

# Illinois Community College Board

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

June 5, 2015

Renaissance Schaumburg Hotel  
and Convention Center  
Euphoria Room  
1551 Thoreau Drive  
Schaumburg, IL



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Agenda  
413<sup>th</sup> Meeting of the  
Illinois Community College Board

Renaissance Schaumburg Hotel & Convention Center  
Euphoria Room  
1551 Thoreau Drive  
Schaumburg, IL

June 5, 2015

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1.	Roll Call and Declaration of Quorum	—
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3.	Board Member Comments	—
4.	Nomination of Vice Chair ( <i>ACTION</i> )	—
5.	Nomination of the Midwestern Higher Education Compact Representative ( <i>ACTION</i> )	—
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16.	Executive Session Recommendations ( <i>ACTION</i> )	—
16.1	Employment/Appointment Matters	—
17.	Adjournment	—

Agenda Item #7.1

June 5, 2015

Illinois Community College Board

**EXTERNAL AFFAIRS COMMITTEE AGENDA**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on the morning of Thursday, June 4, 2015. The discussion items have been outlined below:

- Legislative Update
  - The Illinois General Assembly is scheduled to adjourn on Sunday, May 31; an update on legislation impacting ICCB and the community college system will be provided.
  
- Public Relations
  - An update will be provided on planning for celebration of the Illinois Community College System's 50<sup>th</sup> Anniversary beginning in July 2015.
  
- Other discussion and recommendations

Agenda Item #7.2

June 5, 2015

Illinois Community College Board

**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 committee meeting held on the morning of Friday, June 5, 2015. The discussion items have been outlined below:

- Financial Statements: Fiscal Year 2015
  - State General Funds
  - Special State Funds
  - Federal Funds
  - Bond Financed Funds
  
- Timeliness of state payments to the colleges and adult education providers
  
- FY2016 System Budget - Agenda Item #7.2a
  
- Consent Agenda Items #11.4 thru #11.6
  
- Other discussion and recommendations

Agenda Item #7.2a  
June 5, 2015

Illinois Community College Board

**FISCAL YEAR 2016 BUDGET**

At the time the agenda book was put together, the budget had not passed the General Assembly.

Agenda Item #7.3

June 5, 2015

Illinois Community College Board

**ACADEMIC AFFAIRS AND INSTITUTIONAL SUPPORT  
COMMITTEE AGENDA**

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting held on the morning of Thursday, June 4, 2015. The discussion items have been outlined below:

- Update on the Developmental Education Advisory Committee
  
- Proposed AS Changes
  
- IAI Update
  
- Implications for Carl Perkins Career and Technical Education in the Workforce Investment and Opportunity Act
  
- Other Discussion and recommendations

## Proposed Revisions to the Associate of Science Degree

### *Proposed Change:*

- Modification of the Associate of Science (AS) model that allows for the degree to be granted without the completion of the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC). The proposed model would shift six GECC credits to post-transfer.
- This is a model that has been successfully implemented in the Associate of Fine Arts (AFA) and Associate of Engineering Sciences (AES) degree models.
- The resulting model would allow students in some science fields to be able to both take the appropriate course sequences to be on track for transfer and also to complete the Associate of Sciences degree.

### *At Issue:*

- The current ICCB AS model does not provide for a degree that serves students in science fields as the first two years of a baccalaureate degree.
- In fact, the ICCB AS model is identical to the ICCB Associate of Arts Degree model.
- An untenable situation is created for students preparing to transfer into baccalaureate programs in some science fields. Students are faced with three options:
  - Take all the appropriate courses in math and science to be on-track for the baccalaureate program and transfer without having completed the AS degree
  - Complete the AS degree without completing all the appropriate courses in math and science and therefore transfer at a disadvantage to native students and possibly 1 to 2 semesters behind
  - Students can complete the degree and take all of the appropriate courses and transfer with substantially more credits than will be accepted by the receiving institution (somewhere in the range of 70-75 credits).



Agenda Item #7.3a

June 5, 2015

	<b>OLD MODEL</b>	<b>NEW MODEL</b>
<b>General Education Core Curriculum</b>	<b>Communication</b>	
	9 semester hours (includes Composition I and II, and Speech I)	9 semester hours (includes Composition I and II, and Speech)
	<b>Social and Behavioral Science</b>	
	9 semester hours	6 semester hours (with courses selected from at least two disciplines)
	<b>Humanities and Fine Arts</b>	
	9 semester hours	6 semester hours (with one course selected from humanities and one course from the fine arts)
	<b>Life and Physical Sciences</b>	
	7-8 semester hours	10-11 semester hours with a lab (with one course selected from the life sciences and one course from the physical sciences and including at least one laboratory course)
	<b>Mathematics</b>	
	3-6 semester hours	6-9 semester hours
	<b>GECC Subtotal: 37-41 semester hours</b>	
<b>Major Field and Electives</b>		
10 – 27 semester hours	10 – 27 semester hours	
<b>Additional College Requirements</b>		
0 – 9 semester hours	0 – 9 semester hours	
<b>Total Hours</b>		
60 – 64 semester hours	60 – 64 semester hours	

Agenda Item #7.4  
June 5, 2015

Illinois Community College Board

**ADULT EDUCATION AND FAMILY LITERACY  
COMMITTEE**

The committee did not meet. Randy Barnette will give a brief update during the Board meeting on a few current issues.

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Black Hawk College

- Veterinary Assisting Certificate (32 credit hours)
- Veterinary Technology A.A.S. degree (80 credit hours)

College of DuPage

- Welding Technology Associate in Applied Science (A.A.S.) degree (64 credit hours)

Kaskaskia College

- Library Technical Assistant A.A.S. degree (66 credit hours)
- Library Technical Assistant Certificate (33 credit hours)

McHenry County College

- Industrial Maintenance Technician Certificate (33 credit hours)

Moraine Valley Community College

- Associate in General Studies (A.G.S.) degree (62 credit hours)

Carl Sandburg College

- Legal Office Professional A.A.S. degree (60 credit hours)
- Medical Office Professional A.A.S. degree (63 credit hours)

Rend Lake College

- Esthetics Certificate (30.5 credit hours)

## **BACKGROUND**

**Black Hawk College** is seeking approval to offer a 32 credit hour “Veterinary Assisting” Certificate program. This program will prepare graduates for entry-level employment as veterinary assistants. The curriculum was developed according to standards of the United States Department of Agriculture (USDA)-Committee on Veterinary Technician Education and Activities and the National Association of Veterinary Technologists (NAVT). The program will prepare individuals for credentialing as an Approved Veterinary Assistant (AVA) through the NAVT. In Illinois, national certification is not required for entry-level employment, although it is preferred by many employers. State licensure for AVAs is neither available nor required for employment in Illinois. The curriculum includes coursework in biology, medical terminology, introductory veterinary technology, vet tech pharmacology, veterinary ethics and critical thinking, medical office procedures, interpersonal communications in veterinary assisting, veterinary clinical practice, and a required work-based learning experience in veterinary assisting. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience, as well as through completion of a “Skills and Tasks” checklist for national credentialing.

Labor market information provided by the college supports the interest in and the need for a formalized training program for veterinary assistants within the college’s district. According to the Illinois Department of Employment Security (IDES), the average employment of “veterinary technicians and assistants” is expected to increase by 8.6% statewide through 2022. The college anticipates an enrollment of 24 full-time students the first year, increasing to 48 full-time students by the third year. The program will require one (1) new full-time faculty person the first year. Qualified faculty must hold at least an Associate’s in Applied Science in Veterinary Technology, current Certified Veterinary Technician credentialing, have one year or more work experience and teaching experience. The college is constructing a new facility to house its veterinary programs. Facilities construction and equipment will be funded through bonds issued in 2012. Costs of implementing this program are estimated at \$80,560 the first year, \$75,602 the second year, and \$83,505 the third year. In addition to bonds, the program will be supported through the College’s annual operating budget and student tuition and fees.

**Black Hawk College** is also seeking approval to offer an 80 credit hour “Veterinary Technology” Associate in Applied Science (A.A.S.) degree program. This program will prepare graduates for entry-level employment as veterinary technicians. The curriculum was developed according to standards of the United States Department of Agriculture (USDA)-Committee on Veterinary Technician Education and Activities and the National Association of Veterinary Technologists (NAVT). The program will prepare individuals for the National Veterinary Technician Exam (NVTE) and credentialing as a Certified Veterinary Technician (CVT) through the NAVT and the Association of Veterinary State Boards (AVSB). In Illinois, licensure is required for entry-level employment as a veterinary technician. With changes to the Illinois Veterinary Practice Act in 2013, clinical duties for CVTs versus non-certified assistants have been clearly defined, creating more demand for existing and new veterinary technicians to become certified.

The curriculum includes 17 credit hours of required general education and 63 credit hours of required career and technical education. The career and technical component includes instruction in introductory vet technology, vet tech anatomy and physiology, small animal health care, large animal health care, microbiology and parasitology, reproduction and nutrition, lab and exotic animal care, vet tech diagnostic imaging, vet tech surgery and nursing, vet tech anesthesia and surgical prep, veterinary office practices, clinical pathology and lab procedures, National Board exam (NVTE) review, and a required work-based learning experience in veterinary technology. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience, as well as through completion of a “Skills and Tasks” checklist for national credentialing.

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The college will apply for program accreditation through the Veterinary Medical Association (VMA) Subcommittee on Veterinary Technician Education and Activities once all appropriate state approvals have been acquired and will host the necessary site within six months of program implementation.

Labor market information provided by the college supports the interest in and the need for a formalized training program for veterinary technicians within the college's district. According to the Illinois Department of Employment Security (IDES), the average employment of "veterinary technicians and assistants" is expected to increase by 8.6% statewide through 2022. The college anticipates an enrollment of 32 full-time students the first year, increasing to 64 full-time students by the third year. The program will require one (1) new full-time faculty person the first year. The program will require one full-time faculty member holding a Doctorate in Veterinary Medicine with current licensure in Illinois, and one full-time faculty holding at least an Associate's degree in Veterinary Technology and current Certified Veterinary Technician credentialing. All faculty must have one year or more work experience and teaching experience. The college is constructing a new facility to house its veterinary programs. Facilities construction and equipment will be funded through bonds issued in 2012. Costs of implementing this program are estimated at \$178,900 the first year, \$243,374 the second year, and \$250,048 the third year. In addition to bonds, the program will be supported through the College's annual operating budget and student tuition and fees.

**College of DuPage** is seeking approval to offer a 64 credit hour "Welding Technology" Associate in Applied Science (A.A.S.) degree. This program will prepare students with entry- and advanced-level skills in welding. The curriculum was developed according to American Welding Society (AWS) standards and will prepare graduates for AWS Sense Level 1 credentialing in Shielded Metal Arc Welding (SMAW), Gas Tungsten Metal Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), and Flux Core Arc Welding (FCAW). The curriculum consists of 18 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 welding basics, shielded metal arc welding, gas tungsten metal arc welding, gas metal arc welding, flux core arc welding, oxy fuel/welding/plasma cutting, industrial design & computer aided design, introductory machine shop, pipe welding and fabrication, AWS Level 1 preparation, as well as technical electives related to robotics, metallurgy or industrial safety. Assessment of student learning will be achieved through a skills assessment capstone course including written and practical testing of their skills by program faculty.

Labor market information provided by the college supports the interest in and the need for a two-year training program in this field of study. The college currently offers related Certificate programs in Welding Technology and AWS Sense Level 1. The proposed degree offers those students and recent graduates with an educational ladder opportunity and advancement in skills. According to the Illinois Department of Employment Security (IDES), the employment of "welders" and "welding machine operators" is expected to increase statewide by 6.2% and 26% respectively through 2022. In addition, this proposal was developed as a result of the college's participation in the INAM consortia of colleges, the Illinois Network for Advanced Manufacturing, a coordinated effort between 22 community 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 the field and provide educational ladder opportunities for students in related programs at other INAM institutions. The college anticipates an enrollment of five (5) full-time and five (5) part-time students the first year, increasing to 12 full-time and 14 part-time students by the third year. The program will require one (1) existing full-time faculty and six (6) existing part-time faculty. Preferred faculty qualifications include an Associate's degree in Welding, however all faculty must hold current AWS credentialing and have at least two years related occupational experience. All facilities and equipment are currently in place to adequately support the proposed program.

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Any future equipment will be purchased in collaboration with the INAM consortium utilizing TAACCCT grant funds. No new costs are anticipated to implement this program which will be fiscally supported through student tuition and fees.

**Kaskaskia College** is seeking approval to offer a 66 credit hour “Library Technical Assistant” Associate in Applied Science (A.A.S.) degree and a related 33 credit hour “Library Technical Assistant” Certificate. These programs will prepare individuals for entry-level employment and provide existing library employees with a formalized educational opportunities leading towards advancement in their field. Graduates of both programs will be trained with library skills in operations, collection management, cataloging and classification, organization. The Certificate program will prepare students for employment as library clerks, cataloging assistants, or librarian assistant’s while the A.A.S. degree program will prepare students for employment as library technicians, assistant librarians, library technical assistants, or library technology specialists. Both curricula were developed according to guidelines for National Certification through the American Library Association (ALA). Once the college has received all proper state approvals, application to the ALA for optional program accreditation is planned. Once accredited, graduates will be eligible for the optional Library Support Staff Certification (LSSC). The certificate curriculum includes 33 credit hours of career and technical coursework in introductory library science, library materials, cataloging and classification, reference and information services, technology for libraries, library public services and library workplace skills and supervision, in addition to a required work-based learning experience in library services. The degree curriculum builds on this coursework and requires 23 credit hours of general education coursework, 31 credit hours of career and technical education coursework, and 12 additional hours of related technical electives in areas related to information technology, library science applications, and technical specialty services of libraries. Assessment of student learning will be achieved through faculty and workplace supervisor evaluation of the student’s performance during the work-based learning experience and through a student portfolio and/or mock professional webpage.

Labor market information provided by the college supports the interest in and the need for formalized training programs in this field. Currently, there are no programs in library technical services offered in Southern Illinois. According to the Illinois Department of Employment Security (IDES), employment of “library technicians” is expected to increase by 2%, while employment of “library workers” is expected to increase by 4.6% across the state through 2022. The college anticipates enrollment in the certificate at eight (8) full-time and two (2) part-time students the first year, increasing to 10 full-time and four (4) part-time students by the third year. Enrollment in the degree is estimated at six (6) full-time and two (2) part-time per year for the first three years. The programs will require one (1) new part-time and one (1) existing part-time faculty the first year. The programs will require one (1) full-time faculty coordinator before the beginning of year two. Qualified faculty must hold at least a Bachelor’s degree in Library Science, a Master’s in Library Science is preferred, as well as ALA credentialing, at least one year of occupational experience and two years of teaching experience. All facilities and equipment are in place to adequately support the proposed programs. The cost to implement these programs is estimated at \$5,007 the first year, \$8,814 the second year and \$11,352 the third year. The programs will be fiscally supported by student tuition and fees.

**McHenry County College** is seeking approval to offer a 33 credit hour “Industrial Maintenance Technician” Certificate program. This program will prepare individuals for entry-level employment maintaining and repairing machinery found in manufacturing and industrial settings and will provide those currently working in the field with formalized training towards advancement opportunities.

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The curriculum includes coursework in blueprint reading for manufacturing, maintenance management, computer aided design graphics, introductory robotics, introductory electronics, introductory automation, introductory machining & computerized numerical control, hydraulics, pneumatics and controls, and introductory and advanced levels of programmable logic controllers and automation applications. Assessment of student learning will take place through evaluation of a comprehensive final project and real-world simulation of a manufacturing maintenance scenario by program faculty. Labor market information provided by the college supports the interest in and the need for a formalized training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “industrial maintenance mechanics” is expected to increase by 22.8% and employment of “machinery maintenance workers” is expected to increase by 13.5% both statewide through the year 2022. Furthermore, this proposal was developed as a result of the college’s participation in the INAM consortia of colleges, the Illinois Network for Advanced Manufacturing, a coordinated effort between 22 community 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 the field and provide educational ladder opportunities for students in related programs at other INAM institutions. The college anticipates an enrollment of five (5) full-time and 15 part-time students the first year, increasing to 10 full-time and 45 part-time by the third year. The program will require three (3) existing full-time faculty and two (2) existing part-time faculty for implementation. Qualified full-time faculty must possess at least a Bachelor’s degree in Industrial Technology or an Engineering-related field, one year of related occupational experience and one year teaching experience. Part-time faculty must possess at least an Associate’s degree in Industrial or Manufacturing Technology or a closely related field, have five years related occupational experience and one year teaching experience. All facilities and most equipment are already in place to adequately support the proposed program. The college has budgeted for additional equipment needs that will be covered by TAACCCT funds. Costs to implement the program are estimated at \$20,140 per year the first two years, and \$17,690 the third year. The program will be fiscally supported through student tuition and fees.

**Moraine Valley Community College** is seeking approval to offer a 62 credit hour Associate in General Studies (A.G.S.) degree. The AGS degree is designed for students who want to complete an individualized associate degree that provides educational options beyond those available in other degree programs. To ensure that certain standards are met, the college will require students to establish a formal degree plan with an academic counselor and participate in the college assessment process for appropriate course placement in English and math. The 62 credits in the degree are comprised of a minimum of 21 credits in general education and 41 credits in electives.

ICCB Rules for AGS programs specify that proposals meet three degree intentions. The first is that the proposal must show that it is a liberal studies program. The college responds that the program requires 21 credit hours of coursework in humanities, social sciences, mathematics, sciences, and communication.

The second intent is to meet needs of non-traditional and veteran students that are not met by other programs. Through the AGS degree, Moraine Valley Community College will provide a broad array of courses so that non-traditional and veteran students are allowed considerable freedom in designing and pursuing a course of study that meets their individualized learning goals. Students collaborate with an advisor or counselor to develop a master academic plan of study. Changes to this plan must be agreed upon by the student and the advisor/counselor.

The third intent is to provide a capstone program for graduates of occupational certificate programs. The AGS degree serves as a capstone for individuals currently working in settings where a degree is needed for career advancement and where tuition reimbursement is available for a degree, but not available for certificate programs.

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Further, because some certificates do not naturally lead to an associate degree, the college's proposal allows students to utilize the AGS to reach this threshold, meeting a key need with employers that are looking to hire employees with a two-year degree program.

The college anticipates enrollment of students of diverse ages and backgrounds, mostly students with non-traditional educational goals. The AGS is designed for students earning a two-year degree for career advancement and personal growth. The program is designed to serve a multitude of student populations, including but not limited to students whose employers are requiring a degree for advancement, displaced workers fulfilling additional educational/career goals while seeking a degree for improved employment opportunities, or veterans seeking to return to the workforce by earning an associate degree that allows awarding of credit for military experience.

**Rend Lake College** is seeking approval to offer a 30.5 credit hour "Esthetics" Certificate. This program will prepare individuals for entry-level employment as estheticians. The curriculum was developed according to guidelines developed by the Illinois Department of Finance and Professional Regulation (IDFPR) and will prepare for the required licensure exam. The curriculum includes coursework in professional ethics, personal hygiene, sterilization and sanitation, skin analysis, scientific concepts of skin care, special esthetics procedures, non-therapeutic massage, skin health and nutrition, mask therapy, facial treatments, professional equipment usage, hair removal processes and professional makeup techniques, in addition to 750 hours of clinical practice. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical training of their final semester in the program. Information provided by the college supports the interest in and the need for a program in this field of study. Currently the college also offers programs in cosmetology, cosmetology instructor training, barbering and nail technology. This program will complement existing offerings and benefit from existing resources already in place. According to the Illinois Department of Employment Security (IDES), "estheticians" is a very small occupation statewide. However, employment of "personal appearance workers" is expected to increase by 11.9% statewide through 2022. The college anticipates an enrollment of 10 full-time students the first year, increasing to 14 full-time students by the third year. One (1) existing full-time and one (1) existing part-time faculty will be required to implement the program. Qualified faculty must possess an Associate's degree in Cosmetology, hold a current Cosmetology Instructor License and Esthetician License in the State of Illinois. Facilities, including the RLC Studio, a real-world functioning practicum salon, are in place to support the proposed program. Some equipment purchases are anticipated over the first three years of operation. Costs to implement the program are estimated at \$28,850 year one, \$25,800 year two, and \$25,850 year three. The program will be fiscally supported through student tuition and fees.

**Carl Sandburg College** is seeking approval to offer a 60 credit hour "Legal Office Professional" Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for entry-level employment and advancement opportunities for existing professionals in legal assisting and secretarial positions. The degree curriculum was developed according to the guidelines of the National Associate for Legal Professionals and will prepare graduates for optional credentialing as an Accredited Legal Professional (ALP) or a Professional Legal Secretary (PLS). The curriculum includes 15 credit hours of required general education coursework and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in business law, legal environment of business, keyboarding and formatting, legal terminology and concepts, business records management, legal document processing, legal office procedures, procedural account, microcomputer applications for legal office, customer service and a required legal office internship. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience by program faculty and the worksite supervisor.



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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 field of study. According to the Illinois Department of Employment Security (IDES), employment of “legal assistants” and “legal office support workers” is expected to increase by 17.5% and 6.5% respectively statewide through 2022. The college currently offers a related 32ch Legal Office Assistant Certificate program and the proposed degree will provide an educational ladder opportunity for those students and/or graduates of this or similar programs in neighboring districts that do not offer a degree in this area. The college anticipates an enrollment of six (6) full-time students the first year, increasing to 10 full-time students by the third year. The program will require three (3) existing full-time and two (2) existing part-time students the first year. Qualified faculty must hold at least an Associate’s degree in Legal Office Technology or a closely related field, have one year of occupational experience and one year of teaching experience. All facilities and equipment are currently in place to adequately support the proposed program. Costs to implement the program are estimated to be \$6,416 the first year, \$6,672 the second year, and \$6,872 the third year. The program will be supported fiscally through student tuition and fees.

**Carl Sandburg College** is seeking approval to offer a 63 credit hour “Medical Office Professional” Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for managing medical offices with medical coding, insurance, billing, transcription and electronic health records applications. The curriculum was developed according to standards of the American Health Information Management Association (AHIMA) and will prepare graduates for professional credentialing as a Certified Coding Associate (CCA), Certified Coding Specialist (CCS), and Certified Coding Specialist-Physician based (CCS-P). The curriculum includes 19 credit hours of required general education coursework and 44 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, introductory and advanced electronic health records, introductory and advanced medical transcription, medical coding-CPT, medical coding-ICD, insurance and billing in medical office, business records management, business English and communications, and a required professional internship in a professional medical office. Assessment of student learning will be achieved through evaluation of the student’s performance during their work-based learning experience by program faculty and the worksite supervisor.

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 “medical secretaries” and “medical records technicians” is expected to increase by 21.2% and 11.8% respectively statewide through 2022. Currently, the college offers a related Medical Office Certificate program and has worked with local employers to develop this degree program that will not only provide an educational ladder opportunity for existing students and recent graduates of the certificate program, but will also meet the needs for a higher educated workforce within the district. The college anticipates an enrollment of 20 full-time students the first year, increasing to 25 full-time students by the third year. The program will require three (3) existing full-time and four (4) existing part-time students the first year. Qualified faculty must hold at least an Associate’s degree in Medical Office Technology, Health Information Management or a closely related field, hold active certification in a related health information technology specialty, and have one year of occupational experience and one year of teaching experience. All facilities and equipment are currently in place to adequately support the proposed program. Costs to implement the program are estimated to be \$9,624 the first year, \$10,008 the second year, and \$10,308 the third year. The program will be supported fiscally through student tuition and fees.

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**INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL**

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

**PERMANENT PROGRAM APPROVAL**

Black Hawk College

- Advanced Large Animal Technician Certificate (15 credit hours)
- Advanced Veterinary Office Management Certificate (13 credit hours)

College of Lake County

- TEL Core Certificate (18 credit hours)

Rend Lake College

- Certified Production Technician Certificate (16 credit hours)

Rock Valley College

- Phlebotomy Technician Certificate (11 credit hours)

Harry S Truman College

- Cosmetology Teacher Training Certificate I (16 credit hours)
- Cosmetology Teacher Training Certificate II (28 credit hours)

Wilbur Wright College

- Computer Numerical Control Machining Certificate (16 credit hours)

Olive Harvey College

- Automotive Technology Certificate (20 credit hours)
- Auto Chassis Maintenance Certificate (19 credit hours)
- Auto Fuel Management Certificate (27 credit hours)
- Auto Maintenance Certificate (27 credit hours)
- Alternative Fuel Technology Certificate (16 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**

Malcolm X College

- Fire Science Operations A.A.S. degree (61 credit hours)
- Fire Service Management A.A.S. degree (61 credit hours)

Olive-Harvey College

- Automotive Technology A.A.S. degree (66 credit hours)
- Automotive Technology Certificate (46 credit hours)

## **BACKGROUND**

**Malcolm X College**, one of the City Colleges of Chicago, is seeking approval to offer a “Fire Service Operations” Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for entry-level employment in fire service and emergency response. The curriculum is aligned with the National Fire Academy-Fire Emergency Services Higher Education (FESHE) Model and meets standards outlined by the Office of the Illinois State Fire Marshall (OSFM) to prepare graduates for required certification(s) once employed by a local fire service district. Graduates will be prepared for required licensure as an Emergency Medical Technician (EMT) through the Illinois Department of Public Health. The curriculum consists of 23 credit hours of required general education coursework, 26 credit hours required career and technical education coursework and 12 credit hours of related technical electives. The career and technical component includes instruction in emergency medical technician, principles of emergency services, emergency responder safety and survival, fire behavior and combustion, fire suppression and protection systems, fire prevention, building construction for fire science, and choices of electives focused in fire investigation, fire instruction, incident command and emergency services communication, or strategies and tactics. Assessment of student learning will be achieved through completion of a comprehensive final written and practical exam, and a practice testing for State certification exams.

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, a similar program is being phased out at Harold Washington College. The proposed program was updated with input from the program advisory committee, which includes personnel from the Chicago Fire Department and EMS Services, and will replace the existing program. According to the Illinois Department of Employment Security (IDES), employment of firefighters, fire inspectors and investigators is expected to increase slightly (1.2%) statewide through 2022. The Chicago Fire Department indicates a significant future need for educated recruits to replace retirements. The college anticipates an enrollment of 10 full-time and 20 part-time students the first year, increasing to 15 full-time and 30 part-time students by the third year. The program will require two (2) new part-time faculty and five (5) existing full-time faculty. Qualified faculty must hold at least an Associate’s degree in Fire Science, hold an active Fire Instructor II Certification, have two years of related occupational experience and one year teaching experience. Facilities and equipment are adequately in place to support the proposed program. Costs to implement the program are estimated at \$40,500 the first year, \$60,000 the second year, and \$72,500 the third year. The program will be supported fiscally through student tuition and fees.

**Malcolm X College**, one of the City Colleges of Chicago, is also seeking approval to offer a “Fire Science Management” Associate in Applied Science (A.A.S.) degree. This program is targeted towards individuals already employed in fire service, and particularly the City of Chicago Fire Department and Emergency Medical Services. The program will prepare these individuals for advancement opportunities within their local department. The curriculum was developed according to standards outlined by the Office of the Illinois State Fire Marshall (OSFM) to prepare graduates for required certification(s) once employed by a local fire service district. Graduates will be prepared for required licensure as an Emergency Medical Technician (EMT) through the Illinois Department of Public Health, and for OSFM certification as a Fire Officer I and Fire Officer II. The curriculum consists of 17 credit hours of required general education coursework, 35 credit hours required career and technical education coursework and nine (9) credit hours of related technical electives. The career and technical component includes instruction in emergency medical technician, principles of emergency services, emergency responder safety and survival, fire behavior and combustion, fire prevention, fire instructor I, introductory and advanced strategy and tactics, introductory and advanced management and leadership, and choices of electives focused in fire instruction, fire suppression and protection systems, or occupational health and hazardous materials.

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Assessment of student learning will be achieved through completion of a comprehensive final written and practical exam, and a practice testing for State certification exams.

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 firefighter supervisors and managers is expected to increase slightly (.2%) statewide through 2022. The Chicago Fire Department indicates a significant future need for training of existing personnel to replace retirements within leadership and management. The college anticipates an enrollment of 10 full-time and 20 part-time students the first year, increasing to 15 full-time and 30 part-time students by the third year. The program will require two (2) new part-time faculty and five (5) existing full-time faculty. Qualified faculty must hold a Bachelor's degree in Fire Science, hold an active Fire Instructor II Certification, have two years of related occupational experience and one year teaching experience. Facilities and equipment are adequately in place to support the proposed program. Costs to implement the program are estimated at \$40,500 the first year, \$60,000 the second year, and \$72,500 the third year. The program will be supported fiscally through student tuition and fees.

**Olive Harvey College**, one of the City Colleges of Chicago, is seeking approval to offer a 66 credit hour "Automotive Technology" Associate in Applied Science (A.A.S.) degree and a related 46 credit hour "Automotive Technology" Certificate. Both programs will prepare individuals for employment in the automotive repair and maintenance field. The Certificate will lead individuals towards entry-level employment or advancement opportunities as an automotive technician. The A.A.S. degree will lead students towards advancement opportunities in the automotive maintenance field, such as technician specialists, service advisors or service managers. The curricula were developed according to standards of the National Automotive Technicians Education Foundation (NATEF) and will prepare graduates for three (3) Automotive Service Excellence (ASE) industry-recognized credentials. The Certificate curriculum includes coursework in introductory automotive technology, engine concepts, electrical systems and power accessories, fuel systems, automotive brakes, steering and suspension systems, performance and drivability, manual drive train and axles, automotive temperature control systems, electrical systems, and transmissions, transaxle and driveline. The degree curriculum shares 38 credit hours of common coursework and builds on this to include nine (9) additional credit hours of related technical electives and 19 credit hours of required general education coursework. Assessment of student learning will be achieved for both programs through an evaluation of the student's cumulative performance over their program using a variety of demonstration and comprehensive testing of knowledge and skills.

Labor market information provided by the college supports the interest in and the need for formalized training programs in this field of study. Two other City Colleges currently offer related courses and programs. Once approved, automotive technology will be primarily an offering at OHC, which will allow for the expansion of programs, facilities and student capacity. According to the Illinois Department of Employment Security (IDES), employment of "automotive service technicians" is expected to increase by 9.2% statewide through 2022. The college anticipates an enrollment in the degree program of 25 full-time and 10 part-time students the first year, increasing to 35 full-time and 15 part-time students by the third year. Enrollment in the certificate is expected to be 15 full-time and 10 part-time the first year, increasing to 20 full-time and 15 part-time by the third year. The programs will require two (2) existing full-time faculty and one (1) new part-time faculty for implementation. Qualified faculty must hold a Bachelor's degree in Automotive Technology, ASE Instructor Certification, at least four years related occupational experience and two years teaching experience. The Transportation, Distribution and Logistics (TDL) Building, a recently constructed state-of-the-art technology center, will house these and other related technology programs.

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The college estimates costs of implementing and operating the programs to be approximately \$3,190,000 year one, \$195,000 year two and \$200,000 year three. Higher first year costs reflect the purchase of equipment and resource materials required to support the programs. The programs will be fiscally supported through student tuition and fees.

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

Heartland Community College  
Moraine Valley Community College  
Spoon River 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. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

*Recognition Continued* – The district generally meets ICCB statutory laws and administrative rules. 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 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.

The final report, including college responses, is externally attached for Board members only.



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UNAPPROVED

Minutes of the 412<sup>th</sup>  
Meeting of the  
Illinois Community College Board

Harper College  
Board Room  
Room W214 / 215  
1200 West Algonquin Road  
Palatine, IL

March 20, 2015

### **RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 20, 2015 meeting as recorded.

\* \* \* \* \*

The following remarks and presentation were given before the meeting was called to order:

#### **Item #2 – Announcements and Remarks by Lazaro Lopez, Acting Board Chair**

Acting Chair Lopez thanked the college for their hospitality. He acknowledged Alexi Giannoulis for all his hard work as the former Chairman.

Dr. Lopez gave a brief overview of his background and thanked the Governor's office for the opportunity to serve as the ICCB Board Chair.

#### **Item #3 – Welcoming Remarks by Dr. Ken Ender, Harper College President**

##### **Item #3.1 – Effective Practices at Harper College**

Dr. Ender recognized Bill Kelley, Harper College Board of Trustees Chairman, who is in attendance. Dr. Ender gave a brief presentation on the Northwest Educational Council for Student Success (NECSS). The presentation can be viewed by clicking on the below link:

<http://www.iccb.org/agendas.2015.march.html>

\* \* \* \* \*

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

Acting Chair Laz Lopez called the Board meeting to order at 9:17 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Randy Barnette, Suzanne Morris, Michael Dorf, Thomas Pulver, and Teresa Garate. A quorum was declared. Board members Guy Alongi and Jake Rendleman were absent. Student Board member Martin Nall was absent.

**Item #4 – Board Members Comments**

The Board welcomed new Acting-Chair Lopez to the Board.

**Item #5 – Executive Director Report**

Dr. Karen Anderson started by welcoming Acting Chair Lopez to the Board and thanked Dr. Ender and Harper College for their hospitality.

The ICCB collaborated with IBHE to put on a workshop / summit for the student veterans to better serve and meet their needs.

The ICCB Latino Summit was held on March 9<sup>th</sup>. The Lt. Governor was a guest speaker.

On March 16<sup>th</sup>, there was a regional press event held at South Suburban College on the Economic Impact Study release.

Dr. Anderson introduced the new ICCB student Board member Stephanie Torres, from the College of DuPage, who will begin her term on July 1, 2015.

On February 14 thru the 23rd, Dr. Anderson, with a small delegation of community college presidents traveled to Cuba to study the education system of their colleges and universities. It proved to be a very insightful trip.

Dr. Anderson concluded her report by announcing there will be 11 forums on the Workforce Strategic Plan held throughout the State during the months of April and May.

**Item #6 – Baccalaureate White Paper Proposal**

The Illinois Council of Community College Presidents (ICCCP) recommended in January, 2015 that Illinois community colleges be allowed to grant bachelor's degrees in nursing and applied career areas. At the meeting of the Illinois Community College Trustees Association (ICCTA) in March, 2015, the association's Board of Representatives adopted a motion inviting all appropriate stakeholders to examine the awarding of baccalaureate degrees in nursing, allied health, and applied technologies.

The Illinois Council of Community College Presidents' white paper, "The Bachelor of Science in Nursing and the Applied Baccalaureate Degree: The Recommendation for Illinois Community Colleges," researched workforce trends that have resulted in an increased role for community colleges across the country in awarding baccalaureate degrees, especially those programs where technical workers are in high demand and low supply. The report illustrates the rapid growth in the number of states allowing community colleges to award baccalaureate degrees to meet these demands.

The ICCTA held a seminar, "Presentation on Applied Baccalaureate Degree Granting Authority for Community Colleges," with guest speakers who are national experts on applied baccalaureate degrees at their March, 2015 meeting. The audience included Illinois community college system trustees and presidents and Illinois Community College Board members.

The Board discussed. Tom Pulver stated there were not enough discussions conducted with regards to the universities. He went on to question what pressure this will cause the staff. Randy Barnette stated the community colleges have accessibility, whereas the universities do not. The community colleges will work together with the universities, but there needs to be more cooperation from the Universities. Suzanne Morris stated there also needs to be a relationship with the high schools as well.

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Teresa Garate suggested ICCB use their data to better advocate with the IL Board of Higher Education (IBHE) in order to make the case for the community college system. Acting Chair Lopez stated this was a good first step and he appreciated the ICCTA and ICCCP conference held last weekend.

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

The Illinois Community College Board hereby authorizes staff to actively participate with all appropriate stakeholders in examination of the options for Illinois community colleges to be statutorily allowed to award baccalaureate degrees in applied technology and nursing.

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Michael Dorf	Yea	Thomas Pulver	Yea
Teresa Garate	Yea	Lazaro Lopez	Yea

The motion was approved.

**Item #7 – Illinois Community College Board Program Approval Process Presentation**

The Illinois Public Community College Act grants ICCB the power to “approve or disapprove new units of instruction, research or public service as defined in Section 3-25.1” of the Act. As such, colleges are required to seek ICCB approval to offer all programs for credit, including: Associate in Applied Science (AAS) degrees, CTE Certificates (30+ credit hours), Basic CTE Certificates (.5-29 credit hours), the Associate of Arts, Associate of Science, Associate of Engineering Science, the Associate of General Studies and the Associate of Arts in Teaching. Colleges are also required to seek approval for all courses in baccalaureate/ transfer, career and technical education, remedial / developmental education, vocational skills, and adult Education and English as a Second Language.

Program approval is a core function of the agency and agency staff. An extensive review process is in place to ensure that programs meet the standards, requirements and levels of curricular rigor required of the Illinois Community College System. Colleges are required to submit requests for new courses/programs and revisions to existing courses/programs to ICCB staff prior to being offered at their institution.

Brian Durham, Deputy Director of Academic Affairs, gave a presentation to the Board. To date, there have been about 5000 program approved by the ICCB. Randy Barnette restated that the process is redundant due to the IBHE’s involvement; having to reapprove the community college’s programs at their Board meetings each month.

\* \* \* \* \*

Board member Terry Bruce was reappointed to the Board by the Governor’s Office. Mr. Bruce will now join the meeting in progress.

The Board now took a break at 10:20 am and returned at 10:40 am.

\* \* \* \* \*

Board member Terry Bruce requested the Board to reconsider the vote on item #6 since Mr. Bruce was not able to place his vote, on behalf of the Council of Community College President’s, on the record.

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

The Illinois Community College Board hereby reconsiders the vote taken for item #6 - Baccalaureate White Paper Proposal.

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved.

Let the record show that Board member Terry Bruce would like a recorded vote of 'Yea' on the previous vote taken for Item #6 - Baccalaureate White Paper Proposal.

\* \* \* \* \*

**Item #8 – State and System FY16 Budget Overview**

Governor Rauner delivered his first budget address at noon on February 18, 2015. The Governor is proposing a fiscal year 2016 (FY16) budget of \$65 billion. The Administration is recommending appropriations of \$28.4 billion from general revenue funds (GRF). This is a 9.7 percent decrease from FY15 enacted GRF appropriations.

The budget proposal includes reductions across a variety of programs and services in an effort to balance the budget. On January 1, 2015 the State's income tax was reduced from 5 percent to 3.75 percent for individuals. Corporate income tax rates fell from 7 percent to 5.25 percent. Governor Rauner is forecasting these reductions to decrease overall State GRF by nearly \$2 billion.

A presentation was given to the Board by Ellen Andres, Chief of Staff, which included specific details of the higher education and community college system budgets.

**Item #9 - Committee Reports**

**Item #9.1 – Academic Affairs and Institutional Support**

Thomas Pulver reported that the committee did not meet. However, below are a few important points the Board should be aware of:

**Presidents' Council endorsement of the PARCC 4 and 5 as a measure of college readiness**

- On January 30, the Illinois Council of Community College Presidents (ICCCP) following a recommendation of the Chief Academic Officers, the Chief Student Services Officers and the Illinois Math Association of Community Colleges (IMACC) approved a policy to accept a performance level of 4 or 5 in math or English language arts on PARCC as a measure of college readiness and bypassing remediation. Additionally, institutions can develop policies for math that allow a 3 on PARCC in combination with having passed a higher-level high school math class.

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*The PARCC is the new assessment that is being used in the K-12 system that is tied to the new Illinois Learning Standards incorporating the Common Core.*

*Alongside this recommendation the ICCCP urged state leaders to conduct thorough longitudinal studies and data collection to ensure that the PARCC is accurately measuring college readiness.*

### **The Developmental Education Committee**

- Recently the Developmental Education Advisory Committee (DEAC) was convened to support implementation of the ICCB's White House commitment focused on doubling the number of co-requisite remediation models in Illinois.
- Currently, the ICCB staff at the behest of the committee is working with the IMACC to address geometry pre-requisite requirements that pose a barrier to entry into credit bearing math courses.
- Additionally, the ICCB is developing an academy model focused on co-requisite delivery in cooperation with the committee.
- The committee plans to meet again in May.

*Co-requisite models enroll students in credit bearing courses alongside developmental courses and are focused on helping students earn college credits more quickly than traditional remedial approaches allow.*

### **Associate of Science Proposed Revisions**

- The Associate of Science degree mirrors the requirements of the Associate of Arts.
- The Chief Academic Officers organization has been working to recommend revisions to this degree model and to make recommendations to the Board about the makeup of this degree.
- The basic goal is to put a science major on a level playing field with four-year native students after a community college student transfers.
- As it stands, community college students have to take more credit hours than four-year freshmen and sophomore students in order to meet general education requirements and to stay on track in their chosen science field.

### **Cooperative Agreement Update**

- Eleven districts are not participating in the CAREER agreement, an agreement that spans many CTE programs.
- Of the 11, half were interested in reviewing the agreement for participation. Half were not interested.

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- At the February 2015 joint President, Chief Academic Officers and Chief Student Services Officers meeting, Jeff Newell was asked by the Presidents to work with colleges interested in reviewing the agreement to see if they will join. The ICCB staff will continue to follow up.

### **Program Approval**

- The program approval process involves many steps, including institutional and ICCB components.
- At the ICCB, the process involves extensive staff review and information exchange with colleges.
- Brian Durham presented on the program approval process.

### **Other discussions and recommendations**

#### *Longitudinal Data System Update*

- In August 2015 the ILDS Governing Board selected Northern Illinois University Center for Governmental Studies (NIUCGS) to serve as the Centralized Demographic Dataset (CDD) Administrator for ILDS. NIUCGS will support data matching and file preparation.
- In March 2015 Elliot Regenstein was named the new chair of the ILDS Governing Board. Elliot Regenstein is Senior Vice President, Advocacy and Policy, at the Ounce of Prevention Fund, and has chaired or co-chaired the Illinois Early Learning Council's Data, Research, and Evaluation Committee since its creation in 2009.
- The next ILDS Governing Board Meeting is scheduled for April 15, 2015.

### **Item #9.2 – Adult Education and Workforce Development**

The committee met on Friday, March 20, 2015 at 7:45 am at Harper College and discussed the following topics:

#### **Workforce Strategic Plan**

- This is a comprehensive idea with business partners. A document was distributed to the Board with more details.

#### **Illinois High School Equivalency**

- The committee discussed the below recommendations and are now passing those recommendations on to the Board for approval.

#### **Item #9.2a – Illinois High School Equivalency Test Recommendations**

As requested by the Illinois Community College Board, ICCB staff formed a taskforce to explore the available options in the field of high school equivalency assessment. The Illinois High School Equivalency Taskforce was comprised of representatives from Regional Offices of Education, adult education providers, high school equivalency (currently GED®) testing centers, and other interested parties. ICCB staff participated by presenting information and facilitating discussion and inquiry.

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The mission of the taskforce involved four pieces:

- Review current testing method – GED® Test
- Explore alternative assessments – TASC® and HiSET®
- Examine alternative methods of credentialing students.
- Determine recommended course of action for Illinois.

Taskforce members attended four meetings and received presentations including extensive opportunities for inquiry from each of the three test vendors as well as from the Nevada State High School Equivalency Administrator regarding the process and experience of Nevada in adopting all three assessments. The Taskforce provided not only recommendations but suggested guidance for future activities.

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

The Illinois Community College Board hereby approves the recommendations by the Illinois High School Equivalency Taskforce and authorizes the Illinois Community College Board staff to enact the following recommendations as submitted.

1. Adopt all three high school equivalency assessments currently available:
  - a. General Educational Development (GED® Test) – American Council on Education;
  - b. Test Assessing Secondary Completion (TASC®) – CTB McGraw Hill Education; and
  - c. High School Equivalency Test (HiSET) - Educational Testing Services (ETS).
2. Continue the existing taskforce or develop a committee within one year for the purpose of further discussion and exploration of the possible development of alternative methods of credentialing for Illinois High School Equivalency.
3. Develop and facilitate professional development on effective instructional practices and content as it relates to the standards and the three approved exams, taking into consideration the information and materials available from the exam vendors.

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved.

**Item #9.3 – External Affairs**

The committee met on Thursday, March 19, 2015 and discussed the following topics:

**Legislative**

- SB 1621 - ICCB Autonomy. A document containing the list of legislation filed in response to the College of DuPage Severance Agreement was distributed to the Board. Another document containing all active bills within the legislation was also distributed for the Board's review.

**Public Relations**

- Economic Impact Study Regional Press Conference - ICCB just recently completed a very successful regional press conference at South Suburban College in partnership with Joliet Junior College, Moraine Valley, and Prairie State. Good attendance including local elected officials and state legislators and a great article in the Daily South Town. ICCB is still working to schedule a regional press event in southern Illinois area sometime in April or May. The EIS fact sheet was distributed to legislators at the ICCB Appropriation Hearings.
- Illinois Community College System 50<sup>th</sup> Anniversary (2015) - Work continues on production of the 50<sup>th</sup> Anniversary video project. Filming of interviews has been completed and we are in editing stage. Over the next couple of weeks, ICCB will be working with ICCTA and Colleges on a resolution to designate April as Community College month and recognize the 50<sup>th</sup> anniversary of the system. ICCB will be participating in ICCTA planning meetings in the coming weeks.

**Item #9.4 - Fiscal, Personnel, Ethics and Conflict of Interest**

The committee met on Friday, March 20, 2015 at Harper College and discussed the following topics:

**Financial Statements: Fiscal Year 2015**

- State General Funds
- Special State Funds
- Federal Funds
- Bond Financed Funds
- Timeliness of state payments to the community colleges and adult education providers which is about 30 percent behind.
- Information Item: Summary of Capital Projects Approved by the Executive Director during 2014 but are currently at a standstill.
- 2016 Community College System Budget

**Item #10 – Advisory Organizations**

**Item #10.1 – Illinois Council of Community College Presidents (ICCCP)**

There was no report given.



**Item #10.2 – Illinois Community College Faculty Association (ICCFA)**

Krista Winters briefly stated that the ICCFA will meet today. During the summer retreat, the group will discuss the Annual Fall Conference which will be held on October 29-30, 2015 at the Crowne Plaza in Springfield. Participation for the ICCFA is low, and the association is requesting volunteers. All of the ICCB Board members are welcome to attend.

**Item #10.3 – Adult Education and Family Literacy Council**

Dan Deasy explained the council has been broken down into two workgroups. The Curriculum and Instruction Workgroup is examining the generic course listing and how to determine additional delivery options for the current structure of bridge programming.

The Accountability Workgroup is currently reviewing the adult education enrollment decline over the past few years, which is about a 14 percent decline over the past four to five years.

The next meeting will be held on March 24<sup>th</sup>.

**Item #10.4 – Illinois Community College Trustees Association (ICCTA)**

Mike Monaghan stated the ICCTA and ICCCP met on March 13-15 in Naperville. Both parties voted on and adopted the White Paper for the Baccalaureate Degree Program at Community Colleges.

On March 11<sup>th</sup> the Supreme Court heard oral arguments in regards to the pension reform. They will take action on or before April 15, 2015.

The next full meeting of the ICCTA will be on April 28<sup>th</sup> thru April 29<sup>th</sup> in Springfield where they will hold the Lobby Day events, along with the ICCCP.

The Annual ICCTA Convention will be held on June 5<sup>th</sup> and 6<sup>th</sup> in Naperville.

**Item #11 – New Units**

**Item #11.1 – College of DuPage, Joliet Junior College, College of Lake County, Lake Land College, McHenry College, Morton College, Richland Community College, and Carl Sandburg College**

Michael Dorf asked how soon colleges could put the approved programs on their course schedules. Brian Durham stated they had to wait for the IBHE's approval then they could place the approved programs on their course schedules.

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

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

**PERMANENT PROGRAM APPROVAL**

**College of DuPage**

- American Sign Language Associate in Applied Science (A.A.S.) degree (67 credit hours)

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Joliet Junior College

- Environmental Horticulture, Production & Design A.A.S. degree (68 credit hours)
- Graphic Design A.A.S. degree (62 credit hours)
- Graphic Design Certificate (35 credit hours)

College of Lake County

- Associate in General Studies (60 credit hours)

Lake Land College

- Culinary Arts II Certificate (30 credit hours)
- Law Enforcement A.A.S. degree (64 credit hours)

McHenry County College

- Physical Therapy Assistant A.A.S. degree (70 credit hours)

Morton College

- Music Production Recording A.A.S. degree (60 credit hours)

Richland Community College

- ASL/Interpreting A.A.S. degree (64 credit hours)
- ASL/Interpreting Intermediate Certificate (31 credit hours)
- ASL/Interpreting Advanced Certificate (43 credit hours)
- Collision Repair Technology A.A.S. degree (67 credit hours)

Carl Sandburg College

- IT LAN & Security Specialist A.A.S. degree (70 credit hours)
- Network Security Associate Certificate (41 credit hours)
- Locomotive Electrical A.A.S. degree (65.5 credit hours)

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved.

**Item #11.2 – Triton College**

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

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

**PERMANENT PROGRAM APPROVAL**

Triton College

- Facilities Engineering A.A.S. degree (66 credit hours)
- Facilities Engineering Certificate (33 credit hours)

Agenda Item #11.1

June 5, 2015

A roll call vote was taken with the following results:

Randy Barnette	Abstain	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved. Randy Barnette abstained.

**Item #11.3 – Illinois Eastern Community College: Olney Central College**

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

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

**PERMANENT PROGRAM APPROVAL**

**Olney Central College**

- Culinary Arts A.A.S. degree (61 credit hours)

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Abstain	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved. Terry Bruce abstained.

**Item #12 – Information Items**

There was no discussion.

**Item #12.1 - Fiscal Year 2015 Financial Statements**

**Item #12.2 - Summary of Capital Projects Approved by the Executive Director Calendar Year 2014**

**Item #13 – Other Business**

There was no other business.

**Item #14 – Public Comment**

There was no public comment.

**Item #15 – Executive Session**

The Board did not convene into Executive Session.

**Item #16 – Executive Session Recommendations**

There were no recommendations

**Item #17 – Consent Agenda**

Randy Barnette made a motion, which was seconded by Thomas Pulver, to approve the consent agenda's following items, with the exception of item #17.2 – Approval of Confidentiality of Executive Session Minutes which has been removed and will be voted on separately:

**Item #17.1 – Minutes of the January 23, 2015 Board Meeting**

The Illinois Community College Board hereby approves the Board minutes of the January 23, 2015 meeting as recorded.

**Item #17.3 – Approval of Disposal of the Verbatim Recording of Minutes**

The Illinois Community College Board hereby authorizes the Board Secretary to destroy all recordings of closed meetings held prior to August, 2013.

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Yea
Teresa Garate	Yea		

The motion was approved.

**Item #17 – Consent Agenda**

**Item #17.2 - Approval of Confidentiality of Executive Session Minutes**

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

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; September 20, 2013; and June 6, 2014 are to remain confidential, with the exception of June 7, 2013 and March 21, 2014. The Executive Session Minutes held on June 7, 2013 and March 21, 2014 are to be made public. All other Executive Session Minutes are available for public inspection.

A roll call vote was taken with the following results:

Randy Barnette	Yea	Suzanne Morris	Yea
Terry Bruce	Yea	Thomas Pulver	Yea
Michael Dorf	Yea	Lazaro Lopez	Nay
Teresa Garate	Nay		

The motion was approved.

**Item #18 – Adjournment**

The Board meeting was adjourned at 12:25 p.m.

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Lazaro Lopez, Ed.D.  
Board Acting Chair

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Karen Hunter Anderson, Ph.D.  
Executive Director

Illinois Community College Board

**CALENDAR YEAR 2016 BOARD MEETING DATES AND LOCATIONS**

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2016:

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2016 Board Meeting Dates and Locations listed below:

**Calendar Year 2016 Board Meeting Dates and Locations**

**January 22**

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

**March 18**

9:00 a.m. – Spoon River College, Canton

**June 3\***

9:00 a.m. – TBA

**July**

Subject to Call

**September 16**

9:00 a.m. – Sauk Valley Community College, Dixon

**November 18**

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 2016.

**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 2016 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 2016 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.



Agenda Item #11.5  
June 5, 2015

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 2016 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	\$525,970	7/1/15 - 6/30/16	Rental of Office Space
GRF	Southwestern Illinois College and Southern IL Collegiate Common Market (SICCM)	\$1,446,400	7/1/15 - 6/30/16	East St. Louis Community College Center
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$190/hr	7/1/2015 - 6/30/16	Legal
GRF	Alternative Schools Network	\$2,815,800	7/1/2015 - 6/30/16	Sole source provider: Re-Enrollment Appropriation
GED/GRF	General Educational Development –GED® Testing Services, Test Assessing Secondary Completion-CTB McGraw Hill Education, and High School Equivalency Test (HiSet)- Educational Testing Services	\$400,000	7/1/15 - 6/30/16	Sole Source Providers: High School Equivalency Testing Companies
GED/GRF	Turn-Key Solutions International, Inc.	\$120,00	7/1/15 - 6/30/16	Sole Source Provider: High School Equivalency Testing data data submission to feds

Agenda Item #11.5  
June 5, 2015

Funding Source	Contractor	Estimated Amount	Contract Period	Description
CTE/GRF	Capital Area Career Center	\$347,000	7/1/15- 6/30/16	Specific Legislation to contractor: CTE Nursing Program
CTE/GRF	Career Center of Southern Illinois	\$153,000	7/1/15- 6/30/16	Specific Legislation to contractor: CTE Nursing Program
CTE	ISU-IL Center for Specialized Support	\$525,000	7/1/15 - 6/30/16	Program monitoring and staff development
CTE	U of I	\$400,000	7/1/15 - 6/30/16	Administration of Carl Perkins federal grant program.
GED/GRF	Sangamon Co Regional Office of Education	\$550,500	7/1/15 - 6/30/16	Administration for Cook Co. High School Equivalency Testing
Multiple: federal and state	WIU-Center for Application of Information Technologies	\$675,000	7/1/15 - 6/30/16	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	7/1/15 - 6/30/16	Staff Development, as required by federal grant
Adult Ed	WIU-Curriculum Publishers Clearinghouse	\$100,00	7/1/15 - 6/30/16	Adult Education instructional materials
Adult Ed	Adult Learning Resource Center	\$689,600	7/1/15 – 6/30/16	Staff Development, as required by federal grant
Adult Ed/Gates	SIU-E Southern IL Professional Development Center	\$739,600	7/1/15 - 6/30/16	Accelerating Opportunity and Adult Education-professional development

\* Amounts are estimated based on the Fiscal Year 2015 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Illinois Community College Board

**FISCAL YEAR 2015 SPRING ENROLLMENT REPORT**

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 2015 semester – usually the 10th day of the term.

Overall, compared to the same term one year ago, statewide Spring 2015 headcount enrollments and full-time equivalent (FTE) enrollments both decreased. The Spring 2015 semester headcount was 330,223 compared to 341,933 last year (a headcount decrease of 11,710 or -3.4 percent). The latest FTE count was 184,235 compared with 192,383 a year ago (an FTE decrease of 8,148 or -4.2 percent). 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.

During the Great Recession the Illinois Community College System experienced record-level Spring term enrollments with peak headcount enrollment in Spring 2010. With enrollments returning to pre-recession levels the Illinois community colleges continue to increase the number of graduates annually. With 69,812 earned collegiate-level degrees and certificates, fiscal year 2014 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. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 2011 - 2015.

Table 1  
SUMMARY OF OPENING SPRING ENROLLMENTS IN  
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2011 TO 2015

	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>	<b>Spring 2014</b>	<b>Spring 2015</b>
Headcount	381,582	373,785*	366,618*	341,933	330,223
Percent Change	-2.0%	-2.0%	-1.9%	-6.7%	-3.4%
FTE	219,752	211,247*	206,196*	192,383	184,235
Percent Change	-1.9%	-3.9%	-2.4%	-6.7%	-4.2%

\* Adjusted Total

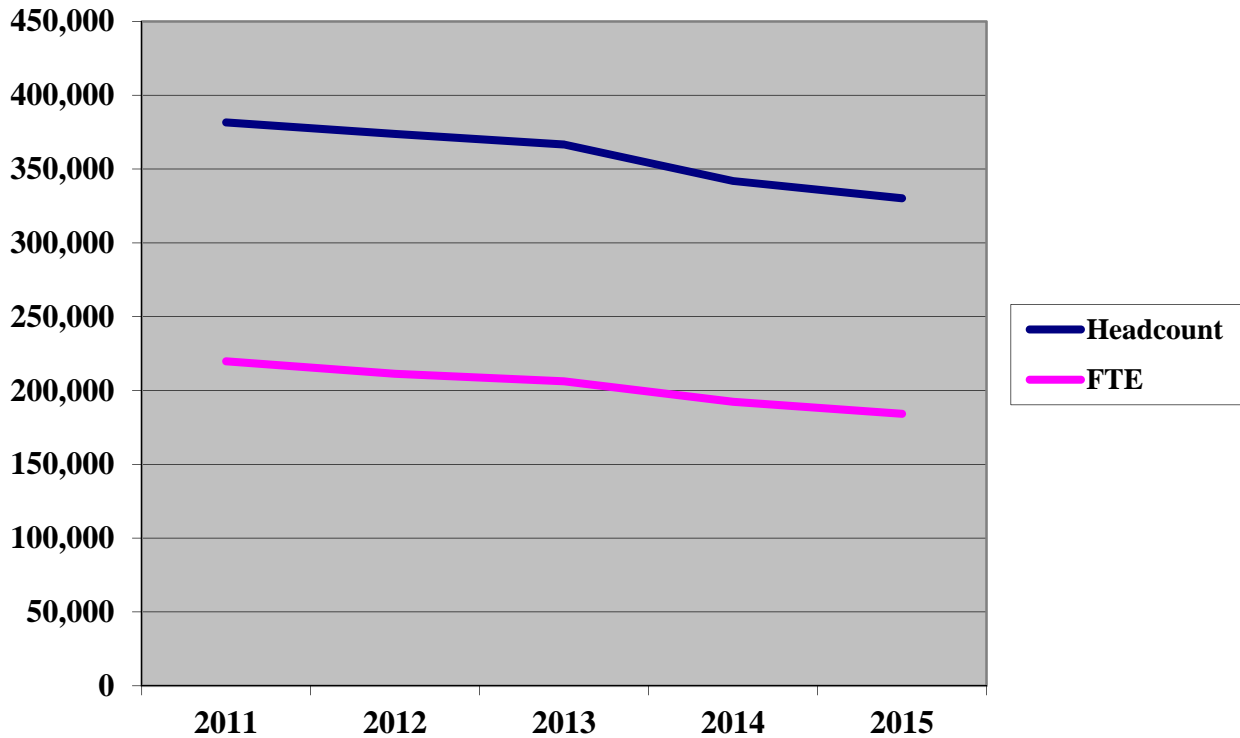


Figure 1  
Opening Spring Enrollment Trends in Illinois  
Public Community Colleges from 2011 to 2015

Table 2 provides a comparison of fiscal year 2011 through fiscal year 2015 Spring headcount enrollments for each community college. Among the 48 community colleges, since last year headcount increases were reported at only 9 colleges (1.0 percent or higher). Thirty-one colleges saw decreases (1.0 percent or more) compared to last year. Eight colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were down 13.5 percent compared to Spring 2011.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2015 FTE increases were reported by only 6 colleges and decreases by 41 colleges, and one college indicated little or no change. Longer term, statewide FTE enrollments were down 16.2 percent compared to Spring 2011.

Table 4 provides fiscal year 2011 through fiscal year 2015 Spring opening enrollments in internet-based courses at each community college. Enrollments in online courses continued to grow through Spring 2013, decreasing slightly in Spring 2014, but are again increasing in Spring 2015. At the beginning of the Spring 2015 semester, there were 103,534 students (duplicated) enrolled in internet courses compared to 101,232 in Spring 2014 (an increase of 2.3 percent) and 98,735 in Spring 2011 (an increase of 4.9 percent).

You can find the entire report by clicking the following link:  
<http://www.iccb.org/pdf/reports/Spring2015EnrollmentRpt.pdf>

Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM  
AFRICAN AMERICAN EMPLOYMENT PLAN SURVEY RESULTS  
FISCAL YEAR 2014**

Fiscal year 2014 is the fifth 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 2014, the utilization of African American staff is less than the demographic district ratio of the minority: **-2.5 percent** (-2.6 percent in fiscal year 2013 and -2.9 percent in fiscal year 2012). Utilization rates for each African American staff category vary: -4.1 percent for tenured faculty/officials and managers (-4.0 percent in fiscal year 2013 and -4.5 percent in fiscal year 2012), -6.4 percent for non-tenured faculty (-6.2 percent in fiscal year 2013 and -6.5 percent in fiscal year 2012), 0.5 percent for professional staff/protective service workers (-0.3 percent in fiscal year 2013 and -0.5 percent in fiscal year 2012), 0.6 percent for office and clerical/para-professionals (0.8 percent in fiscal year 2013 and 0.2 percent in fiscal year 2012), and 11.0 percent for service maintenance employees (9.7 percent in fiscal year 2013 and 9.2 percent in fiscal year 2012).

Illinois' largest minority group in 2000 was African American and in 2013 was Hispanic/Latino. Compared to 2000, African American population counts in 2013 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.1 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic/Latino counts from 12.3 percent to 16.4 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>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2013</b>	71.1%	14.7%	5.1%	0.6%	8.5%	16.4%

**SOURCE OF DATA: U. S. Census Bureau, 2000 and 2014 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 community focus. Hence, the colleges continue striving to reflect the communities in which they are located. The table below illustrates that in fiscal year 2014, African American faculty and staff accounted for 10.2 percent of tenured faculty/officials and managers (10.2 percent in fiscal year 2013), 7.8 percent of non-tenured faculty (8.0 percent in fiscal year 2013), 14.8 percent of professional staff/protective service workers (13.9 percent in fiscal year 2013), 14.9 percent of office and clerical/para-professionals (15.0 percent in fiscal year 2013), and 25.2 percent of service maintenance employees (23.9 percent in fiscal year 2013).

<i>Table 5 Fiscal Year 2014 Minority Faculty and Staff in Illinois Community Colleges</i>						
	Tenured Faculty/ Officials & Managers	Non- tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para-professionals	Service Maintenance	Other
African American %	10.2%	7.8%	14.8%	14.9%	25.2%	0.0%
Number	630	1,450	1,460	709	755*	0
Hispanic/Latino %	3.5%	3.2%	6.7%	10.9%	15.3%	0.0%
Number	217	596*	664*	521	458	0
Asian %	3.6%	3.6%	3.1%	2.7%	1.1%	0.0%
Number	220	661	308*	128*	33	0
Native American %	0.2%	0.3%	0.3%	0.3%	0.4%	0.0%
Number	14	53	30	14	12	0
Non-Resident Alien %	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	3	23	3	0	1	0
Pacific Islander %	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%
Number	5	16	20	5	4	0
Minority Subtotal %	17.6%	15.0%	25.1%	28.8%	42.2%	0.0%
Number	1,089	2,799*	2,485*	1,377*	1,263*	0

**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 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 2014 African American Employment Plan Report is located at: [http://www.iccb.org/pdf/reports/2015\\_ICCS\\_African\\_American\\_Report.pdf](http://www.iccb.org/pdf/reports/2015_ICCS_African_American_Report.pdf)

Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM  
HISPANIC/LATINO EMPLOYMENT PLAN SURVEY RESULTS  
FISCAL YEAR 2014**

Fiscal year 2014 is the fifth 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 2014, the utilization of Hispanic/Latino staff is less than the demographic district ratio of the minority: **-8.6 percent** (-8.4 percent in fiscal years 2013 and 2012). Utilization rates for each Hispanic/Latino staff category vary: -10.8 percent for tenured faculty/officials and managers (-10.4 percent in fiscal year 2013 and -10.6 percent in fiscal year 2012), -11.1 percent for non-tenured faculty (-10.9 percent in fiscal year 2013 and -10.8 percent in fiscal year 2012), -7.6 percent for professional staff/protective service workers (-7.7 percent in fiscal years 2013 and 2012), -3.4 percent for office and clerical/para-professionals (-3.8 percent in fiscal year 2013 and -4.2 percent in fiscal year 2012), and 0.9 percent for service maintenance employees (0.8 percent in fiscal year 2013 and 0.6 percent in fiscal year 2012).

Illinois' largest minority group in 2000 was African American and in 2013 was Hispanic/Latino. Compared to 2000, African American population counts in 2013 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.1 percent, Native American from 0.2 percent to 0.6 percent. Hispanic/Latino population counts show substantial growth from 12.3 percent in 2000 to 16.4 percent in 2013.

<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>
<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2013</b>	71.1%	14.7%	5.1%	0.6%	8.5%	16.4%

**SOURCE OF DATA: U. S. Census Bureau, 2000 and 2014 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

Agenda Item #12.3b  
June 5, 2015

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 2014, Hispanic/Latino faculty and staff accounted for 3.5 percent of tenured faculty/officials and managers (3.6 percent in fiscal year 2013), 3.2 percent of non-tenured faculty (3.1 percent in fiscal year 2013), 6.7 percent of professional staff/protective service workers (6.4 percent in fiscal year 2013), 10.9 percent of office and clerical/para-professionals (10.3 percent in fiscal year 2013), and 15.3 percent of service maintenance employees (14.9 percent in fiscal year 2013).

<b>Table 5</b>						
<b>Fiscal Year 2014 Minority Faculty and Staff in Illinois Community Colleges</b>						
	Tenured Faculty/ Officials & Managers	Non-tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para-professionals	Service Maintenance	Other
African American %	10.2%	7.8%	14.8%	14.9%	25.2%	0.0%
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Native American %	0.2%	0.3%	0.3%	0.3%	0.4%	0.0%
Number	14	53	30	14	12	0
Non-Resident Alien %	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	3	23	3	0	1	0
Pacific Islander %	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%
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**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 2014 Hispanic/Latino Employment Plan Report is located at: <http://www.iccb.org/pdf/reports/2015 ICCS Hispanic Latino Report.pdf>



Illinois Community College Board

**THE ILLINOIS COMMUNITY COLLEGE SYSTEM  
ASIAN AMERICAN EMPLOYMENT PLAN SURVEY RESULTS  
FISCAL YEAR 2014**

Fiscal year 2014 is the third 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 2014, the utilization of Asian American staff is less than the demographic district ratio of the minority: **-2.0 percent** (-1.9 percent in fiscal year 2013 and -1.8 percent in fiscal year 2012). Utilization rates for each Asian American staff category vary: -1.6 percent for tenured faculty/officials and managers (-1.5 percent in fiscal year 2013 and -1.4 percent in fiscal year 2012), -1.6 percent for non-tenured faculty (-1.6 percent in fiscal year 2013 and -1.5 percent in fiscal year 2012), -2.0 percent for professional staff/protective service workers (-1.9 percent in fiscal year 2013 and -1.8 percent in fiscal year 2012), -2.5 percent for office and clerical/para-professionals (-2.3 percent in fiscal years 2013 and 2012), and -4.0 percent for service maintenance employees (-3.9 percent in fiscal years 2013 and 2012).

Illinois' largest minority group in 2000 was African American and in 2013 was Hispanic/Latino. Compared to 2000, African American population counts in 2013 decreased from 15.1 percent to 14.7 percent, whereas Asian American counts increased from 3.4 percent to 5.1 percent, Native American from 0.2 percent to 0.6 percent, and Hispanic/Latino counts from 12.3 percent to 16.4 percent.

<i>Table 1 State of Illinois Racial/Ethnic Distribution (Census)</i>						
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<b>2000</b>	73.5%	15.1%	3.4%	0.2%	7.7%	12.3%
<b>2013</b>	71.1%	14.7%	5.1%	0.6%	8.5%	16.4%

**SOURCE OF DATA: U. S. Census Bureau, 2000 and 2014 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

Agenda Item #12.3c  
June 5, 2015

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 2014, Asian American faculty and staff accounted for 3.6 percent of tenured faculty/officials and managers (3.5 percent in fiscal year 2013), 3.6 percent of non-tenured faculty (3.4 percent in fiscal year 2013), 3.1 percent of professional staff/protective service workers (3.1 percent in fiscal year 2013), 2.7 percent of office and clerical/para-professionals (2.7 percent in fiscal year 2013), and 1.1 percent of service maintenance employees (1.1 percent in fiscal year 2013).

<b>Table 5</b>						
<b>Fiscal Year 2014 Minority Faculty and Staff in Illinois Community Colleges</b>						
	Tenured Faculty/ Officials & Managers	Non- tenured Faculty	Professional Staff/ Protective Service Workers	Office and Clerical/ Para-professionals	Service Maintenance	Other
African American %	10.2%	7.8%	14.8%	14.9%	25.2%	0.0%
Number	630	1,450	1,460	709	755*	0
Hispanic/Latino %	3.5%	3.2%	6.7%	10.9%	15.3%	0.0%
Number	217	596*	664*	521	458	0
Asian %	3.6%	3.6%	3.1%	2.7%	1.1%	0.0%
Number	220	661	308*	128*	33	0
Native American %	0.2%	0.3%	0.3%	0.3%	0.4%	0.0%
Number	14	53	30	14	12	0
Non-Resident Alien %	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Number	3	23	3	0	1	0
Pacific Islander %	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%
Number	5	16	20	5	4	0
Minority Subtotal %	17.6%	15.0%	25.1%	28.8%	42.2%	0.0%
Number	1,089	2,799*	2,485*	1,377*	1,263*	0

**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 Asian American Employment for Higher Education Committee to increase the number of Asian American employees in Illinois. The ICCB will collaborate with IBHE to refine Asian American Employment Plan survey questions as needed to ensure appropriate Asian 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 2014 Asian American Employment Plan Report is located at: [http://www.iccb.org/pdf/reports/2015\\_ICCS\\_Asian\\_American\\_Report.pdf](http://www.iccb.org/pdf/reports/2015_ICCS_Asian_American_Report.pdf)