the colleges and adult education providers

- FY2015 System Budget Agenda Item #9

- Consent Agenda Items #12.4-#12.6

PERSONNEL:

- Change to the ICCB Employment Policy: **(ACTION)**
 - SURS Return to Work Restrictions
 - Employment Restrictions for Certain Positions

OTHER DISCUSSION

Agenda Item #7.3

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**ACADEMIC AFFAIRS AND INSTITUTIONAL SUPPORT
COMMITTEE**

An oral report will be given during the Board meeting on the discussions that took place during the committee meeting. The discussion items have been outlined below:

- Institutional Research & Policy Studies
 - Economic Impact Study Update

- Academic Affairs
 - Dual Credit Rules
 - Developmental Education Bootcamp
 - The Community College Baccalaureate Movement

- Other Discussion and Recommendations

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FISCAL YEAR 2015 BUDGET UPDATE

An oral report will be given during the Board meeting.

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 2014 Illinois Central 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:

Illinois Central 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 non-focused 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 district included in this item has been completed through receipt of responses to the districts' draft report. The responses include the district's planned action for the compliance recommendations as well as reactions to advisory (quality) recommendations when the district chose to provide them. The district was judged by staff to be in general compliance with ICCB recognition standards and, therefore, is recommended for "*Recognition Continued*" status. The final reports, including direct responses, are externally attached for Board members only.

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

Kaskaskia College

- Heating, Vent & Air Conditioning A.A.S. degree (65 credit hours)

Kennedy-King College

- Hospitality Management A.A.S. degree (67 credit hours)
- Hospitality Management Certificate (41 credit hours)

College of Lake County

- Optics and Photonics Technology A.A.S. degree (67 credit hours)

Lewis & Clark Community College

- Health Information and Medical Coding A.A.S. degree (70 credit hours)
- Medical Coding Certificate (44 credit hours)

Lincoln Land Community College

- Digital Application Design & Development Certificate (30 credit hours)
- Value-Added Local Food Certificate (33 credit hours)

McHenry County College

- Baking & Pastry Management A.A.S. degree (67 credit hours)
- Health Information Technology A.A.S. degree (62 credit hours)
- Paralegal Studies A.A.S. degree (60 credit hours)

Olive-Harvey College

- Diesel Technology A.A.S. degree (70 credit hours)
- Advanced Diesel Technology Certificate (50 credit hours)

Rend Lake College

- Oil & Natural Gas Technician A.A.S. degree (65 credit hours)

Southeastern Illinois College

- Information Technology-Health A.A.S. degree (62 credit hours)

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Triton College

- Engineering Technology/Mechatronics A.A.S. degree (66 credit hours)

BACKGROUND

Kaskaskia College is seeking approval to offer a 65 credit hour Associate in Applied Science (A.A.S.) degree in "Heating, Vent & Air Conditioning". This program will prepare individuals for entry-level employment as technicians in the heating, ventilation and air conditioning industry. The curriculum includes 15 credit hours of required general education and 50 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in basic refrigeration, introductory and advanced heating systems, AC/DC control systems, environmental control mechanisms, introductory and advanced sheet metal fabrication, introductory and advanced commercial refrigeration, heat pump systems, introductory and advanced air conditioning systems, systems design, recovery and reclaim procedures, National Electrical Code, CAD theory and practice and HVAC blueprint reading. Assessment of student learning will be achieved through evaluation of a comprehensive set of final projects evaluated by program faculty. The degree curriculum builds on the college's existing HVAC Certificate program and was developed in consultation with the college's HVAC Advisory Committee and Sheet Metal Workers Local #268. The program was developed according to ESCO Institute training standards for HVAC technicians and will prepare graduates for the optional Type 1, 2 and 3 level "Universal Technician" licenses, as well as the required Illinois Environmental Protection Agency (IEPA) certification for handling refrigerants.

Labor market information provided by the college supports the interest in and need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "HVAC mechanics and installers" is expected to increase by 19.4 percent state wide through 2020. The college anticipates an enrollment of 15 full-time and two part-time students the first year, increasing to 30 full-time and five part-time by the third year. The program will require one existing full-time faculty person and one new part-time faculty person the first year. Qualified faculty will hold a minimum of an Associate's degree in HVAC Technology, five years related occupational experience and two years teaching experience. Because the college currently offers a related certificate, all facilities and most resources are in place to adequately support the proposed degree; however some additional equipment purchases and upgrades are anticipated over the first three years. Costs to implement the program are approximately \$13,000 per year for the first three years. The program will be supported fiscally through student tuition and fees.

Kennedy-King College, one of the City Colleges of Chicago, is seeking approval to offer a 67 credit hour Associate in Applied Science (A.A.S.) degree as well as a 41 credit hour Certificate in "Hospitality Management". The programs will prepare individuals for employment in hospitality management positions.

The certificate curriculum is focused on the entry-level service operations in restaurants and hotels. Instruction consists of career and technical education coursework in introductory food service, Chef training, food sanitation and safety, customer service fundamentals, hospitality financial management, food service management, restaurant operations, bar & beverage management, hotel & lodging operations, and hospitality procurement. The degree curriculum builds on this content by providing a stronger operational knowledge of service management including additional coursework in financials, marketing, and purchasing in the hospitality industry. Instruction includes 16 credit hours of required general education coursework, and 51 credit hours of required career and technical education coursework including a required work-based learning experience. Assessment of student learning will be achieved through completion of a comprehensive final project and an evaluation of their performance by program faculty during the work-based learning component for degree students. Graduates of both programs will be prepared for the required Food Service Sanitation certification through the Illinois Department of Public Health (IDPH) and the City of Chicago's required BASSET (Beverage Alcohol Sellers & Servers Education & Training) certification related to service of alcoholic beverages.

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Both programs will provide educational ladder opportunities, as well as cross training opportunities, for students and graduates of existing culinary-related programs. The college is currently exploring articulation agreements at the baccalaureate level with Purdue University-Calumet's White Lodging School of Hospitality and Tourism Management, and with Kendall College for a Bachelor's in Hospitality Management.

Labor market information provided by the college supports the interest in and the need for hospitality management programs within the college's district. According to the Illinois Department of Employment Security (IDES), average growth for "food service and lodging managers" is expected to increase by 8.3 percent statewide through the year 2020. The college anticipates an enrollment in the certificate of 40 full-time students the first year, increasing to 60 full-time students by the third year. Enrollment in the degree is anticipated at 70 full-time, 10 part-time students the first year, increasing to 100 full-time, 20 part-time students by the third year. The programs will require three new full-time and two new part-time faculty the first year. Qualified faculty will hold a minimum of a Bachelor's degree in Hospitality Management, Culinary Arts or a closely related field, five years of related occupational experience, and two year of teaching experience. All facilities and equipment, shared with existing programs offered through the college's Washburn Culinary Institute, are currently in place to adequately support the programs. Cost of implementing the programs will be approximately \$365,000 year one, and \$475,000 years two and three. The programs will be fiscally supported through student tuition and fees.

The **College of Lake County** is seeking approval to offer a 67 credit hour Associate in Applied Science (A.A.S.) degree in "Optics and Photonics Technology". This program will prepare individuals for entry-level employment as technicians of laser technology.

Graduates will be trained for working with lasers in a variety of applications, testing, maintenance and repair and safety procedures. The program was developed based on courses and curricula designed through the National Science Foundation's (NSF) National Advanced Technological Education (ATE) Center-Center for Optics and Photonics Education (OP-TEC) project. The college is partnering with Indian Hills Community College (Ottumwa, IA) to form a Midwest coalition in lasers, photonics and optics education. CLC will be able to provide expanded opportunities for students interested in manufacturing applications of lasers, laser integration, troubleshooting and photonics. The college currently offers related certificates in Lasers/Photonics/Optics, Bio Photonics, and Applied Lasers. All courses included in these programs are represented as requirements or electives in the proposed degree, offering a seamless educational ladder opportunity for existing students and recent certificate graduates. The curriculum consists of 15 credit hours of required general education, 46 credit hours of required career and technical education coursework, and six (6) credit hours of related technical electives. Assessment of student learning will be achieved through completion of a capstone course or a work-based learning experience evaluated by program faculty and work-place supervisors.

Labor market information provided by the college supports the interest in and the need for a two year degree program in this field of study. A University of North Texas survey, "Industry Demand for Two-Year College Graduates in Optics & Photonics Technology-An Industry Survey of Current & Future Demand for Two-Year Degree Technicians (July 2012)" indicated the five year projected demand for these technicians to be over 4,000 nationwide. Four hundred seventy-two (472) photonics employers are located in nine (9) Midwestern states, including 134 employers in Illinois, using lasers and precision optical technology in modern manufacturing and materials processing applications. The projections of this survey, the identified need and support through the NSF-ATE project, the success of existing programs at the college, and the consistent interest of local employers for degreed technicians strongly support the development of a degree program in this rapidly emerging field. The college anticipates an enrollment of eight full-time and 17 part-time students the first year, increasing to 20 full-time and 30 part-time students by the third year.

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One existing full-time, one existing part-time and four new part-time faculty will be required to implement the program. Qualified faculty will hold at minimum a Bachelor's degree in Engineering, Optics & Photonics Technology or Physics, five years related occupational experience, and at least one year teaching experience. All facilities are currently in place to adequately support the program. Costs to implement the program will be approximately \$151,000 year one, \$73,600 year two, and \$36,600 year three. The purchase of new and upgrades to existing equipment and software is anticipated during the first two years of the program. Equipment and software will be covered through the NSF-ATE OP-TEC project; otherwise the program will be supported fiscally through student tuition and fees.

Lewis & Clark Community College is seeking approval to offer a 70 credit hour Associate in Applied Science (A.A.S.) degree program in "Health Information & Medical Coding" and a related 44 credit hour "Medical Coding" Certificate.

Both programs prepare individuals for entry-level employment as medical coders; however, the degree offers the potential for broader positions in health information technology and advancement opportunities within the field. The Certificate curriculum consists of 10 credit hours of required general education coursework and 34 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory health information, medical records, ethics and law, medical terminology, introductory and advanced medical billing and coding, coding exam review, health insurance and electronic health records, coding professional development, and a required health information work-based learning experience. The A.A.S. degree curriculum builds on the certificate to include an additional 15 credit hours of general education coursework and 11 credit hours of career and technical education coursework in medical transcription and documentation, proofreading/transcription skills, and medical staff credentialing. Both programs were developed according to competencies outlined by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) and will prepare for credentialing through the American Academy of Professional Coders (AAPC). Graduates of both programs will be prepared for the AAPC Certified Professional Coder (CPC) exam. Program accreditation is optional, however, industry credentialing for students is preferred. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and a worksite supervisor, in addition to the student's performance on a practice certification exam.

Labor market information provided by the college supports the interest in and the need for a certificate and a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "medical records/health information technicians" is expected to increase by seven percent statewide through 2020 and by 7.3 percent locally through 2018. The proposed programs also offer educational ladder options for students in several related allied health courses and programs, as well as articulation at the baccalaureate level. The college has developed agreements with Franklin University for their Bachelor degree programs in Allied Health Care Management and Health Care Management. The college anticipates an enrollment in the certificate of 10 full-time and five part-time students, increasing to 15 full-time and 10 part-time students by the third year. Enrollments in the degree are anticipated at five full-time and five part-time the first year, increasing to 10 full-time and 10 part-time by the third year. The programs will require three existing full-time, one new part-time, and two existing part-time faculty the first year. Qualified faculty will hold at least a Bachelor's degree in Medical Office Technology or Nursing, current industry credentialing (CPC), have five years of related medical coding/HIT work experience, and two years teaching experience. All facilities are in place to adequately support the programs. Some educational supplies will be purchased over the first three years. Costs to implement the programs is estimated at \$18,000 during year one, \$24,000 during year two, and \$26,000 during year three. The programs will be supported fiscally through student tuition and fees.

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Lincoln Land Community College is seeking approval to offer a 30 credit hour “Digital Application Design and Development” Certificate. This program will prepare individuals for entry-level employment in the digital media industry designing, developing and testing mobile applications. The curriculum consists of coursework in two-dimensional design, introductory computer art, introductory graphic design, user interface design, introductory and intermediate video game design, introductory digital multimedia, application design for Android and iOS, and advanced application design. Assessment of student learning will be achieved through evaluation of a student portfolio towards completion of the program. Labor market information provided by the college supports the need for a training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “computer software applications developers” is expected to increase by 30.9 percent statewide through 2020. The certificate was developed as a result of the college’s revision of existing programs. Work with their Advisory Committee indicated the need for curricular revisions in their existing digital media and web application offerings that provided students with more industry-relevant short-term training options that would lead to a degree. A related A.A.S. degree that will provide an educational ladder opportunity for certificate graduates is in the development stage. The college anticipates an enrollment of 10 part-time students the first year, increasing to 15 part-time students by the third year. All facilities are currently in place to adequately support the program. One new part-time faculty member will be necessary the first year. Qualified faculty will hold a minimum of a Bachelor’s degree in Digital or Graphic Design Technology or a closely related field, one year of related occupational experience and one year of teaching experience. No new costs are anticipated to implement the program, which will be supported fiscally through student tuition and fees.

Lincoln Land Community College is seeking approval to offer 33 credit hour “Value-Added Local Food” Certificate. This program will prepare individuals for entry-level employment in the locally-sustained culinary food market. The curricula combines coursework from local food production, culinary arts and business to provide graduates with the skills necessary to grow, cook, serve and sell their own food products. Coursework includes instruction in introductory and intermediate food production, local food regulations, local food cuisine, local foods in institutions, culinary essentials, food preservation methods, fermentation, sauces/condiments/dressings, value-added herbs, food service purchasing and calculations, foodservice sanitation, entrepreneurship, marketing and microcomputer applications. Assessment of student learning will be achieved through evaluation of a student portfolio towards completion of the program. Labor market information provided by the college supports the interest in and the need for a short-term certificate in this field of study. The college currently operates a successful culinary arts program and a local foods production program. Emphasis on utilizing locally grown food resources in culinary training has increased in recent years and many existing students, recent graduates and local employers have shown interest in the development of a program that combines education and training in both areas.

According to the Illinois Department of Employment Security (IDES), the employment of “restaurant cooks” is expected to increase by 20.5 percent statewide through 2020. The college anticipates an enrollment of 10 full-time and three part-time students the first year, increasing to 15 full-time and three part-time students by the third year. All facilities are currently in place to adequately support the program. Three new part-time faculty members will be necessary the first year. Qualified faculty will hold a minimum of an Associate’s degree in Culinary Arts or a closely related field, three years of related occupational experience and one year of teaching experience. No new costs are anticipated to implement the program, which will be supported fiscally through student tuition and fees.

McHenry County College is seeking approval to offer a 67 credit hour Associate in Applied Science (A.A.S.) degree program in “Baking and Pastry Management”. This program will prepare individuals for employment as bakery managers and pastry chefs in a variety of culinary operations, such as restaurants, hotels, banquet facilities, retail bakery shops, ocean liners, and as bakery entrepreneurs.

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The curriculum was developed according to American Culinary Federation (ACF) and National Restaurant Association Educational Foundation (NRAEF) standards for culinary arts-baking programs. The curriculum consists of 15 credit hours of required general education coursework and 52 credit hours of career and technical education coursework. The career and technical component includes instruction in introduction to the hospitality industry, food service sanitation, culinary nutrition, inventory and purchasing, menu planning, culinary and hospitality supervision, hospitality industry cost control, introductory through advanced levels of pastry skills, bakery operations, decorative pastry skills, confections and chocolates, baking for restricted diets and an optional work-based learning experience in baking and pastry management. Assessment of student learning will take place through evaluation of the student's performance during their final skills class as well as through portfolio review of their educational achievements. Graduates of the program will be prepared for the first level of ACF certification, NRAEF Manage First certification, and Food Service Sanitation licensure through the Illinois Department of Public Health.

Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "chefs" including pastry chefs is expected to increase by two percent statewide through the year 2020. Furthermore, certificate students and graduates must attend out of district colleges to further their education. The proposed degree will provide an educational ladder opportunity for students and graduates of the college's related Baking and Pastry Arts Certificate program. The college anticipates an enrollment of 16 full-time and eight (8) part-time students the first year, increasing to 38 full-time and 25 part-time students by the third year. All facilities are currently in place to adequately support the program. Three existing part-time faculty will be required to implement the program. Qualified faculty will possess at least an Associate's degree in Baking, Pastry or Culinary Arts, hold at least five years occupational experience in baking and pastry management, and have one year teaching experience.

No new costs are anticipated to implement the program; however \$13,000 is budgeted during year two of operation to cover hiring an additional adjunct instructor. The program will be supported fiscally through student tuition and fees.

McHenry County College is seeking approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in "Health Information Technology". This program will prepare individuals for entry-level employment, as well as for advancement opportunities, in the HIT field. The curriculum consists of 16 credit hours of required general education coursework and 46 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, pharmacology, basic CPT coding, ICD coding, introductory HIT, healthcare reimbursement, healthcare delivery systems, healthcare law and ethics, pathophysiology for HIT, electronic health records, health data applications, healthcare management, healthcare statistics and research, and a required HIT practical learning experience. Assessment of student learning will be accomplished through evaluation of the student's performance during the practical experience and using a portfolio of their cumulative course achievements. The program was developed according to standards for accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Once the program has been approved by all the appropriate state educational entities, the college can seek CAHIIM accreditation. The curriculum will prepare graduates for optional credentialing through the American Health Information Management Association (AHIMA) as a Registered Health Information Technician (RHIT).

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. Currently, the college offers a related Medical Billing & Coding Certificate of which 20 credit hours of coursework will apply towards the proposed degree.

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The degree will provide an educational ladder opportunity for students and as well as the opportunity for advanced employment and credentialing levels. Furthermore, the college has explored baccalaureate level articulation opportunities at several institutions, including Illinois State University's Bachelor's in Health Information Management, and University of Illinois at Chicago's Bachelor's in Health Information Management degree programs. According to the Illinois Department of Employment Security (IDES), employment of "health information technicians" is expected to increase by seven percent statewide through 2020. The college anticipates an enrollment of 20 full- and part-time students the first year, increasing to 50 full- and part-time students by the third year. One existing part-time faculty and two new full-time faculty will be necessary during the first year of operation. Qualified faculty must hold at least a Bachelor's degree in Health Information Technology or a closely related field, either their RHIT certification or the Registered Health Information Administrator certification, at least one year of related occupational experience and one year of teaching experience. All facilities are currently in place to adequately support the program. Costs to implement the program are estimated at \$ 181,650 year one, \$3,000 year two, and \$4,000 year three. Higher first year costs reflect faculty hiring, equipment and resource costs, and application for accreditation. The program will be fiscally supported through student tuition and fees.

McHenry County College is also seeking approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree in "Paralegal Studies". This program will prepare individuals for entry-level employment as paralegals in a variety of environments. The curriculum was developed according to standards for program accreditation through the American Bar Association (ABA) for paralegal education and includes 18 credit hours of required general education coursework and 42 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory paralegal studies, legal research and writing, civil litigation and discovery, family law, torts and insurance law, real property law, control law, intellectual property law, estate planning and probate law, criminal law, ethics, and a required work-based learning experience. Assessment of student learning will be achieved through both evaluation of an educational portfolio and through the student's performance, by program faculty and a workplace supervisor, during the work-based learning component. The college plans to seek ABA program accreditation following two years of students graduating from the program.

Labor market information provided by the college supports the interest in and the need for a two-year degree in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "paralegals" is expected to increase by 22.3 percent statewide through the year 2020. Currently, district students must seek degree and/or certificate programs in this field from other institutions. Over 240 students in the last four years have sought these programs from neighboring colleges. The proposed degree will address this interest and provide an educational ladder opportunity for existing students and graduates of the college's Administrative Office Skills or Legal Administration Certificates. Furthermore, the college has explored baccalaureate level articulation opportunities at several institutions, including Illinois State University's Bachelor's in Legal Studies. The college anticipates an enrollment of 20 full- and part-time students the first year, increasing to 50 full- and part-time students by the third year. Two new part-time faculty will be necessary during the first year of operation. Qualified faculty must hold at least a Bachelor's degree in Paralegal Studies or a related field, with one faculty person holding their Juris Doctorate in General Law. Both faculty must possess at least one year of related occupational experience and one year of teaching experience. All facilities are currently in place to adequately support the program. Costs to implement the program are estimated at \$46,121 year one, \$34,931 year two and \$13,512 year three. Higher first year costs reflect the initial addition of faculty and the purchase of equipment to support the program. The program will be fiscally supported through student tuition and fees.

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Olive-Harvey College is seeking approval to offer a 70 credit hour Associate in Applied Science (A.A.S.) degree in “Diesel Technology”, as well as a related 50 credit hour “Advanced Diesel Technology” Certificate program. The Advanced Certificate serves as a stackable credential for new and existing completers of the college’s recently approved “Basic Diesel Technology” Certificate program. The Advanced Certificate adds on to the basic diesel technology training to focus on diesel engine performance, hydraulics, electrical components, air conditioning and drive trains.

The Advanced Certificate will prepare individuals for more advanced employment in the areas of diesel engine servicing and parts/sales. The A.A.S. degree provides a further educational ladder opportunity for graduates of the Advanced Certificate. The degree will prepare individuals for employment as diesel technology technicians, qualified in service, repair, and maintenance of highway, industrial and marine vehicles and equipment. The degree will also prepare graduates for ASE (Automotive Service Excellence) certifications available through the National Institute of Automotive Service Excellence (NIASE) in heavy truck mechanics, Allison Transmissions, and hybrid technology.

The degree curriculum includes 16 credit hours of required general education coursework and 54 credit hours of required career and technical education coursework. The career and technical component includes instruction in technical math, introductory diesel technology, introductory through intermediate levels of diesel electrical systems, introductory through advanced levels of diesel engine construction, diesel brakes, suspension and steering, emission controls, heating and air conditioning, hydraulic systems, diesel engine performance, manual and automatic heavy duty drives, advanced diagnostics and an optional field experience in ground transportation. The certificate curriculum includes a subset of this coursework requiring seven (7) credit hours of general education and 43 credit hours of career and technical coursework. Both curricula were developed according to National Automotive Technicians Education Foundation (NATEF) standards that prepare for NIASE credentialing. Assessment of student learning in both programs will be achieved through evaluation of the student’s performance on cumulative written and performance exams, and a final project.

Labor market information provided by the college supports the interest in and the need for a series of programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment in occupations related to the repair/maintenance and sales/service of diesel engine and equipment is expected to increase between 5 to 14 percent statewide through the year 2020. Within the college’s district, employment growth of those same occupations is expected to increase between 4 to 18 percent through 2018. The college anticipates an enrollment in the certificate of 15 full-time and 10 part-time students the first year, increasing to 20 full-time and 15 part-time students by the third year. Enrollment in the degree is estimated at 25 full-time and 10 part-time students the first year, increasing to 35 full-time and 12 part-time by the third year. The program will require two new full-time and two new part-time faculty during the first year. Qualified faculty will possess at least an Associate’s degree in Diesel Technology for adjunct instruction, or a Bachelor’s degree in Automotive Technology for full-time instruction; in addition to ASE certification, five years occupational experience in diesel technology, and two years of teaching experience. The programs will be housed in a newly constructed transportation building that supports instruction with state-of-the-art classroom and laboratory space. Costs to implement the programs are approximately \$4,266,000 during the first year, \$279,000 the second year, and \$347,000 the third year. The programs will be supported fiscally through student tuition and fees.

Rend Lake College is seeking approval to offer a 65 credit hour Associate in Applied Science (A.A.S.) “Oil and Natural Gas Technician” degree program. The program will prepare individuals for entry-level employment as technicians in the oil and natural gas industries. The curriculum consists of 15 credit hours of required general education coursework and 50 hours of required career and technical education coursework.

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The career and technical component includes instruction in introduction to the petroleum industry, introductory and intermediate oil and natural gas production, diesel fuel systems, diesel accessories, electronics, welding, programmable logic controllers, process control, artificial lift systems, mapping and geographic information systems, oil and gas production equipment, fluid power fundamentals, petroleum refining, oil and gas well mapping and logging, safety procedures and a required work-based learning experience. Assessment of student learning will take place through evaluation of the student's performance during the work-based learning component by program faculty and worksite supervisors.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of occupations related to the mining of oil and natural gas are expected to increase between five to 12 percent statewide through the year 2020. Much of the growth in new jobs will be due to the implementation of fracking, a process by which oil and natural gas are released more easily from rock deep within the earth. Many new technicians, as well as existing technicians, specially trained in fracking will be necessary to support this growing trend. An article published by IDES, "*The Fracking Industry and Its Potential Impact on the Illinois Economy*", indicates that 16 southern Illinois counties are considered the most favorable areas for fracking implementation. Rend Lake College has partnered with other southern Illinois community colleges to develop an educational plan to address these training needs. As a part of this plan, RLC was recently approved to offer a related "Advanced Oil and Natural Gas Technician Certificate" and one of the college's partner institutions (Southeastern Illinois College) currently offers a "Basic Oil and Natural Gas Technician Certificate". The proposed degree will offer those students educational ladder and employment advancement opportunities. The college anticipates an enrollment of 10 full-time and five part-time students the first year, increasing to 20 full-time and five part-time students by the third year. The program will require four existing full-time and one new part-time faculty the first year. Qualified faculty hold at least an Associate's degree in Petroleum Technology, Geology or Environmental Science, hold at least one year related occupational experience, and one year of teaching experience. Facilities are in place to adequately support the program. Costs to implement the program are estimated at \$72,900 the first year, \$40,580 the second year, and \$40,260 the third year. Higher first year costs reflect the purchase of equipment and related resource materials. The program will be supported through student tuition and fees.

Southeastern Illinois College is seeking approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in "Information Technology-Health".

This program will prepare individuals seeking entry-level employment in the healthcare industry as information technology professionals. The curriculum consists of 16 credit hours of required general education coursework and 46 credit hours of career and technical education coursework. The career and technical component includes instruction in basic software applications, Windows Operating Systems, IT Essentials, fundamentals of UNIX, network fundamentals, computer security, LAN Administration, health information networking, introduction to medical coding and billing, medical office procedures, medical terminology, and a choice of related technical electives. Assessment of student learning will be achieved through evaluation of the student's performance on a National Occupational Competency Testing Institute (NOCTI) comprehensive test of knowledge and skills for this field of study. The IT portion of the curriculum was developed according to standards that will prepare graduates for credentialing through CompTIA and Microsoft in the areas of networking, maintenance and operating systems.

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Labor market information provided by the college supports the interest in and the need for a two-year degree program in this area. On the national level, changes to Medicare in 2015 will impose penalties on healthcare providers that do not use electronic health records systems, creating opportunities for colleges to train individuals new to the field and those who are in related programs looking to focus their skills in the healthcare industry. Statewide, the Illinois Department of Employment Security (IDES) projects a 20.7 percent growth in the employment of “network and computer systems administrators” through 2020. Locally, the college determined a need for this specialized training through working with its existing Advisory Committee including local IT and Healthcare services employers. Furthermore, the college currently offers a related IT Certificate of which 26-30 credit hours of coursework would apply towards the proposed degree. This will provide an educational ladder opportunity for students looking to specialize. The college estimates an enrollment of five full-time students per year for the first three years. All facilities are currently in place and one existing full-time faculty will be required to support the program. Qualified faculty will hold at least a Bachelor’s degree in Information Technology, a minimum of two years related occupational experience and one year of teaching experience. No new costs are anticipated to implement the program, which will be supported fiscally through student tuition and fees.

Triton College is seeking approval to offer a 66 credit hour Associate in Applied Science (A.A.S.) degree in “Engineering Technology /Mechatronics”. This program will prepare individuals for entry-level employment and advancement opportunities in the field of automated manufacturing. The curriculum consists of 17 credit hours of required general education coursework and 49 credit hours of career and technical education coursework. The career and technical component includes instruction in introductory and intermediate electricity, introductory and intermediate robotics, fluid power technology, production drawing and CAD, introductory AutoCAD, introductory and intermediate programmable logic control, jig and fixture design, a required work-based learning experience and a choice for related technical electives. Assessment of student learning will be accomplished through evaluation by program faculty of a student portfolio containing artifacts of the student’s educational and cumulative course achievements.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. The program was developed through the INAM consortia of colleges, the Illinois Network for Advanced Manufacturing, a coordinated effort between those colleges awarded a Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The INAM consortium recommended the development of this degree program to help address local employer needs in this field and provide educational ladder opportunities for students in related programs at other INAM institutions. The college anticipates an enrollment of 10 full-time and five part-time students the first year, increasing to 20 full-time and 15 part-time by the third year. The program will require two existing full-time faculty, eight existing part-time faculty, and two new part-time faculty the first year. Qualified faculty teaching career and technical coursework must hold at least a Bachelor’s degree in Engineering or closely related field, possess three years related occupational experience and one year teaching experience. All facilities are currently in place to adequately support the program. The TAACCCT grant will cover all costs during the implementation phase of program operation. The program will be fiscally supported through student tuition and fees.

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

Following is a list of Basic Certificates (less than 30 credit hours) that have been approved on behalf of the Illinois Community College Board by the Executive Director since the last Board meeting:

Permanent Program Approval

Lewis & Clark Community College

- Integrated Truck Driver Certificate (18 credit hours)
- New Media Technologies Certificate (18 credit hours)

Lincoln Land Community College

- Digital Web Design & Development Certificate (27 credit hours)
- Fertilizer Certificate (28 credit hours)

McHenry County College

- Assistant Confectioner Certificate (25 credit hours)

Morton College

- Advanced Bedside Care Technician Certificate (12 credit hours)

Olive-Harvey College

- Basic Diesel Technology Certificate (15 credit hours)

Rend Lake College

- Advanced Oil & Natural Gas Certificate (23 credit hours)
- Cyber Forensics Certificate (24 credit hours)

Carl Sandburg College

- Locomotive Electrical Certificate (19 credit hours)
- Locomotive Mechanical Certificate (19 credit hours)

Waubensee Community College

- Machine Operator Certificate (12 credit hours)
- Manual Machinist Certificate (16 credit hours)
- CNC Operator Certificate (23 credit hours)

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

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

- Sport Management Associate in Applied Science Degree (A.A.S.) (64 credit hours)

BACKGROUND

The Illinois Eastern Community Colleges: **Frontier Community College, Lincoln Trail College, Olney-Central College and Wabash Valley College** are seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree in "Sport Management". The program will prepare individuals for entry-level employment in sports and recreation management fields including sports and fitness services, marketing and sales, retail management, program planning, facilities management, and athletic coaching. The curriculum was developed with input from a variety of local employers and by consulting program plans of related baccalaureate programs. Developed with maximum transferability in mind, the colleges are actively seeking articulation agreements with Eastern Illinois University, Southern Illinois University at Carbondale, University of Southern Indiana, and Indiana State University towards baccalaureate programs in related Sport Management programs. The curriculum includes 21 credit hours of required general education coursework, 38 credit hours of required career and technical education coursework, and five (5) credit hours of related technical electives. The career and technical component includes instruction in introductory sport management, recreation and leisure, sport communication, diversity in sport, principles of coaching, leadership in management sports and society, kinesiology and sport, sport injury prevention and care, activity planning, employability skills and a required seminar and work-based learning experience in sport management. Assessment of student learning objectives will be achieved during evaluation of the student's performance during the work-based learning experience, as well as through the evaluation of a student portfolio developed during the last semester employability skills course.

Labor market information provided by the college supports the interest in and the need for a two year program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of sports and recreation workers is expected to increase by around 10.5 percent statewide through 2020. Locally, IDES projects employment growth in the same occupations for the 14 county-area including the IECC district at around 10.7 percent through 2020. The college anticipates an enrollment of 10 full-time students and five part-time students the first year, increasing to 20 full-time and 10 part-time students by the third year. Four existing part-time and eight new part-time faculty will be required to implement the program. Qualified faculty will hold a minimum of a Bachelor's degree in Sport/Recreation Management, two years related occupational experience, and two years teaching experience. All facilities are currently in place to adequately support the program. The program will cost approximately \$49,600 during the first year, \$96,800 the second and third years. Higher second and third year costs reflect the addition of a program coordinator. The program will be supported fiscally through student tuition and fees.

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

Waubonsee Community College

- Advanced Manufacturing Technology (60 credit hours)
- CNC Programmer Certificate (30 credit hours)
- Automation Technology A.A.S. degree (60 credit hours)
- Automation Technology Certificate (30 credit hours)

BACKGROUND

Waubonsee Community College is seeking approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree in “Advanced Manufacturing Technology” and a related 30 credit hour “CNC Programmer” Certificate. The degree will prepare individuals for entry-level employment as manufacturing technicians in a variety of industrial environments, including design, production, quality control, and maintenance. The Certificate will prepare individuals for entry-level employment as computerized numerical control programmers, those who use computer-aided manufacturing (CAM) software to write computer programs for CNC lathes and milling machines. The certificate includes 30 credit hours of career and technical coursework in safety principles, introductory machine tool, manual machine shop operations, print reading for manufacturing, CNC operations, CNC mill programming, CNC lathe programming, and introductory through advanced levels of computer-aided machining. The degree curriculum builds on the certificate to include 15 credit hours of required general education coursework, and additional 15 credit hours of career and technical instruction in metrology and mechanical inspection, principles of metallurgy, and related technical electives focused in the areas of industrial technology, computer-aided design, welding, or machine tool technology. Assessment of student learning will be achieved through an evaluation of the student’s performance on a cumulative exam, as well as on final project. The degree curriculum will also lead students towards completion of Levels I, II and III National Institute of Metalworking Skills (NIMS) credentials.

Labor market information provided by the college supports the interest in and the need for more formalized educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the demand for “CNC programmers” is anticipated to increase by four percent and for “CNC operators” by 14.4 percent statewide through 2020. Furthermore, the college was awarded over \$500,000, as a part of the Illinois Network for Advanced Manufacturing (iNAM) consortium, to develop programming that will meet the needs for local employers looking for skilled technicians. The college is also participating in the MentorConnect project, which provides faculty development and training resources to other community colleges through the National Science Foundation’s Advanced Technological Education (NSF-ATE) program. Nearly \$200,000 in grant funds could be awarded for enhancements to the proposed programs once implemented. The college anticipates a combined enrollment of 10 full-time and five part-time students the first year, increasing to 15 full-time and 10 part-time students by the third year. One new full-time and one existing part-time faculty will be required the first year to implement the program. Additional part-time faculty, as well as a full-time program coordinator will be hired during the second and third years of operation. Qualified faculty will hold a minimum of a Bachelor’s degree in Manufacturing, Engineering Technology or a closely related field, will have at least two years related occupational experience in industrial manufacturing systems or automation, and will have two years of teaching experience. Facilities are in place to adequately support the programs however, equipment purchases have been included in the budget over the first three years of program operation. Costs to implement the programs are estimated at \$853,316 the first year, \$890,198 the second year, and \$935,538 the third year. In addition to iNAM grant funds, the programs will be fiscally supported through student tuition and fees.

Waubonsee Community College is also seeking approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree and a related 30 credit hour Certificate in “Automation Technology”. Both programs will prepare individuals for entry-level employment in the highly-skilled and emerging field of automation. The certificate will provide general skills and knowledge towards employment as general automation technicians. The degree will prepare for more advanced employment as electrical, mechanical, and industrial technicians, and industrial engineering technicians within the field. The certificate curriculum includes coursework in introductory manufacturing automation systems, introductory through advanced levels of automated systems, introductory and intermediate levels of automated programming, machine fundamentals, fluid power, electrical principles, safety principles and technical mathematics.

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The degree curriculum consists of 15 credit hours of required general education coursework, 27 credit hours of career and technical education coursework, and 18 credit hours of related technical electives. Assessment of student learning will be achieved through observation of the student's performance during a final lab in automation.

Labor market information provided by the college supports the interest in and the need for more formalized educational programs in this field of study. According to the Illinois Department of Employment Security (IDES), short-term growth in the demand for "industrial engineering technicians" is anticipated to increase by 10 percent statewide through 2018. Furthermore, the college was awarded over \$500,000, as a part of the Illinois Network for Advanced Manufacturing (iNAM) consortium, to develop programming that will meet the needs for local employers looking for skilled technicians. The college anticipates a combined enrollment of 10 full-time and five part-time students the first year, increasing to 15 full-time and 10 part-time students by the third year. One existing full-time and two existing part-time faculty will be required the first year to implement the program. Additional part-time faculty, as well as a full-time program coordinator will be hired during the second and third years of operation. Qualified faculty will hold a minimum of a Bachelor's degree in Industrial Technology, Automation or a closely related field, will have at least two years related occupational experience in industrial systems, automation or robotics, and will have two years of teaching experience. Facilities are in place to adequately support the programs however several equipment purchases have been included in the budget over the first three years of program operation. Costs to implement the programs are estimated at \$616,398 the first year, \$641,053 the second year, and \$673,539 the third year. In addition to iNAM grant funds, the programs will be fiscally supported through student tuition and fees.

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UNAPPROVED

Minutes of the 407th
Meeting of the
Illinois Community College Board
Danville Area Community College
Room 302
2000 East Main Street
Danville, IL

March 21, 2014

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 21, 2014 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Thomas Pulver called the Board meeting to order at 9:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Randy Barnett, Terry Bruce, Michael Dorf, Jonathan Jackson, and Teresa Garate. Board members Guy Alongi, Jake Rendleman, Suzanne Morris, and Alexi Giannoulis were absent. A quorum was declared.

Item #2 – Announcements and Remarks by Thomas Pulver, Acting Chairman

Board member Thomas Pulver began by thanking President Jacobs for hosting the ICCB board meeting.

On a sad note, Mr. Pulver recognized former ICCB Board member Bill Naegele, who was the first individual to be appointed to the Board on behalf of the Illinois Community College Faculty. Mr. Naegele recently passed away.

Mr. Pulver thanked the ICCB staff and Illinois Community College System for their continued hard work in making the Illinois Community Colleges the best.

Mr. Pulver stated that Chairman Giannoulis' absence was due to a business conflict.

Item #3 – Welcoming Remarks from President Dr. Alice Jacobs, Danville Area Community College (DACC)

Dr. Alice Jacobs began by welcoming the Board to Danville Area Community College (DACC). Dr. Jacobs recognized two DACC Trustees attending the meeting, Mr. Dave Harby and Mr. Greg Wolf.

DACC is currently hosting 16 teams for the NJCAA Division II men's basketball tournament. Dr. Jacobs also gave a brief background and update of DACC.

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DACC serves over 8000 students and the number of graduates continues to increase. DACC serves as the Vocational Center for over 400 students from the K-12 schools that are bussed to the DACC campus for Career and technical Education.

Two trustees from DACC, Dave Harby and Vickie Miller, were also chosen as the central region trustees for the Association of Community College Trustees (ACCT).

This year, DACC celebrated raising 10 million dollars over the past three years. The technology center has an addition which was funded by private resources.

Dr. Jacobs thanked the ICCB for holding their Board meeting at Danville Area Community College.

3.1 - Effective Practices at Danville Area Community College

Dr. Jacobs introduced Laura Williams, Director for Adult Education, who will give brief remarks on the Accelerating Opportunity program at DACC.

There were two pathways developed:

1. Automotive pathway – a fundamentals automotive technology certificate, which is a 12 credit hour certificate. This is a two semester program. There have been 43 students enrolled, 75 certificates have been awarded, eight current students are in the program, nine are employed, and eight students are enrolled in college.
2. Healthcare Advance CNA pathway - Healthcare Advance CNA certificate, which is a 12 credit hour certificate. This is also a one semester program. There are 57 enrolled, 112 certificates, 6 have passed the state CNA test, 7 current students in the program, 5 are employed, and 2 students are enrolled in college.

To complete the programs, students are enrolled in the GED course and vocational classes at the same time.

Two students, Lemont Jackson and Ebony Dinwiddie, spoke about their experiences with the Accelerating Opportunity programs.

Item #4 – Board Member Comments

Randy Barnette also recognized Bill Naegele and asked for a moment of silence.

Jonathan Jackson gave DACC students, Ebony Dinwiddie and Lemont Jackson who spoke earlier, his support and encouragement during their education.

The Board thanked Dr. Jacobs and DACC for hosting the March Board meeting.

Item #5 – Executive Director Report

Dr. Karen Hunter Anderson began by thanking Dr. Jacobs and DACC for hosting the Board meeting. The ICCB appreciates the opportunity to visit the colleges and to recognize their unique qualities and their diversity as they respond to the specific needs of their communities. Dr. Anderson also thanked Laura Williams for showing the evidence of the success the Accelerating Opportunity programs have achieved.

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Dr. Anderson took the opportunity to recognize former Board member Bill Naegele, who recently passed away.

Dr. Anderson pointed out to the Board that after an overwhelming volume of comments from the field on the Dual Credit rule revisions, the rules have been pulled from the March Board meeting agenda so that more conversation can take place with the system, particularly amongst the Chief Academic Officers. Although the rule revisions are generally supported across the system, there are concerns about unintended consequences. We intend to deliberate more on the specific language. Staff expects that this section of the rules revision will be brought to the June Board meeting.

The spring enrollment numbers have just been released for 2014. The semester headcount was 341,933 compared to 366,618 in spring 2013, which comes to about a 6.7 percent decrease. As we look at the overall enrollments statewide and look at historical enrollments, even though the community colleges have seen decreases in their enrollments over the last two or three years, the Illinois community college enrollments are still at an all-time high. This year is the fourth highest enrollment in the history of the Illinois Community College System. Also, the enrollments have dropped, but the completions have gone up.

Dr. Anderson concluded her remarks by congratulating Vice Chair Suzanne Morris for being elected as the Midwestern Higher Education Compact (MHEC) Vice Chair.

Item #6 – Illinois Community College Board Guided Pathways System Resolution

Dr. Anderson gave the Board a brief synopsis of why the staff is submitting the below resolution to the Board. ICCB is working together with the other education agencies on strategies to improve issues such as completion. One of those strategies promoted by a number of foundations is the Guided Pathways to Success (GPS). The general concept is that if students know where they are going, they are going to have a better chance of getting there. The ICCB, along with the other education agencies, are currently in collaboration on several different grants, and this resolution is a demonstration that all of the education agencies are working on some of the same solutions. This gesture would help in securing some of these grant funds. In response to this suggestion, the staff at the ICCB, ISAC, ISBE, and IBHE agreed to develop a joint coordinating resolution. ICCB will distribute the resolution to all of the community colleges, inform the legislature, and include it in the grant applications.

Michael Dorf asked that the following language be included in the resolution:

RESOLVED, a copy of this resolution shall be disseminated to all the members of the community college system and our stakeholders and partners throughout the state of Illinois as evidence of our intent.

Randy Barnette made a motion, which was seconded by Teresa Garate, to adopt the following amended resolution:

ILLINOIS COMMUNITY COLLEGE BOARD RESOLUTION

WHEREAS, every student deserves the opportunity to enroll and succeed in higher education; and

WHEREAS, community colleges have an open access mission and have the responsibility to guide students toward successful outcomes in their chosen fields; and

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WHEREAS, students making poor or uninformed degree or credit choices are more likely to leave school with debt and without meaningful credentials; and

WHEREAS, the community college system has engaged career & technical education in the development of programs of study through the Carl D. Perkins Career & Technical Education Act, that has focused on articulating high school to college and career curricula, streamlining college degree requirements and mapping degree needs; and

WHEREAS, the community college system has engaged in the expansion and enhancement of dual credit opportunities across the system, focused on providing early college credit opportunities and streamlining of degree requirements, and seamless transition to baccalaureate institutions; and

WHEREAS, the community college system has engaged in adult education and family literacy efforts to articulate adult education programs to career curricula through the Accelerating Opportunity Initiative, the Illinois Career & Academic Pathways System, and the development of bridge programs; and

WHEREAS, the Illinois Community College Board's Longitudinal Data System continues to allow stakeholders to understand the impact of students in pathway systems with their education and employment outcomes; and

WHEREAS, the Guided Pathways to Success is consistent with the current and ongoing efforts of the Illinois Community College Board and the Illinois community college system; and therefore, be it further

RESOLVED, that the Illinois Community College Board urges all community colleges to examine and consider the implementation of guided pathways to success insofar as these efforts are consistent with current and ongoing efforts by the board and the system aimed at articulating high school to college curriculum, streamlining degree requirements, and smoothing the transition for students across educational system, be it further

RESOLVED, that Illinois community colleges may join the Complete College Compact to receive guidance and support from state and national partners as they pursue guided pathways for success implementation, be it further

RESOLVED, that these efforts be focused on continuing to provide open access to community college students, be it further

RESOLVED, that these efforts guide students toward successful completion in each student's chosen field; and be it further

RESOLVED, a copy of this resolution shall be disseminated to all the members of the community college system and our stakeholders and partners throughout the state of Illinois as evidence of our intent.

The motion was approved via unanimous voice vote.

Item #7 – Advisory Organizations

Item #7.1 – Student Advisory Council (SAC)

Joshua Beneze introduced Mekenah Merrill, from Waubensee Community College, who will be giving the SAC update to the Board.

Ms. Merrill reported the last SAC meeting took place on March 14-15. On April 2nd, community college students will conduct their Lobby Day in Springfield. This year, the students will be lobbying for MAP grants on behalf of the community colleges. The students will be speaking to their legislators about allocating \$65 million dollars to community college students only. The requested amount is only 15 percent of the total funding for MAP grants.

Ms. Merrill concluded her report by thanking the Board for having the Illinois Community College Student Leadership Externship participants attend the Board meeting.

7.1a Illinois Community College Student Leadership Externship Recognition

Joshua Beneze introduced to the Board each of the four externship students that were able to attend the meeting: Scott Anderson, Spoon River College, Sydney Hartman, Kankakee Community College, Karla Martin, Lincoln Land Community College, and Mekenah Merrill, Waubensee Community College.

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).

As part of the externship experience, program participants are expected to take on a leadership role within the 2013-2014 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, Executive Director Dr. Karen Hunter Anderson will issue each student with a certificate of course completion and the students will briefly discuss their experiences and what the program has meant to them.

The six community college students completing the course are Scott Anderson, Spoon River College, Sydney Hartman, Kankakee Community College, Karla Martin, Lincoln Land Community College, Mekenah Merrill, Waubensee Community College, Alejandro Molina-Hoyos, Elgin Community College (SAC Chair), Sandra Ortiz, Morton College.

Item #7.2 – Illinois Community College Faculty Association (ICCF)

David Seiler recognized Bill Naegele who recently passed away.

Mr. Seiler stated that the ICCFA has given out six \$ 1000 scholarships and four \$2500 grants for workshops. Three-quarters of the colleges have paid their dues.

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Mr. Seiler concluded by stating the ICCFA is currently working on their fall conference set to be held on October 23 and 24th.

Item #7.3 – Illinois Council of Community College Presidents (ICCCP)

Dr. Alice Jacobs gave the report on behalf of Dr. Christine Sobek who was unable to attend the Board meeting.

Dr. Jacobs announced the 2014-2015 officers will be Dr. Tom Choice, President, Dr. Charlotte Warren, Vice-President, and Dr. Thomas Ramage, Secretary / Treasurer.

The ICCCP will meet on April 29th. The Council is exploring the idea of holding a joint press conference with the ICCTA to kick off Lobby Day on April 30th.

Dr. Jacobs concluded by stating the ICCCP will be working with the Association of University Presidents and with ICCB on improving the Illinois Articulation Initiative (IAI).

Item #7.4 – Adult Education and Family Literacy Council

Tawanna Nickens stated the Council is focusing on the essentials that will help students transition to post-secondary education easier.

Within the Curriculum and Instruction Committee, the members are focusing on unifying the challenges of incorporating the content standards into curriculum and instruction. The committee is also looking at defining the responsibilities of program administrators and instructors as it relates to how those content standards will be incorporated.

The committees are wrapping up their final recommendations to present at the final meeting in May.

Item #7.5 – Illinois Community College Trustees Association (ICCTA)

Mike Monaghan stated the ICCTA conducted their regularly scheduled meeting last week in Lisle. The members focused on the implementation of the Pension Reform bill. Staff from the State Universities Retirement System (SURS) were present at the meeting to give a presentation on the details of how the community colleges will implement the pension reform law. Budget, revenue, and MAP grants were also items of interest during the meeting.

Mr. Monaghan awarded the South Suburban College Board of Trustees Chairman, Frank Zuccarelli, with the Meritorious Service Award for 35 years of service. Mr. Zuccarelli has remained the Board Chairman since 1987 and served as a Trustee since 1978.

Lobby Day has been set for April 29th and 30th in Springfield.

Mr. Monaghan concluded his remarks by stating the ICCTA Annual Convention is set for June 5th and 6th at the Hilton hotel in Springfield.

Item #8 – Committee Reports

Item #8.1 – Academic Affairs and Institutional Support

Informational ONLY: Thomas Pulver reported that the Academic Affairs and Institutional Support committee did not meet; however, here are some important updates the Board should be aware of:

Dual Credit Rules

After receiving an overwhelming volume of comments on the dual credit rule revisions, the rules have been pulled from the March Board agenda so that more conversation can take place particularly amongst the Chief Academic Officers. Though the rule revisions are generally supported across the system, some of the CAOs are concerned about unintentional consequences and want to deliberate more on the specific language. We expect that this section of the rules revision will be brought to the June Board meeting.

TAACCT Grant Application

ICCB Academic and Adult Education / Workforce Development staff are working with Elgin Community College and Jobs for the Future to pull a Trade Adjustment Assistance Community College and Career Training (TAACCT) grant application together. Elgin Community College would lead a consortium of up to 18 colleges (the current Accelerating Opportunity Initiative colleges) to apply for TAACCT funds in an effort to further scale up the Accelerating Opportunity model that ICCB has led for the past several years. This initiative is one that combines basic skills instruction with career and technical education courses allowing students to earn credits while concurrently improving their basic skills and avoiding remedial education.

Guided Pathways System Resolution

The ICCB is putting forth a resolution that supports the ongoing career pathway / programs of study work that the community colleges have been engaged in for years while also supporting the Guided Pathways to Success initiative. Both IBHE and ISAC are considering similar resolutions on their agendas. Illinois has been selected to participate in Complete College America's (CCA) Guided Pathways to Success (GPS) in STEM Careers Initiative. Led by Complete College America, this endeavor boasts several evidence-based components including: Remedial education embedded into college-level courses; Credit caps on degree programs; Structured academic programs that utilize block scheduling; Student and institutional incentives to encourage full-time enrollment; Articulated degree maps; Technology-enhanced student advising systems. The City Colleges of Chicago, Southern Illinois University—Carbondale, and University of Illinois—Chicago are participants in this initiative.

Developmental Education Boot camp

Illinois has been selected to participate in a Developmental Education boot camp scheduled for April 21 – 23 in Charlotte, North Carolina. This boot camp, supported by the Lumina foundation is focused on bringing teams of leaders together to consider remedial education strategies that limit time to degree, curb remedial problems, and focus on policy levers and change. ICCB, IBHE, ISBE and individuals from the system will be represented.

IMACC Math Education Conference

Brian Durham, Senior Director for Academic Affairs & CTE and John Noak, ICCB Consultant participated in the Illinois Math Association for Community Colleges Education conference on March 1st.

During this conference, math educators were considering the changes to teacher education and how that will impact math education instruction throughout the community college system.

The Community College Baccalaureate Movement

Recently communication has emerged regarding the implementation of the community college baccalaureate focused particularly on technical degrees. As you recall, this came up several years ago but was defeated in the Illinois General Assembly (though it passed the House). Today, community college baccalaureate degrees are more common in the country. We need to consider our position on this issue.

Economic Impact Study

ICCB is contracting with NIU Center for Governmental Studies to generate Economic Impact Study reports at the statewide level and for each individual community college. Funding for this project is provided entirely through American Recovery and Reinvestment Act (ARRA) Statewide Longitudinal Data Systems (SLDS) Grant.

In terms of project progress, ICCB and NIU CGS have matched all 2000-12 ICCB student-level graduate data to 2002-12 IDHS UI Wage records. Student pre- and post-credential earning gains, student labor market penetration, and estimated student-generated tax revenue are currently being analyzed. Three brief surveys were released to appropriate Illinois Community College System staff in February-March 2014 to capture Workforce Partnerships and verify Visitor Information and Expenditures for the NIU CGS economic impact modeling software. ICCB and NIU CGS will be working to capture all community college survey information through March. Next steps will be estimating the effects of Illinois community expenditures and jobs on the statewide and local economies using the modeling software. Report compilation will then occur in collaboration with the Economic Impact Advisory Committee.

2014 Spring Enrollment

Overall, short term statewide results of the fiscal year 2014 ICCB Spring Enrollment Survey shows a decrease in headcount enrollment from last year. The Spring 2014 semester headcount was 341,933 compared to 366,618 in Spring 2013 (a headcount decrease of 24,685 or -6.7 percent). The latest overall Spring enrollment count is at its lowest level since 2001. Among the 48 community colleges, since last year, headcount increases (1.0 percent or higher) were reported at only 3 colleges (Chicago Washington, Heartland, and Logan). Spring 2014 full-time equivalent (FTE) enrollments also decreased when compared to the same term one year ago. FTE figures reflect the total number of credit hours being taken by students divided by 15 – the number of semester hours traditionally considered a full-time class load. The latest FTE count was 192,383 compared with 206,196 a year ago (an FTE decrease of 13,813 or -6.7 percent).

State Authorization Reciprocity Agreement (SARA) Report

IBHE has introduced legislation, SB 3441, the Higher Education Distance Learning Act, sponsored by Senator Pat McGuire, will allow Illinois to participate in state reciprocity agreements for distance learning. ICCB and IBHE worked together on correct language. The amended language is in the process of being implemented in the bill. Once the bill has been corrected, ICCB will be able to support the bill.

On March 6th, College of DuPage hosted a State Authorization Reciprocity Agreement (SARA) meeting for higher education institutions in the state of Illinois.

Over 70 people were in attendance representing community colleges, public universities, and private institutions. Jenny Parks, the MHEC SARA director, provided a SARA overview.

With passage of the legislation this spring, IB HE anticipates they will be able to apply for SARA participation, and get approval, in the summer. They will attempt to get approval to get institutions SARA-approved through emergency rules while the JCAR process is underway for development of the final rules. If this happens, institutions may be able to join by early fall.

Board member, Dr. Teresa Garate, asked what the expected outcome would be from the Developmental Education Bootcamp meeting. Dr. Anderson replied that ICCB would like to be able to develop a plan on how to address remedial education through the Illinois Community College System. While staff is participating in this meeting, Dr. Garate requested they keep in mind, when developing these strategies, the unidentified students with disabilities who are also included in remedial education.

Item #8.2 - Adult Education and Workforce Development

Randy Barnette reported that the Adult Education and Workforce Development Committee met on March 20, 2014 at 5:30 p.m. at the Quality Inn in Danville, IL. In attendance were members Randy Barnette, Michael Dorf, and Tom Pulver. ICCB staff member, Jennifer Foster, was also in attendance.

Mr. Barnette reported the committee discussed the following topics:

FY2013 Report the Governor and General Assembly

This report provides an overview of the enrollments, units, funding, successes and challenges for adult education. This report was submitted by the March 1, 2014 deadline.

GED Testing Updates

The legislation to change the language referring to “GED” to “Illinois High School Equivalency” has been progressing successfully. SB2729 passed out of the Senate on March 6, 2014 unanimously. HB4336 passed out of successfully out of the House on March 5, 2014.

Accelerating Opportunity (AO)

The project has been expanded to include 18 colleges statewide with an additional four to six in the coming fiscal year. Over the past year, this project has enrolled approximately 900 adult learners in an integrated program of Adult Basic Education and Career and Technical Education instruction. This model continues to help individuals obtain college and industry credentials as well as college credit towards a degree.

Federal Illinois State Plan

The Illinois State Plan provides a description of planned activities during a fiscal year. The plan includes the needs of Adult Education in Illinois; eligible and allowable activities and services; funding access and procedures; evaluation and provision of services; One-Stop Center involvement; and professional development and leadership activities. The plan is submitted annually to the Office of Career Technical and Adult Education (OCTAE) prior to the release of the next fiscal year’s federal funding award. Until reauthorization of the Workforce Investment Act (WIA), the current plan has been extended through June 30, 2015.

Workforce Update

The Illinois Community College Board (ICCB) staff is participating as part of two separate consortiums of colleges in preparation of the release of the Department of Labor’s (DOL) Round 4:

Trade Adjustment Act Community College and Career Training program (TAACCT) grant. One consortium of colleges TAACCT grant application will focus on Health Sciences and is being led by Rend Lake College and the other consortium will focus on the scale and sustainability of the 18 AO colleges participating in the integrated model of instruction. The lead college for this application is Elgin Community College.

Workforce Innovation Fund

ICCB staff has worked in partnership with the Department of Commerce & Economic Opportunity (DCEO) in the implementation of this DOL grant. This model provides training and education to qualified students under Title I of the WIA.

Board Members Suggestions

Board members also expressed the need to help make decisions. At our next meeting, we will discuss a strategy for resources to offset the cost of Illinois High School Equivalency Testing, marketing of the key student success of the AO project including student outcomes, and participating programs and their performance outcomes.

Item #8.3 – External Affairs

Michael Dorf reported the committee met the morning of March 21st and discussed various pieces of legislation that affect the ICCB.

Two bills were introduced, one in the House of Representatives and the other in the Senate, that are mirror versions. Senate Bill 2728 and House Bill 4340 make technical changes throughout the compiled statutes to change the references from the “President/CEO” of the ICCB to the “Executive Director” of the ICCB in order to reflect the Board’s recent action.

Also, Senate Bill 2729 and House Bill 4336 change all references to the “GED” tests in the compiled statutes to “High school Equivalency” tests. Each of these pieces of legislation mentioned has passed both houses in the General Assembly.

Mr. Dorf thanked Board member, Randy Barnette, for taking the lead on finding sponsors for these bills.

Dr. Garate mentioned that the ICCB is named in the pending Executive Order on Employment First. It states that Illinois will become an Employment First state focusing on employment of people with disabilities, and all the state agencies will collaborate on this effort.

Dr. Anderson mentioned that the Legislative and External Affairs Liaison position at ICCB was recently posted.

Item #8.4 – Fiscal, Personnel, Ethics and Conflict of Interest

Ellen Andres stated the Governor is introducing his budget on March 26th. After the announcement, there will be an appropriations hearing with the House of Representatives on May 1st and April 4th with the Senate based on that budget. The budget will be based on no tax increase. ICCB was requested to provide the Senate Democratic Caucus with a tentative budget that includes a 20 percent decrease.

At the June 6th Board meeting, the budget will be introduced.

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BREAK

The Board took a break at 10:45 a.m. and reconvened at 10:59 a.m.

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Item #9 – MAP Advising Task Force Report

Following the recommendation of the MAP Task Force to convene a working group on the best practices in student advising House Resolution 296 was approved during the 2013 spring session of the Illinois General Assembly. One of the conclusions of the Task Force was that students would likely benefit from additional advising on academic and financial matters, but the group felt they lacked the expertise to define a mandatory, minimum standard that should apply to all students. Instead, they recommended consultation with people with greater expertise on best practices in advising for low-income and first-generation students. They also recommended that the Commission consider requiring MAP-eligible institutions to provide additional support to MAP recipients.

The purpose of the MAP Advising Workgroup was to promote retention and degree completion among MAP recipients. The working group was asked to catalog existing student academic advising and support programs and available information on those programs' outcomes and to survey existing literature on the effectiveness of similar programs within the state. The group was instructed to make recommendations regarding minimum standards of support that colleges should make available to MAP recipients, and minimum requirements for students to take advantage of such support.

The working group submitted a report of its findings to the Commission and the General Assembly on February 3, 2014. The report includes the two recommendations. The first recommendation requires Illinois MAP approved institutions to institute programs to enable them to meet a target five percent improvement in graduation and completion rates over the next six years and begin to close any achievement gaps, defined as a gap between the schools' IPEDs graduation rate or the community college completion rate for all students in a cohort and the rates for the school's designated at-risk group, MAP recipients, and minority students. The six-year goal for achievement gaps is a 25 percent reduction. The second recommendation lists required and recommended interventions to achieve the target improvement rate in recommendation one.

The final report and an executive summary are available at the following link:

<http://www.isac.org/about-isac/map-advising-workgroup/documents/MAP%20Advising%20Workgroup%20Final%20Report%202014%20EXEC%20and%20APP%20A.pdf>

Item #10 – New Units of Instruction

Randy Barnette made a motion, which was seconded by Michael Dorf, to approve the following items, with the removal of the Lincoln Trail College program:

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

PERMANENT PROGRAM APPROVAL

Joliet Junior College

- Personal Trainer Certificate (33 credit hours)

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Kankakee Community College

- Agri-Hort Technology Associate of Applied Science degree (64 credit hours)
- Manufacturing Certificate (32 credit hours)
- Business Certificate (31 credit hours)
- Production Certificate (32 credit hours)
- Horticulture Certificate (33 credit hours)

Kaskaskia College

- Resident/Commercial Electrical Technology Associate of Applied Science (A.A.S.) degree (68 credit hours)

South Suburban College

- Business Administration Associate of Applied Science (A.A.S.) degree (67 credit hours)

The motion was approved via unanimous voice vote.

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

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

PERMANENT PROGRAM APPROVAL

Lincoln Trail College

- Certified Medical Assistant Associate of Applied Science (A.A.S.) degree (71 credit hours)

The motion was approved via unanimous voice vote. Terry Bruce abstained.

Item #11 – Consent Agenda

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

Item #11.1 – Minutes of the January 24, 2014 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the January 24, 2014 meeting as recorded.

Item #11.2 – Approval of Confidentiality of Executive Session Minutes

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; June 7, 2013; and September 20, 2013 are to remain confidential.

All other Executive Session Minutes have been made available for public inspection.

Item #11.3 – Approval of Disposal of the Verbatim Recording of Minutes

The Illinois Community College Board hereby authorizes the Board Secretary to destroy all verbatim records of minutes from open and closed meetings held prior to October, 2012.

The motion was approved via unanimous voice vote.

Item #12 – Information Items

Item #12.1 – Fiscal Year 2014 Financial Statements

There was no discussion.

Item #12.2 – Summary of Capital Projects Approved by the Executive Director During Calendar Year 2013

There was no discussion.

Item #13 – Other Business

There was no other business at this time.

Item #14 – Public Comment

There was no public comment at this time.

Item #15 – Executive Session

Item #15.1 – Employment/Appointment Matters

Terry Bruce made a motion, which was seconded by Jonathan Jackson, to approve the following motion:

I move to enter Executive Session for the purpose of **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:

| | | | |
|----------------|-----|------------------|-----|
| Randy Barnette | Yea | Jonathan Jackson | Yea |
| Terry Bruce | Yea | Teresa Garate | Yea |
| Michael Dorf | Yea | Thomas Pulver | Yea |

The motion was approved, and the Board entered Executive Session at 11:14 a.m.

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Teresa Garate made a motion, which was seconded by Randy Barnette, to reconvene Public Session at 11:50 a.m.

A roll call vote was taken with the following results:

| | | | |
|----------------|-----|------------------|-----|
| Randy Barnette | Yea | Jonathan Jackson | Yea |
| Terry Bruce | Yea | Teresa Garate | Yea |
| Michael Dorf | Yea | Thomas Pulver | Yea |

The motion was approved.

Item #16 - Executive Session

Item #16.1 - Employment/Appointment Matters

Terry Bruce made a motion, which was seconded by Michael Dorf, that Chairman Alexi Giannoulis execute a new contract for Dr. Karen Hunter Anderson, Executive Director for the ICCB, to include the following:

The Board hereby recommends that the Chairman Alexi Giannoulis execute a new contract with Executive Director Karen Anderson and extend the current contract which expires June 30 2016 so that it expires on June 30 2019; further that the Executive Director be awarded a 4 percent salary increase in the contract year July 1 2014 - June 30 2015; and further, that the Chairman consider appropriate salary increases in contract years 2, 3, 4, and 5.

A roll call vote was taken with the following results:

| | | | |
|----------------|-----|------------------|-----|
| Randy Barnette | Yea | Jonathan Jackson | Yea |
| Terry Bruce | Yea | Teresa Garate | Yea |
| Michael Dorf | Yea | Thomas Pulver | Yea |

The motion was approved.

Item #17 – Adjournment

Randy Barnette made a motion, which was seconded by Terry Bruce, to adjourn the Board meeting at 11:51 a.m.

The motion was approved via voice vote.

Thomas Pulver
Board Member

Karen
Executive

Hunter Anderson, Ph.D.
Director

Illinois Community College Board

CALENDAR YEAR 2015 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2015:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2015 Board Meeting Dates and Locations listed below:

Calendar Year 2015 Board Meeting Dates and Locations

January 23

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

March 20

9:00 a.m. – Harper College, Palatine

June*

9:00 a.m. – Exact Location TBA

July

Subject to Call

September 18

9:00 a.m. – Joliet Junior College, Joliet

November 20

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

December

Subject to Call

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

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS**

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2015.

BACKGROUND

Each fiscal year, the ICCB enters into interagency contracts, memorandums of understanding, and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S. Department of Education, Career and Technical Education agreement with the Illinois State Board of Education, and training grants with the Illinois Department of Transportation and the Illinois Toll Highway Authority.

Since several of the fiscal year 2015 grants and contracts will be negotiated during June, July, and August this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the Executive Director seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2015 appropriated operating line items, as needed.

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer up to two percent of the operating budget among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. Transfers exceeding two percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

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Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS

ICCB policy provides for contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require the Executive Director to notify the Board Chair before execution and those under \$5,000 require no Board approval or notification. At the beginning of each fiscal year, all known contracts are presented to the Board for approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2015 contractual agreements:

| Funding Source | Contractor | Estimated Amount* | Contract Period | Description |
|----------------------|-------------------------------------------------|-------------------|--------------------|---------------------------------------------------------------------------------|
| All funds /allocated | IL Community College System Foundation | \$515,651 | 7/1/14 - 6/30/15 | Rental of Office Space |
| GRF | Southwestern Illinois College | \$485,000 | 7/1/14 - 6/30/15 | East St. Louis Community College Center |
| GRF | Southern IL Collegiate Common Market (SICCM) | \$961,400 | 7/1/14 - 6/30/15 | East St. Louis Community College Center |
| GRF | Sorling, Northrup, Hanna, Cullen & Cochran Ltd. | \$190/hr | 7/1/2014 - 6/30/15 | Legal |
| GRF | Alternative Schools Network | \$2,930,000 | 7/1/2014 - 6/30/15 | Sole source provider: Re-Enrollment Appropriation |
| GRF | South Suburban College | \$250,000 | 7/1/2014 - 6/30/15 | Legislative add-on for adult education bridge program |
| GED/GRF | American Council on Education | \$255,000 | 7/1/14 - 6/30/15 | Sole Source Provider: GED® testing in Illinois - includes fees and materials |
| GED/GRF | Turn-Key Solutions International, Inc. | \$120,00 | 7/1/14 - 6/30/15 | Sole Source Provider: GED® scoring and data submission to feds |

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| Funding Source | Contractor | Estimated Amount | Contract Period | Description |
|-----------------------------|--------------------------------------------------------|------------------|-------------------|-------------------------------------------------------------------------------------------------------------------|
| CTE/GRF | Capital Area Career Center | \$347,000 | 7/1/14-6/30/15 | Specific Legislation to contractor: CTE Nursing Program |
| CTE/GRF | Career Center of Southern Illinois | \$153,000 | 7/1/14-6/30/15 | Specific Legislation to contractor: CTE Nursing Program |
| CTE | ISU-IL Center for Specialized Support | \$525,000 | 7/1/14 - 6/30/15 | Program monitoring and staff development |
| CTE | U of I | \$400,000 | 7/1/14 - 6/30/15 | Administration of Carl Perkins federal grant program. |
| GED/GRF | Sangamon Co Regional Office of Education | \$745,500 | 7/1/14 - 6/30/15 | Administration for Cook Co GED® |
| Multiple: federal and state | WIU-Center for Application of Information Technologies | \$675,000 | 7/1/14 - 6/30/15 | Career & Academic Readiness System Hosting of Adult Education data system and I-Pathways and curriculum expansion |
| Adult Ed | WIU-Central Illinois Adult Education Service Center | \$390,000 | 7/1/14 - 6/30/15 | Staff Development, as required by federal grant |
| Adult Ed | WIU-Curriculum Publishers Clearinghouse | \$100,00 | 7/1/14 - 6/30/15 | Adult Education instructional materials |
| Adult Ed | Adult Learning Resource Center | \$689,600 | 7/1/14 - 6/30/15 | Staff Development, as required by federal grant |
| Adult Ed/Gates | SIU-E Southern IL Professional Development Center | \$739,600 | 7/1/14 - 6/30/15 | Accelerating Opportunity and Adult Education-professional development |
| Gates | Kathy Pampe | \$50.00/hr | 7/1/14 - 12/31/14 | Project Manager for Accelerating Opportunity –low bid contractor |

* Amounts are estimated based on the Fiscal Year 2014 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 5 percent of the estimate will be brought back to the Board for approval.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE
ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**
(Future Consideration)

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

The **Dual Credit Quality Act** (Public Act 96-0194) was approved by the Governor on August 10, 2009, and became effective January 1, 2010. The Act requires the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) to develop policies regarding dual credit. According to the Dual Credit Quality Act, dual credit instructors teaching credit, college-level courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. Students must meet academic criteria including placement tests and be assessed similarly to students in traditional courses. Course content and learning outcomes must be the same as credit-bearing college courses. High school instructors must be provided with orientation, assessment methods, and administrative requirements before teaching dual credit courses, and they must be able to participate in all activities available to adjunct faculty.

The Board is making changes to the ICCB Administrative Rules on Dual Credit in order to remain compliant with the Dual Credit Quality Act. These changes help to codify current practices in dual credit and provide clarification of language, process, and current practice.

The rule changes are being submitted to the Board for discussion only. This will start the comment period for the system. They will be brought to the Board for approval in September and then submitted to JCAR for the formal public comment process.

Section 1501.507 Credit Hour Claims

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used by the ICCB.
- b) Course Requirements. Courses which produce credit hours eligible for ICCB grants shall satisfy the following requirements:
 - 1) Courses shall be offered for the number of credit hours for which they are approved by the ICCB.
 - 2) Courses which have variable credit hours shall be claimed in specified increments only up to the maximum credit value approved for the course.
 - 3) Course data shall be posted to the permanent academic record of each student claimed.

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- 4) Courses shall be a part of units of instruction which have been approved by the ICCB, or the courses must be authorized extensions of existing units of instruction.
- 5) Courses shall have specific written objectives.
- 6) A course outline shall be available for review by any student or citizen.
- 7) Courses shall have a method of evaluating student performance which follows the adopted college grading system.
- 8) Courses shall follow the adopted college policies on student tuition.
- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
 - A) Elective physical education courses;
 - B) Required courses for majors and minors in physical education, recreational leadership, and related programs;
 - C) Physical education courses in teacher education programs as required by the State Teachers Certification Board.
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to the ICCB. The criteria utilized by the ICCB for exceptions shall include:
 - A) documentation of need for an intensified or accelerated schedule;
 - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
 - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
 - D) time period of instructional activity and projected termination date;
 - E) procedures to evaluate the accelerated instructional activity.
- 11) Dual Credit Courses offered by the college for high school students during the regular school day ~~at the secondary school~~ shall be college-level and shall meet the following requirements:
 - A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.

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- B) Instructors. The instructors for these courses shall be selected, ~~employed~~ assigned, and evaluated by the community college. They shall be selected from ~~full-time faculty and/or from adjunct faculty individuals~~ individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS), these qualifications include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they are teaching. For CTE (1.2 PCS) courses, these qualifications include 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.
- C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ~~ordinarily~~ are restricted to students in the junior and senior years of high school who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
- D) Placement Testing and Prerequisites. High school's Students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable to assure that they are have the same qualifications and preparation as other college students.
- E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with ~~senior~~ baccalaureate institutions in Illinois or from the ~~first-year~~ courses in ICCB approved certificate or associate in applied science degree programs.
- F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
- G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.
- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.
 - 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.

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- 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
 - 4) Students shall be residents of the State of Illinois.
 - 5) Auditors or visitors in a course shall not produce eligible credit hours.
 - 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time, or
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program, or
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area, or
 - E) If a course has been approved by the ICCB to be repeated, the student may repeat the course and be claimed as often as approved by the ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
- 1) Credit by examination;
 - 2) Military service credit for physical education;
 - 3) Transfer of credit earned at other institutions or in the armed forces;
 - 4) Proficiency examinations;
 - 5) Advanced placement credits;
 - 6) Other methods of program acceleration which do not include instruction.
- e) Midterm class list certification requirements:
- 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
 - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class as indicated by that instructor's midterm certification signature.
 - 3) The college shall document and communicate district requirements to faculty each semester.

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- 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.

Illinois Community College Board

FISCAL YEAR 2014 SPRING ENROLLMENT REPORT

Headcount and Full-time Equivalent (FTE) Both Down from Last Year. FTE Remains Strong by Historical Standards.

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It Community colleges report opening Spring term enrollment figures to the Illinois Community College Board using a brief web based survey. These figures reflect student enrollments as of the end of registration for the Spring 2014 semester – usually the 10th day of the term.

Overall, short term statewide results of the fiscal year 2014 Spring enrollment survey show decreases from last year. Compared to the same term one year ago, statewide Spring 2014 headcount enrollments and full-time equivalent (FTE) enrollments both decreased. FTE figures reflect the total number of credit hours being taken by students divided by 15 – the number of semester hours traditionally considered a full-time class load. The Spring 2014 semester headcount was 341,933 compared to 366,618 last year (a headcount decrease of 24,685 or -6.7 percent). The latest FTE count was 192,383 compared with 206,196 a year ago (an FTE decrease of 13,813 or -6.7 percent). While Spring enrollment is down, Illinois community colleges continue to increase the number of graduates annually. With 69,036 earned collegiate-level degrees and certificates, fiscal year 2013 again set an all-time high in the number of graduates from the Illinois Community College System.

Table 1 contains comparative statewide Spring tenth-day enrollments for the last five years. **The latest Spring enrollments are lower than they have been for more than a decade.** While down from recent record levels, Spring 2014 FTE enrollments are at the ninth highest level since collection of a separate Spring opening enrollment survey began in 1974. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 2010 - 2014.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2010 TO 2014

| | Spring 2010 | Spring 2011 | Spring 2012 | Spring 2013 | Spring 2014 |
|----------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Headcount | 389,432* | 381,582 | 373,785* | 366,618* | 341,933 |
| Percent Change | 7.6% | -2.0% | -2.0% | -1.9% | -6.7% |
| FTE | 224,076 | 219,752 | 211,247* | 206,196* | 192,383 |
| Percent Change | 10.5% | -1.9% | -3.9% | -2.4% | -6.7% |

* Adjusted Total

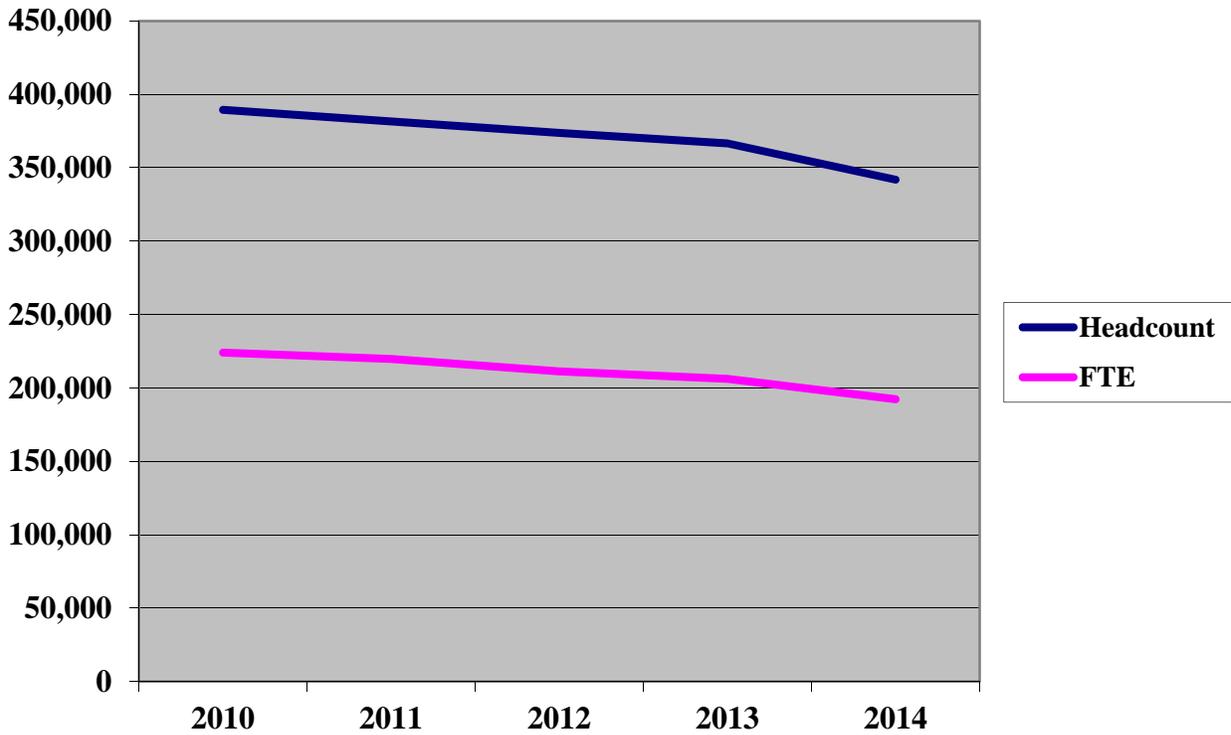


Figure 1
Opening Spring Enrollment Trends in Illinois
Public Community Colleges from 2010 to 2014

Table 2 provides a comparison of fiscal year 2010 through fiscal year 2014 Spring headcount enrollments for each community college. Among the 48 community colleges, since last year headcount increases were reported at only 3 colleges (1.0 percent or higher). Forty-three colleges saw decreases (1.0 percent or more) compared to last year. Two colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were down 12.2 percent compared to Spring 2010.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2014 FTE increases were reported by only 3 colleges and decreases by 45 colleges, and zero colleges indicated little or no change. Longer term, statewide FTE enrollments were down 14.1 percent compared to Spring 2010.

Table 4 provides fiscal year 2010 through fiscal year 2014 Spring opening enrollments in internet based courses at each community college. Enrollments in online courses continued to grow through Spring 2013, but decreased slightly in Spring 2014. At the beginning of the Spring 2014 semester, there were 101,232 students (duplicated) enrolled in internet courses compared to 102,794 in Spring 2013 (a decrease of 1.5 percent) and 96,988 in Spring 2010 (an increase of 4.4 percent).

Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM
AFRICAN AMERICAN EMPLOYMENT PLAN SURVEY RESULTS
FISCAL YEAR 2013**

Fiscal year 2013 is the fourth year that community colleges and public universities have been given the opportunity to respond to *African American Employment Plan Survey* (S.B. 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>).

The legislation requires that each community college provide an annual assessment of allocations, strategies, and progress in the hiring and promotion of African American persons at supervisory, technical, professional and managerial levels. Within each report, each community college provided all results or plans of any studies or surveys it has undertaken to monitor success concerning the number of minority staff employed by the institution. Using U.S. Census data to capture overall minority population in the district, and the Annual Faculty, Staff, and Salary Data (C3) submission, Illinois community colleges report on the utilization of African Americans in specific employment classifications. Overall in the Illinois Community College System, in fiscal year 2013, the utilization of African American staff is less than the demographic district ratio of the minority: -2.6 percent (-2.9 percent in fiscal year 2012). Utilization rates for each African American staff category vary: -4.0 percent for tenured faculty/officials and managers (-4.5 percent in fiscal year 2012), -6.2 percent for non-tenured faculty (-6.5 percent in fiscal year 2012), -0.3 percent for professional staff/protective service workers (-0.5 percent in fiscal year 2012), 0.8 percent for office and clerical/para-professionals (0.2 percent in fiscal year 2012), and 9.7 percent for service maintenance employees (9.2 percent in fiscal year 2012).

Illinois' largest minority group in 2000 was African American and in 2012 was Hispanic/Latino. Compared to 2000, African American population counts in 2012 decreased from 15.1 percent to 14.8 percent, whereas Asian American counts increased from 3.4 percent to 5.0 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic/Latino counts from 12.3 percent to 16.3 percent.

| <i>Table 1 State of Illinois Racial/Ethnic Distribution (Census)</i> | | | | | | |
|--------------------------------------------------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|--------------------------------------------|
| | <i>White/ Caucasian</i> | <i>African American</i> | <i>Asian* American</i> | <i>Native American</i> | <i>Some Other Race**</i> | <i>Hispanic/Latino*** (Duplicated)</i> |
| 2000 | 73.5% | 15.1% | 3.4% | 0.2% | 7.7% | 12.3% |
| 2012 | 71.2% | 14.8% | 5.0% | 0.6% | 8.5% | 16.3% |

*Includes Pacific Islander

**Includes two or more races

*** Respondents identify their race; they also identify themselves in terms of Hispanic /Latino ethnicity

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2013 Index of Need, Table 1.

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges have adopted a strong customer and community focus. Hence, the colleges continue striving to reflect the communities in which they are

located. The table below illustrates that in fiscal year 2013, African American faculty and staff accounted for 10.2 percent of tenured faculty/officials and managers, 8.0 percent of non-tenured faculty, 13.9 percent of professional staff/protective service workers, 15.0 percent of office and clerical/paraprofessionals, and 23.9 percent of service maintenance employees.

Table 5
Fiscal Year 2013 Minority Faculty and Staff in Illinois Community Colleges

| | Tenured Faculty/ Officials & Managers | Non-tenured Faculty | Professional Staff/ Protective Service Workers | Office and Clerical/ Paraprofessionals | Service Maintenance | Other |
|--------------------------------|---------------------------------------|---------------------|------------------------------------------------|----------------------------------------|---------------------|-----------|
| African American % Number | 10.2% 628 | 8.0% 1,467 | 13.9% 1,378* | 15.0% 761* | 23.9% 723 | 3.4% 1 |
| Hispanic/Latino % Number | 3.6% 222 | 3.1% 569 | 6.4% 630* | 10.3% 519* | 14.9% 449 | 0.0% 0 |
| Asian % Number | 3.5% 217 | 3.4% 616 | 3.1% 310* | 2.7% 138* | 1.1% 33 | 0.0% 0 |
| Native American % Number | 0.3% 17 | 0.3% 55 | 0.3% 30 | 0.3% 17 | 0.4% 12 | 0.0% 0 |
| Non-Resident Alien % Number | 0.1% 5 | 0.2% 28 | 0.0% 4 | 0.0% 2 | 0.1% 2 | 0.0% 0 |
| Pacific Islander % Number | 0.0% 3 | 0.1% 13 | 0.2% 19 | 0.1% 5 | 0.1% 4 | 0.0% 0 |
| Minority Subtotal % Number | 17.8% 1,092 | 15.0% 2,748 | 23.9% 2,371* | 28.5% 1,442* | 40.5% 1,223 | 3.4% 1 |

*includes revised college figures

SOURCE OF DATA: ICCB Annual Faculty, Staff, and Salary (C3) Submissions

The Illinois Community College Board will continue to be a part of the African American Employment for Higher Education Committee to increase the number of African American employees in Illinois. The ICCB will collaborate with IBHE to refine African American Employment Plan survey questions as needed to ensure appropriate African American employee information is being captured by postsecondary institutions.

The detailed ICCB Employment Plan Reports for Hispanic/Latinos, African Americans, and Asian Americans and related ICCB Underrepresented Groups Reports is located at: <http://www.iccb.org/reports.access.html>

Specifically, the ICCB 2013 African American Employment Plan Report is located at: http://www.iccb.org/pdf/reports/ICCS_AfricanAmericanReport_042814.pdf

Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM
HISPANIC/LATINO EMPLOYMENT PLAN SURVEY RESULTS
FISCAL YEAR 2013**

Fiscal year 2013 is the fourth year that community colleges and public universities have been given the opportunity to respond to *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>).

The legislation requires that each community college provide an annual assessment of allocations, strategies, and progress in the hiring and promotion of Hispanic persons at supervisory, technical, professional and managerial levels. An assessment of bilingual needs is also requested. Within each report, each community college provided all results or plans of any studies or surveys it has undertaken to monitor success concerning the number of minority staff employed by the institution. Using U.S. Census data to capture overall minority population in the district and the Annual Faculty, Staff, and Salary Data (C3) submission, Illinois community colleges report on the utilization of Hispanics in specific employment classifications. Overall in the Illinois Community College System, in fiscal year 2013, the utilization of Hispanic/Latino staff is less than the demographic district ratio of the minority: -8.4 percent (-8.4 percent in fiscal year 2012). Utilization rates for each Hispanic/Latino staff category vary: -10.4 percent for tenured faculty/officials and managers (-10.6 percent in fiscal year 2012), -10.9 percent for non-tenured faculty (-10.8 percent in fiscal year 2012), -7.7 percent for professional staff/protective service workers (-7.7 percent in fiscal year 2012), -3.8 percent for office and clerical/para-professionals (-4.2 percent in fiscal year 2012), and 0.8 percent for service maintenance employees (0.6 percent in fiscal year 2012).

Illinois' largest minority group in 2000 was African American and in 2012 was Hispanic/Latino. Compared to 2000, African American population counts in 2012 decreased from 15.1 percent to 14.8 percent, whereas Asian American counts increased from 3.4 percent to 5.0 percent and Native American counts from 0.2 percent to 0.6 percent. Hispanic/Latino population counts show substantial growth from 12.3 percent in 2000 to 16.3 percent in 2012.

| <i>Table 1 State of Illinois Racial/Ethnic Distribution (Census)</i> | | | | | | |
|--------------------------------------------------------------------------|-----------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|--------------------------------------------|
| | <i>White/ Caucasian</i> | <i>African American</i> | <i>Asian* American</i> | <i>Native American</i> | <i>Some Other Race**</i> | <i>Hispanic/Latino*** (Duplicated)</i> |
| 2000 | 73.5% | 15.1% | 3.4% | 0.2% | 7.7% | 12.3% |
| 2012 | 71.2% | 14.8% | 5.0% | 0.6% | 8.5% | 16.3% |

SOURCE OF DATA: U. S. Census Bureau, 2000 and 2013 Index of Need, Table 1.

*Includes Pacific Islander

**Includes two or more races

*** Respondents identify their race; they also identify themselves in terms of Hispanic /Latino ethnicity

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges have adopted a strong customer and

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community focus. Hence, the colleges continue striving to reflect the communities in which they are located. The table below illustrates that in fiscal year 2013, Hispanic/Latino faculty and staff accounted for 3.6 percent of tenured faculty/officials and managers, 3.1 percent of non-tenured faculty, 6.4 percent of professional staff/protective service workers, 10.3 percent of office and clerical/para-professionals, and 14.9 percent of service maintenance employees.

Table 5
Fiscal Year 2013 Minority Faculty and Staff in Illinois Community Colleges

| | Tenured Faculty/ Officials & Managers | Non-tenured Faculty | Professional Staff/ Protective Service Workers | Office and Clerical/ Para-professionals | Service Maintenance | Other |
|----------------------|---------------------------------------|---------------------|------------------------------------------------|-----------------------------------------|---------------------|-------|
| African American % | 10.2% | 8.0% | 13.9% | 15.0% | 23.9% | 3.4% |
| Number | 628 | 1,467 | 1,378* | 761* | 723 | 1 |
| Hispanic/Latino % | 3.6% | 3.1% | 6.4% | 10.3% | 14.9% | 0.0% |
| Number | 222 | 569 | 630* | 519* | 449 | 0 |
| Asian % | 3.5% | 3.4% | 3.1% | 2.7% | 1.1% | 0.0% |
| Number | 217 | 616 | 310* | 138* | 33 | 0 |
| Native American % | 0.3% | 0.3% | 0.3% | 0.3% | 0.4% | 0.0% |
| Number | 17 | 55 | 30 | 17 | 12 | 0 |
| Non-Resident Alien % | 0.1% | 0.2% | 0.0% | 0.0% | 0.1% | 0.0% |
| Number | 5 | 28 | 4 | 2 | 2 | 0 |
| Pacific Islander % | 0.0% | 0.1% | 0.2% | 0.1% | 0.1% | 0.0% |
| Number | 3 | 13 | 19 | 5 | 4 | 0 |
| Minority Subtotal % | 17.8% | 15.0% | 23.9% | 28.5% | 40.5% | 3.4% |
| Number | 1,092 | 2,748 | 2,371* | 1,442* | 1,223 | 1 |

SOURCE OF DATA: ICCB Annual Faculty, Staff, and Salary (C3) Submissions

*includes revised college figures

The Illinois Community College Board will continue to be a part of the Hispanic Employment for Higher Education Committee to increase the number of Hispanic/Latino employees in Illinois. The ICCB will collaborate with IBHE to refine Hispanic/Latino Employment Plan survey questions as needed to ensure appropriate Hispanic/Latino employee information is being captured by postsecondary institutions.

The detailed ICCB Employment Plan Reports for Hispanic/Latinos, African Americans, and Asian Americans and related ICCB Underrepresented Groups Reports is located at: <http://www.iccb.org/reports.access.html>

Specifically, the ICCB 2013 Hispanic/Latino Employment Plan Report is located at: http://www.iccb.org/pdf/reports/ICCS_HispanicLatinoReport_042814.pdf

Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM
ASIAN AMERICAN EMPLOYMENT PLAN SURVEY RESULTS
FISCAL YEAR 2013**

Fiscal year 2013 is the second year that community colleges and public universities have been given the opportunity to respond to *Asian American Employment Plan Survey* (HB4510/P.A. 97-0856 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=097-0856&GA=97>).

The legislation requires that each community college provide an annual assessment of allocations, strategies, and progress in the hiring and promotion of Asian American persons at supervisory, technical, professional and managerial levels. Within each report, each community college provided all results or plans of any studies or surveys it has undertaken to monitor success concerning the number of minority staff employed by the institution. Using U.S. Census data to capture overall minority population in the district and the Annual Faculty, Staff, and Salary Data (C3) submission, Illinois community colleges report on the utilization of Asian Americans in specific employment classifications. Overall in the Illinois Community College System, in fiscal year 2013, the utilization of Asian American staff is less than the demographic district ratio of the minority: -1.9 percent (-1.8 percent in fiscal year 2012). Utilization rates for each Asian American staff category vary: -1.5 percent for tenured faculty/officials and managers (-1.4 percent in fiscal year 2012), -1.6 percent for non-tenured faculty (-1.5 percent in fiscal year 2012), -1.9 percent for professional staff/professional service workers (-1.8 percent in fiscal year 2012), -2.3 percent for office and clerical/para-professionals (-2.3 percent in fiscal year 2012), and -3.9 percent for service maintenance employees (-3.9 percent in fiscal year 2012).

Illinois' largest minority group in 2000 was African American and in 2012 was Hispanic/Latino. Compared to 2000, African American population counts in 2012 decreased from 15.1 percent to 14.8 percent, whereas Asian American counts increased from 3.4 percent to 5.0 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic/Latino counts from 12.3 percent to 16.3 percent.

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SOURCE OF DATA: U. S. Census Bureau, 2000 and 2013 Index of Need, Table 1.

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**Includes two or more races

*** Respondents identify their race; they also identify themselves in terms of Hispanic /Latino ethnicity

Faculty, staff, administrators, and board members at each community college accept the responsibility of meeting the needs and demands of the area community and their constituents. To thrive in the competitive higher education marketplace, community colleges have adopted a strong customer and community focus. Hence, the colleges continue striving to reflect the communities in which they are located.

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The table below illustrates that in fiscal year 2013, Asian American faculty and staff accounted for 3.5 percent of tenured faculty/officials and managers, 3.4 percent of non-tenured faculty, 3.1 percent of professional staff/protective service workers, 2.7 percent of office and clerical/para-professionals, and 1.1 percent of service maintenance employees.

| Table 5 Fiscal Year 2013 Minority Faculty and Staff in Illinois Community Colleges | | | | | | |
|-----------------------------------------------------------------------------------------------------|---------------------------------------|---------------------|------------------------------------------------|-----------------------------------------|---------------------|-----------|
| | Tenured Faculty/ Officials & Managers | Non-tenured Faculty | Professional Staff/ Protective Service Workers | Office and Clerical/ Para-professionals | Service Maintenance | Other |
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| Non-Resident Alien % Number | 0.1% 5 | 0.2% 28 | 0.0% 4 | 0.0% 2 | 0.1% 2 | 0.0% 0 |
| Pacific Islander % Number | 0.0% 3 | 0.1% 13 | 0.2% 19 | 0.1% 5 | 0.1% 4 | 0.0% 0 |
| Minority Subtotal % Number | 17.8% 1,092 | 15.0% 2,748 | 23.9% 2,371* | 28.5% 1,442* | 40.5% 1,223 | 3.4% 1 |

SOURCE OF DATA: ICCB Annual Faculty, Staff, and Salary (C3) Submissions

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