

Agenda
442nd Meeting of the
Illinois Community College Board

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December 4, 2020

<u>9:00 a.m. – Board Meeting - Second Floor Conference Room</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Dr. Laz Lopez, Chair	—
3. Board Member Comments	—
3.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>	—
4. Executive Director Report <i>Dr. Brian Durham</i>	—
5. Committee Reports	—
5.1 Academic, Workforce, and Student Support <i>Ms. Paige Ponder</i>	1
5.2 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Terry Bruce</i>	2
5.2a Fall 2020 Enrollment Report <i>Mr. Nathan Wilson</i>	3
6. Advisory Organizations	—
6.1 Illinois Council of Community College Presidents <i>Dr. Sylvia Jenkins</i>	—
6.2 Student Advisory Council <i>Mr. Enrique Velasquez</i>	—
6.3 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
6.4 Adult Education and Family Literacy <i>Ms. Ginger Harner</i>	—
6.5 Illinois Community College Faculty Association <i>Mr. Steve DePasquale</i>	—
7. New Units <i>(ACTION) Dr. Marcus Brown</i>	—
7.1 <i>Permanent Approval:</i> John A. Logan College, Lake Land College, Rock Valley College, Shawnee Community College	4-14
8. Illinois Community College Board Recognition of Community Colleges <i>(ACTION) Dr. Marcus Brown</i>	—
8.1 Southeastern Illinois College and Spoon River College	15-65
9. Adoption of Minutes <i>(ACTION)</i>	—
9.1 Minutes of the June 12, 2020 Executive Session	—
9.2 Minutes of the September 11, 2020 Board Meeting	67-132
9.3 Minutes of the September 11, 2020 Executive Session	—

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10.	Consent Agenda (<i>ACTION</i>)	
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11.4	Basic Certificate Program Approval approved on behalf of the Board by the Executive Director	162
12.	Other Business	—
13.	Public Comment	—
14.	Executive Session (<i>ACTION</i>)	163
14.1	Employment/Appointments Matters	—
14.2	Review of Minutes of Closed Sessions	—
15.	Renewal of the Executive Director Employment Agreement (<i>ACTION</i>)	164-165
16.	Approval of Confidentiality of Executive Session Minutes (<i>ACTION</i>)	166
17.	Executive Session Recommendations (<i>ACTION</i>)	
17.1	Employment/Appointment Matters	—
18.	Adjournment	—

Item #5.1
December 4, 2020

Illinois Community College Board

**ACADEMIC, WORKFORCE, AND STUDENT SUPPORT
COMMITTEE AGENDA**

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

- High School Equivalency / Constitution Requirement Update

- Equity Discussion
 - Diversity Equity and Inclusion Plan (*Information Item*)
 - Workforce Equity Initiative (WEI) Update

- New Units of Instruction (*Board Action Item*)

- Other

- Adjournment

Item #5.2
December 4, 2020

Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL
AFFAIRS COMMITTEE**

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

- Timeliness of State Payments
- Public Relations and Marketing Update
- Fall 2020 Enrollment Report
- Administrative Rules Regulatory Agenda
- Other Business
- Adjournment

Item #5.2a
December 4, 2020

Illinois Community College Board

FALL 2020 ENROLLMENT REPORT

Data will be shared from the ICCB Fall 2020 Enrollment report. This data will highlight enrollment trends in Illinois and nationally. Fall 2020 student headcount, full-time equivalent (FTE) enrollment, and online instruction enrollment will be examined and compared to the previous year's data. Preliminary disaggregated data will be provided as well.

Illinois Community College Board

NEW UNITS OF INSTRUCTION
Permanent Approval

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

John A. Logan College

- Agribusiness Management Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Surgical Technology A.A.S. degree (62.5 credit hours)

Lake Land College

- Fire Science Management A.A.S. degree (60 credit hours)
- Fire Science Management Certificate (30 credit hours)

Rock Valley College

- Advanced Supply Chain Management Certificate (31 credit hours)

Shawnee Community College

- Medical Assistant Certificate (32 credit hours)
- Surgical Technology A.A.S. degree (62.5 credit hours)

BACKGROUND

John A. Logan College

Agribusiness Management A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment in agriculture-related positions including those in agribusiness, ag production, ag sciences and management of agricultural services.

Catalog Description: The Agribusiness Management Degree is designed for students wanting to prepare themselves with education and skills for a career in the agricultural sales and service sector related to modern agricultural production. Students will complete a blend of classroom, laboratory, and internship-based learning experiences to prepare themselves for numerous careers in the broad agriculture industry.

Curricular Information: The degree program requires 16 credit hours of general education coursework and 44 credit hours of required career and technical education coursework. The career and technical component includes instruction in agribusiness management, agricultural sales, agricultural economics, introductory crop science, introductory soil science, computers in agriculture, introductory animal science, precision agriculture, agribusiness applications, and related technical electives including a work-based learning experience in agribusiness. Assessment of student learning will be achieved through evaluation of the student's performance on a comprehensive final project and evaluation during the work-based learning experience by program faculty. The curriculum was designed to provide articulation opportunities for individuals interested in pursuing additional ag education at the baccalaureate level. The college has plans

for articulation of the proposed A.A.S. degree program with Southern Illinois University at Carbondale (SIUC)'s Agribusiness Economics Bachelor of Science (B.S.) degree, and Western Illinois University (WIU)'s Agriculture B.S. degree.

Justification for Credit hours required for the degree: NA.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): 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 in agribusiness-related occupations are expected increase between 1 – 8% statewide through 2026.

Table 1: Employer Partners

Employers	Location
Southern FS	Marion, IL
WM Nobbe Equipment	Marion, IL
Platescape Nursery	Herrin, IL
All Seasons Farm	Cobden, IL

Table 2: Projected Enrollments

Agribusiness Mgt AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	20	40	40
Part-Time Enrollments:	2	4	4
Completions:	-	18	18

Financial / Budgetary Information: One existing full-time and one existing part-time faculty will be required to implement the program. Qualified faculty will hold a Bachelor's degree in Agribusiness or a related agriculture field, have at least on year occupational experience in the field of agribusiness, and one year of teaching experience preferred. The program will utilize all existing facilities and equipment during the first three years of operation. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$70,677	\$73,019	\$75,251
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$70,677	\$73,019	\$75,251

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	0	0	0	0	0
Existing Faculty	1	1	1	1	1	1

John A. Logan College
Surgical Technology A.A.S. degree (62.5 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment, under the supervision of physicians and surgical nurses, to maintain, monitor and enforce sterile field and adherence to aseptic technique by pre-operative, surgical team, and post-operative personnel as Certified Surgical Technologists.

Catalog Description: The Surgical Technology A.A.S. Degree program is offered at the community colleges through the Southern Illinois Collegiate Common Market (SICCM) and is a cooperative program with John A. Logan College and Shawnee Community College. This program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as certified surgical technologists. Students successfully completing the program will be fully qualified for jobs as scrub surgical technologists and circulating surgical technologists in hospitals, surgical centers, clinics, and physicians' offices. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), by recommendation of the Accreditation Review Committee on Education in Surgical Technology. Graduates of the accredited Surgical Technology program will sit for the National Certifying Exam for Surgical Technologists. The exam will be scheduled at the student's home campus. It is administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), which is accredited by the National Commission for Certifying Agencies (NCCA). Successful completion of this exam confers the title of Certified Surgical Technologist (CST). The program is offered off campus in a central laboratory.

Curricular Information: The degree program requires 18 credit hours of general education coursework and 44.5 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, introductory surgical technology, principles and practices of surgical technology, pharmacology for the surgical technologist, introductory through advanced levels of surgical procedures, and introductory through advanced levels of clinical experience. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical experience and through evaluation of a competency checklist completed by program faculty.

Justification for Credit hours required for the degree: The college currently offers an accredited Surgical Technology Certificate program. By August 2021, all existing programs will be required to award a minimum of an associate's degree for students to obtain national certification. The proposed degree curriculum exceeds content and competencies specified in the current edition of the Core Curriculum for Surgical Technology as outlined by the CAAHEP and reflect all of the requisite topics and learning objectives necessary to meet accreditation requirements.

Accrediting Information: The proposed degree program meets new accreditation requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The curriculum aligns with standards outlined by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) for credentialing and will prepare graduates for the Certified Surgical Technologist credential through the Association of Surgical Technologists (AST).

Supporting Labor Market Data (including employer partners): By August 2021, all existing programs will be required to award a minimum of an associate's degree for students to obtain national certification. College faculty and members of the program advisory committee support the revision of the existing certificate program into a degree curriculum in order to meet accreditation standards and local labor force needs. Local employers indicate a need for not only the training of new surgical technologists, but also for a program that will provide existing professionals holding certificate-level education credentials an avenue for meeting new credential requirements. 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 "surgical technologists" is expected increase by nearly 1% statewide through 2026. The college currently offers the certificate program through the Southern Illinois Collegiate Common Market (SICCM) and seeks the same regional classification for the proposed degree program.

Table 1: Employer Partners

Employers	Location
Chester Memorial Hospital	Chester, IL
Crossroads Community Hospital	Mt. Vernon, IL
Fairfield Memorial Hospital	Fairfield, IL
Fayette County Hospital	Vandalia, IL
Ferrell Hospital	Eldorado, IL
Good Samaritan Regional Health	Mt. Vernon, IL
Good Samaritan Surgery Center	Mt. Vernon, IL
Harrisburg Medical Center	Harrisburg, IL
Heartland Regional Medical Center	Marion, IL
Herrin Hospital	Herrin, IL
Memorial Hospital of Carbondale	Carbondale, IL
Physician's Surgery Center	Carbondale, IL
Salem Township Hospital	Salem, IL
Southeast Health	Cape Girardeau, MO
Southern Illinois Orthopedic Center	Herrin, IL
St. Francis Medical Center	Cape Girardeau, MO
St. Joseph's Hospital	Breese, IL
St. Joseph's Hospital	Highland, IL
St. Joseph's Memorial Hospital	Murphysboro, IL
St. Mary's Medical Center of Evansville	Evansville, IN
St. Mary's Good Samaritan Hospital	Centralia, IL

Table 2: Projected Enrollments

Surgical Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	12	18	18
Part-Time Enrollments:	-	-	-
Completions:	-	12	18

Financial / Budgetary Information: Two new full-time and one existing part-time faculty will be required to implement the revised program. Existing full- and part-time faculty will be retained and meet the requirement for accreditation. Existing faculty have at least an Associate's degree in Surgical Technology or closely related field, hold current Certified Surgical Technologist (CST) status, have between 3-5 years operating room experience and 3-5 years didactic/clinical instruction experience. The program will utilize all existing facilities and equipment, with the intention to purchase additional equipment and instructional supplies to support the program during the first three years of operation. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$9,000	\$16,000	\$16,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$5,000	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (Instruct Supplies)	\$2,000	\$2,000	\$2,000
TOTAL NEW COSTS	\$16,000	\$18,000	\$18,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	2	1	0	0	0	0
Existing Faculty	1	2	3	3	3	3

Lake Land College
Fire Science Management A.A.S. degree (60 credit hours)
Fire Science Management Certificate (30 credit hours)

Program Purpose: These programs will prepare working firefighters with the skills and knowledge necessary to attain entry- and advanced-level certifications allowing for promotional opportunities within fire departments.

Catalog Description: Fire Science Management A.A.S. degree - The Fire Science Management Associate in Applied Science (AAS) program will prepare firefighters for advancement as Company Fire Officer or Advanced Company Fire Officer. Courses will prepare individuals with the knowledge and skills needed to complete the task book under direct supervision of a fire chief. Once coursework and the task book are completed, students are able to take the state certification test for promotional opportunities within their current fire department. The degree program will provide an educational ladder opportunity for Fire Science Management completers. These courses are approved by the Illinois State Fire Marshall's Office.

Fire Science Management Certificate – The certificate in Fire Science Management will prepare firefighters for advancement as Company Fire Officer. Courses will prepare individuals with the knowledge and skills needed to complete the task book under direct supervision of a fire chief. Once coursework and the task book are completed, students are able to take the state certification test for promotional opportunities within their current fire department. The certificate program articulates fully into the Fire Science Management A.A.S. degree. These courses are approved by the Illinois State Fire Marshall's Office.

Curricular Information: Fire Science Management A.A.S. degree - The curriculum includes 16 credit hours of required general education, and 44 credit hours of required career and technical education coursework. The career and technical component includes coursework in basic and advanced levels of company fire officer training, two levels of fire instructor training, hazardous materials, tactics and strategies, disease processes, human resources management, business math, fundamentals of accounting, practical software applications, and a related technical elective.

Fire Science Management Certificate – This curriculum requires 30 credit hours of career and technical education coursework. This includes coursework in basic and advanced levels of company fire officer training, fire instructor training, hazardous materials, tactics and strategies, and practical software applications. Assessment of student learning will be achieved through evaluation of the student's performance completing the required task book and through work-based learning. Coursework in both curricula were developed according to the Office of the Illinois State Fire Marshall and both will prepare individuals for their state certifications as Company Fire Officer and/or Advanced Company Fire Officer.

Accrediting Information: The coursework and curriculum were developed according to standards of the Office of the Illinois State Fire Marshall. The college will seek optional program recognition by the Fire and Emergency Services Higher Education (FESHE) Committee. This is an acknowledgement that the collegiate emergency services degree program meets the minimum standards of excellence established by FESHE professional development committees and the National Fire Academy (NFA).

Justification for Credit hours required: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for supervisory/managerial firefighting-related occupations is expected to increase statewide between 4.1% through the year 2026. Furthermore, the college received support from five full-time fire departments and 40 volunteer fire departments within their district.

Table 1: Employer Partners

Employer	Location
Charleston Fire Department	Charleston, IL
Effingham Fire Department	Effingham, IL
Sullivan Fire Department	Sullivan, IL
Mattoon Fire Department	Mattoon, IL

Table 2: Projected Enrollments

Fire Science Mgt AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	7	10
Part-Time Enrollments:	5	8	10
Completions:	-	13	17

Fire Science Mgt Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	3	5	7
Part-Time Enrollments:	2	4	6
Completions:	5	8	12

Financial / Budgetary Information: The programs will require two new part-time faculty the first year. All facilities are adequately in place to support the program and will share existing resources with the related emergency medical services/management programs currently being offered. The programs will be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	\$17,820	\$17,820	\$17,820
Administrator Costs	\$13,845	\$13,845	\$13,845
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	\$2,740	\$1,179	\$1,179
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$34,405	\$32,844	\$32,844

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	0	1	0	1
Existing Faculty	0	0	0	2	0	3

Rock Valley College
Advanced Supply Chain Management Certificate (31 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment in transporting, distributing, and logistics with a focus on streamlining processes.

Catalog Description: This certificate will provide students with the knowledge and skills for employment in the supply chain area. Supply Chain Management focuses on the flow of materials end-to-end, beginning at customer service and procurement, and ending with delivery to the customer. This certificate is focused on the front-line worker and will provide a better understanding of how each aspect of the supply chain affects the other, and how to achieve efficiency and profitability for the organization.

Curricular Information: The curriculum requires 31 credit hours of career and technical education coursework. The career and technical component includes instruction in introductory business, computers and information systems, management principles, introductory supply chain management, operations management, sourcing and procurement, inventory planning and management, demand planning and forecasting, logistics: transportation, warehousing and inventory, data analysis, and work place ethics. Assessment of student learning will be achieved through evaluation of the student's performance on a comprehensive final project. The proposed program will also provide an educational ladder opportunity for students and graduates of the college's existing Fundamentals of Supply Chain Certificate.

Accrediting Information: NA.

Justification for Credit hours required: The program exceeds 30 credit hours by one credit, which is tied directly to one, 1-credit hour work place ethics course the program advisory committee felt was important to students.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to transportation, distribution, warehousing and logistics are expected to increase between 4.3-9.2% statewide through the year 2026.

Table 1: Employer Partners

Employer	Location
Danfoss, Inc.	Rockford, IL
Supply Core	Rockford, IL
Swedish American Health Systems	Rockford, IL
Arco Media	Rockford, IL

Table 2: Projected Enrollments

Adv Supply Chain Mgt Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	36	36	36
Part-Time Enrollments:	44	44	44
Completions:	18	30	40

Financial / Budgetary Information: The program will require one (1) existing full-time and five (5) new part-time faculty the first year. Qualified faculty will hold at least an Associate's degree in an industrial maintenance related field, certification specific to skills being taught, at least one year related work experience and some teaching experience is preferred. Industry certifications in SolidWorks for graphics courses, FANUC certification for robotics and automation courses is required. All facilities are in place to adequately support the program. Equipment purchases are planned during the first two years of the program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$20,000	\$80,000	\$80,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (software)	\$5,000	\$5,000	\$5,000
TOTAL NEW COSTS	\$25,000	\$85,000	\$85,000

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	<u>Full-time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	5	1	0	0	0
Existing Faculty	0	1	0	6	1	6

Shawnee Community College
Medical Assistant Certificate (32 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as medical assistants with both administrative office and clinical skills.

Catalog Description: This certificate will prepare the student to provide both administrative and clinical services in a medical office. Medical assistants have a moderate level of patient contact. The profession-specific duties of a medical assistant will vary depending on the legal requirements of the state and on-the-job training, skill level, and capabilities of the medical assistant. Administrative duties may include: managing the flow of patients in and out of the office, updating and filing medical records, filling out insurance information, arranging for hospital admission or laboratory services, and billing. Under the direct supervision of a licensed professional such as a physician, medical assistants also provide direct, hands-on patient care procedures. These procedures may include: monitoring vital signs, explaining treatment procedures, preparing patients for examinations, sterilizing instruments and/or performing routine laboratory procedures and electrocardiograms.

Curricular Information: The curriculum requires three (3) credit hours of general education coursework, and 29 credit hours of career and technical education coursework. The career and technical component includes instruction in medical terminology, pharmacology for the medical assistant, introductory and intermediate levels of patient care, professionalism and safety, medical office procedures, billing and coding, medical law and ethics, lab diagnostics, and a required internship in medical assisting. The program was designed according to Commission on Accreditation of Allied Health Education Programs (CAAHEP) Curriculum Standards and Guidelines for Medical Assistant Educational Programs. It will prepare individuals for the American Association of Medical Assistant (AAMA) Certified Medical Assistant (CMA) credential exam. Assessment of student learning will be completed through evaluation of an AAMA competency checklist completed by program faculty, and observation of performance during the work-based learning component by the work-site supervisor. The college currently offers two related short-term certificates in Medical Billing and Medical Coding. Courses from both existing certificates will articulate towards completion of the proposed Medical Assistant Certificate.

Accrediting Information: The college will seek program accreditation through the Medical Assisting Education Review Board (MAERB) of the CAAHEP once approved and a class of students has completed.

Justification for Credit hours required: The program exceeds 30 credit hours by two credits, which is tied directly to the 2-credit hour internship course the program advisory committee felt was critical for students' success on the credentialing exam and in the workplace.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth of “medical assistants” is expected to increase by 13.4% statewide through the year 2026. Locally, employment growth is anticipated between 12-14% for this occupation. The college collaborated with Rural Health of Southern Illinois, who have identified a shortage of qualified medical assistants within the Southern Illinois region, particularly in rurally located medical offices.

Table 1: Employer Partners

Employer	Location
Rural Health, Inc.	Anna, IL

Table 2: Projected Enrollments

Medical Assistant Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	15	18	20
Part-Time Enrollments:	-	-	-
Completions:	14	16	18

Financial / Budgetary Information: The program will require one (1) new full-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in Medical Assisting or Bachelor’s degree in Nursing, one (1) year occupational experience in medical assisting, and at least one (1) year teaching experience, three (3) years or more preferred. All facilities and equipment are in place to adequately support the program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$71,703	\$73,828	\$75,990
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$71,703	\$73,828	\$75,990

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	0	0	0
Existing Faculty	0	0	1	0	1	0

Shawnee Community College
Surgical Technology A.A.S. degree (62.5 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment, under the supervision of physicians and surgical nurses, to maintain, monitor and enforce sterile field and adherence to aseptic technique by pre-operative, surgical team, and post-operative personnel as Certified Surgical Technologists.

Catalog Description: The Surgical Technology A.A.S. Degree program is offered at the community colleges through the Southern Illinois Collegiate Common Market (SICCM) and is a cooperative program with John A. Logan College and Shawnee Community College. This program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as certified surgical technologists. Students successfully completing the program will be fully qualified for jobs as scrub surgical technologists and circulating surgical technologists in hospitals, surgical centers, clinics, and physicians’ offices. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), by recommendation of the Accreditation Review Committee on Education in Surgical Technology. Graduates of the accredited Surgical Technology program will sit for the National Certifying Exam for Surgical Technologists. The exam will be scheduled at the student’s home campus. It is administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), which is accredited by the National Commission for Certifying Agencies (NCCA). Successful completion of this exam confers the title of Certified Surgical Technologist (CST). The program is offered off campus in a central laboratory.

Curricular Information: The degree program requires 18 credit hours of general education coursework and 44.5 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, introductory surgical technology, principles and practices of surgical technology, pharmacology for the surgical technologist, introductory through advanced levels of surgical procedures, and introductory through advanced levels of clinical experience. Assessment of student learning will be achieved through evaluation of the student’s performance during their clinical experience and through evaluation of a competency checklist completed by program faculty.

Justification for Credit hours required for the degree: The college currently offers an accredited Surgical Technology Certificate program. By August 2021, all existing programs will be required to award a minimum of an associate’s degree for students to obtain national certification. The proposed degree curriculum exceeds content and competencies specified in the current edition of the Core Curriculum for Surgical Technology as outlined by the CAAHEP and reflect all of the requisite topics and learning objectives necessary to meet accreditation requirements.

Accrediting Information: The proposed degree program meets new accreditation requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The curriculum aligns with standards outlined by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) for credentialing and will prepare graduates for the Certified Surgical Technologist credential through the Association of Surgical Technologists (AST).

Supporting Labor Market Data (including employer partners): By August 2021, all existing programs will be required to award a minimum of an associate’s degree for students to obtain national certification. College faculty and members of the program advisory committee support the revision of the existing certificate program into a degree curriculum in order to meet accreditation standards and local labor force needs. Local employers indicate a need for not only the training of new surgical technologists, but also for a program that will provide existing professionals holding certificate-level education credentials an avenue for meeting new credential requirements. 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 “surgical technologists” is expected increase by nearly 1% statewide through 2026. The college currently offers the certificate program through the Southern Illinois Collegiate Common Market (SICCM) and seeks the same regional classification for the proposed degree program.

Table 1: Employer Partners

Employers	Location
Chester Memorial Hospital	Chester, IL
Crossroads Community Hospital	Mt. Vernon, IL
Fairfield Memorial Hospital	Fairfield, IL
Fayette County Hospital	Vandalia, IL
Ferrell Hospital	Eldorado, IL
Good Samaritan Regional Health	Mt. Vernon, IL
Good Samaritan Surgery Center	Mt. Vernon, IL
Harrisburg Medical Center	Harrisburg, IL
Heartland Regional Medical Center	Marion, IL
Herrin Hospital	Herrin, IL
Memorial Hospital of Carbondale	Carbondale, IL
Physician’s Surgery Center	Carbondale, IL
Salem Township Hospital	Salem, IL
Southeast Health	Cape Girardeau, MO
Southern Illinois Orthopedic Center	Herrin, IL
St. Francis Medical Center	Cape Girardeau, MO
St. Joseph’s Hospital	Breese, IL
St. Joseph’s Hospital	Highland, IL
St. Joseph’s Memorial Hospital	Murphysboro, IL
St. Mary’s Medical Center of Evansville	Evansville, IN

Table 2: Projected Enrollments

Surgical Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	12	18	18
Part-Time Enrollments:	-	-	-
Completions:	-	12	18

Financial / Budgetary Information: Two new full-time and one existing part-time faculty will be required to implement the revised program. Existing full- and part-time faculty will be retained and meet the requirement for accreditation. Existing faculty have at least an Associate's degree in Surgical Technology or closely related field, hold current Certified Surgical Technologist (CST) status, have between 3-5 years operating room experience and 3-5 years didactic/clinical instruction experience. The program will utilize all existing facilities and equipment, with the intention to purchase additional equipment and instructional supplies to support the program during the first three years of operation. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$9,000	\$16,000	\$16,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$5,000	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (Instruct Supplies)	\$2,000	\$2,000	\$2,000
TOTAL NEW COSTS	\$16,000	\$18,000	\$18,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	2	1	0	0	0	0
Existing Faculty	1	2	3	3	3	3

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 2016 – 2020 for Spoon River College and Southeastern Illinois College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. 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 2020, Spoon River College and Southeastern Illinois College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Spoon River College District 534
Southeastern Illinois College District 533

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 (110 ILCS 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.

Data deriving from ICCB's Centralized Data System will be shared about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison to other sectors. Student subgroups such as race/ethnicity will be included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.



RECOGNITION REPORT

SOUTHEASTERN ILLINOIS COLLEGE

December 4, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
SOUTHEASTERN ILLINOIS COLLEGE
December 2020

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Southeastern Illinois College, District 533. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Southeastern Illinois College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status.

- *Recognition Continued* - The district generally meets ICCB standards.
- *Recognition Continued - with Conditions* - The district generally does not meet ICCB standards.
- *Recognition Interrupted* - The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Southeastern Illinois College's 2019-2020 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Southeastern Illinois College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A.) in Art, Theater, and Musical Theater, the Associate in Liberal Studies (A.L.S.), and the Associate in Engineering Science (A.E.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13's or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 20 of 20 courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The institution maintains academic control of all units of instruction. The Executive Dean of Academic Services oversees the institution's process of maintaining, reviewing, and updating the master course syllabi and the faculty evaluation process. The division chairs and the Executive Dean of Academic Services perform program reviews to ensure quality and need.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Southeastern Illinois College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education (CTE) degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Southeastern Illinois College's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2018 and 50 from fiscal year 2019. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2018 and 2019, including their credentials.

State Laws and Regulations and Accreditation Standards

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Southeastern Illinois College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors

During fiscal years 2018 through 2019, it was reported that 50 instructors (duplicated) taught transfer (1.1) dual credit courses. Of these instructors, three did not hold the appropriate credential to teach the transfer course. It was reported that 50 instructors (duplicated) taught career and technical education (1.2) dual credit courses. Of these instructors, four held the appropriate credentials but the number of hours of relevant work experience (i.e., 2,000) to teach career and technical education courses were not documented.

Students

After a review of the college self-study report and the additional audit materials requested by the ICCB, two did not meet the pre-requisites for their course. It was noted that the pre-requisites were waived by the counselor.

Course Offerings and Requirements

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Southeastern Illinois College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. Specifically, for transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction.

College Response: After further review of instructor credentials, all of the dual credit instructors identified in the report met the College's faculty credential Board policy (4001.1), which meets ICCB and HLC standards. According to policy, SIC requires that for baccalaureate classes, faculty hold master's degree in content field or master's degree and 18 graduate credit hours in content field. In addition, for practice-oriented disciplines or programs, tested or equivalent experience may be used. Below is a link to the Board policy (4001.1).

[SIC Board of Trustees Policy for Faculty Credentials 4001.1](#)

For those baccalaureate classes identified in the report, all were practice-oriented courses, including chorus, PE and a volunteer course. Based upon the qualifications of the instructors in question, all met the tested or equivalent experience requirements, documented through college transcripts and work history listed on their resumes in their personnel files.

With regard to the CTE instructors identified, again all met the credential requirements set forth by the College. All have the appropriate work experience to teach the courses identified. Two of the CTE dual credit instructors identified are currently teaching as adjuncts for the College in their designated disciplines. One of the four instructors identified is a dual credit instructor within the district high school, and meets the requirements set forth by the College and the Dual Credit Quality Act. His work history with supporting documentation is on file in the College's Human Resources Office. As an added note, this particular instructor no longer teaches dual credit, as he has since retired.

See the attached Excel spreadsheet with credentials and rationale listed. Credential documentation is housed in the College's Human Resources Office, and can be made available upon request.

Compliance Recommendation 2: In order to comply with ICCB Administrative Rule 1501.507(b)(11)(C), the college must ensure that all students accepted into dual credit courses meet the institution's criteria, prerequisites, and/or placement procedures for each course.

College Response:

A waiver form was created and has been in use since 2012 specifically for high school students wanting to enroll in Early College coursework, but were slightly deficient on their placement scores, just under the cut-off scores. The waiver was created in consultation with high school counselors who are the best judge of the educational competency for their respective students. If they feel that a student can handle the rigor of a baccalaureate course (albeit with deficient placement scores), the high school counselor has been able to sign off on the waiver document. There is one exception to the waiver which is the college level composition course (ENG 121), in which students who do not meet college-level writing scores on the placement exam or from other multiple measures are not allowed to receive an Early College Program waiver. The College's Registrar has since updated the form to reflect more current SAT and Accuplacer scores. Attached is a copy of the current ECP waiver form.

6. Assessment Plans

The institution has a systematic process to assess student learning in all degree and certificate programs. The Assessment Committee, chaired by the Executive Dean of Academic Services and an Academic Advisor, is responsible for reviewing data and ensuring that instructional activities are routinely assessed and evaluated. The assessment findings support the budget and strategic planning process and program placement recommendation. Program assessment is conducted annually, and each academic program is required to submit an assessment plan that assess a minimum of two learning outcomes.

Compliance Recommendation: None.

7. Student Evaluation

Southeastern Illinois College has a well-defined system for evaluating and recording student performance in courses and programs. The college has board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

Southeastern Illinois College reports that instructors teaching a transfer-level course are required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses.

The Online Learning and Educational Technology department offers regular professional development sessions for faculty and archives the workshops for faculty to access online. The workshops cover online teaching and learning, accessibility of course material and ADA compliance, fair use and use of copyrighted material, and more.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Southeastern Illinois College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the Master's Degree requirement and must have a *minimum* of 18 graduate hours in the discipline. With regards to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, Instructors (1.2) must hold the

appropriate credential and 2000 hours of demonstrated experience in the field.

College Response:

After further review of faculty credentials for those faculty members identified in this report, all have the appropriate documentation required to teach baccalaureate-level coursework, and have been hired by SIC's Board of Trustees to teach in their respective content areas. See attached Excel spreadsheet with rationale and credentials listed. Credential documentation is housed in the College's Human Resources Office, and can be made available upon request.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements and Contracts, the following items of the college were reviewed: the college's self-assessment and the college catalog on the college's website. Southeastern Illinois College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement is noted within the self-assessment and the college catalog. The college participates in a number of other cooperative agreements with Rend Lake College and Shawnee Community College. These agreements are current and have all been approved by the ICCB.

Compliance Recommendation: None.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, student handbook, and the college's self-assessment. Southeastern Illinois College's Academic Calendar includes at least two 16 week semesters, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Southeastern Illinois College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college has shown intentionality in improving consistency and quality of the Program Review process. Southeastern Illinois College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies

between the college's program review process and schedule and the ICCB five-year program review were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Southeastern Illinois College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and all students' continued success as they progress through their program. The college has three full-time advisors who are available to all students. A fourth advisor serves as part of the federal TRIO Student Support Services (SSS) grant program and serves only eligible students for that program. The advisors attend local, regional and state universities' articulation meetings throughout the year to stay current with information needed for students to transfer.

Compliance Recommendation: None.

Part B: Financial Aid

The college provided a holistic review of its Financial Aid Department. The college offers financial assistance through federal, state, institutional, and private funds. Students are provided information and access to financial support through workshops, brochures, and the college website. Multiple communication modes are employed to ensure students are aware of the available financial aid programs, such as grants, loans, part-time work-study positions, and scholarships. To assist students with the FASFA process, a computer is made available in the Financial Aid Office where the staff members work with students one-on-one to complete the FASFA form online. Financial Aid staff is available outside of normal office hours by appointment. The college did not offer any data on loan default rate.

Compliance Recommendation: None.

Part C: Placement

Academic advisors are available to aid with career counseling. Advisors assist students with tying academic goals to career goals. The college also employs a career evaluator who can assist in helping students identify career goals and interests. The college offers an employability skills course (EMP 111), a one-credit hour course that focuses on teaching students skills needed to become employed, such as writing cover letters and resumes, interviewing skills, etc. The course is open to all students and required in a few CTE related certificates and A.A.S. degree programs.

Compliance Recommendation: None.

Part D: Support Services

Southeastern Illinois College provides various support services to students, including the Office of Disability, Student Life, TRiO, and veteran's services.

The College employs a comprehensive academic early alert system to retain students who have experienced academic difficulty. Faculty can send academic alerts through Starfish's early alert system. These alerts are sent to students through their student e-mail accounts. Alerts are also sent to academic advisors who provide one-on-one follow-up with students.

The four advisors are responsible for the following subset of students:

- students who qualify through the Americans with Disability Act (ADA), international students, and veterans
- students seeking to transfer to a four-year institution and Perkins/CTE eligible students
- student-athletes participating in National Junior College Athletic Association (NJCAA) sports and students in the TRIO-SSS program

The college has established a Diversity Committee comprised of faculty and staff from various departments across campus. The committee reviews diversity initiatives across campus that involve academics, business operations, and student data, and, as needed, the committee makes recommendations to the president.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a desk review in summer of 2020. ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2018, fall 2018, and spring 2019 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (CPR) that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50 percent of the cost of a program to submit a course for state grants. The district must resubmit the fiscal year 2020 SU/SR to reclassify

those courses, placing them on the SR.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02 Southeastern Illinois College must resubmit all fiscal year 2020 SUSR claims after removing the unallowable CPR courses.

Student Residency

Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2015 through 2019 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

The Executive Dean of Administrative Services (CFO) reviewed annual audits for 2015, 2016, 2017, and 2018 with an analysis of revenues, expenditures, and fund balances. The study resulted in a comparison of Southeastern Illinois College's fund balances to the comparable statewide averages. Revenue sources were examined to determine the accuracy of budgeted expectations in relation to audited results. Revenue and expenditure trends were analyzed over a four-year period within the base financial model of the college. The CFO also examined the contingency model for accuracy and relevance. The changes in college debt along with the legal debt margin were also reviewed as were the budget construction process and associated contingency planning. The CFO annual presentations of tax levy data were examined to assess the value of information toward contingency planning for reduction in local tax revenues due to EAV and TIF programs.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 (on hold for fiscal year 2019) were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Southeastern Illinois College were reviewed—generally this includes fiscal years 2016-2020 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are 12 IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins

Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Southeastern Illinois College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Southeastern Illinois College officials have met ICCB deadlines for many submissions. Overall, Southeastern Illinois College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in three of the five years reviewed; the fiscal years 2019 and 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Southeastern Illinois College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2020 submission was finalized five weeks late, the fiscal year 2019 and fiscal year 2018 submissions were two months late, the fiscal year 2017 submission was one month late, and the fiscal year 2016 submission was finalized one-half month past the reporting deadline. The submissions took between four and eight submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in four of the five years reviewed; the fiscal year 2017 submission contained less than one percent of records with unknown Degree Objective. The proportion of records with unknown Entry Intent and Current Intent ranged between 11 percent and 16 percent across the five years reviewed. Entry Intent and Current Intent are the same for each record in the five most recent submissions reviewed, which suggests that Current Intent is not being updated. The proportion of records with unknown Highest Degree Previously Earned increased from nine percent in fiscal year 2016 to 15 percent in fiscal year 2020. The proportion of records with unknown High School Rank was nearly 70 percent in the year reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in one of five fiscal years reviewed; the submissions were finalized between three days and one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Southeastern Illinois College met the reporting deadline in one of the five years reviewed; the submissions were finalized between three days and four weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than seven percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Southeastern Illinois College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was three, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Southeastern Illinois College met the reporting deadline in none of the five years reviewed; the submissions were finalized between eight days and one month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to five, and final AC submissions did not contain any critical errors in three of the five years reviewed; the fiscal year 2019 and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in three of the past five years; the fiscal year 2019 submission was finalized nine days late, and the fiscal year 2017 submission was finalized nearly seven months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to eight, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2018 submission contained one critical error. This data was verified by college officials as valid and accurate. Southeastern Illinois College met the reporting deadline for the **Fall Enrollment Survey** in four of the five years reviewed; the fiscal year 2019 submission was finalized 10 days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Southeastern Illinois College data submissions met the reporting deadline in two of the last five fiscal years; the fiscal year 2020 submission was finalized about three weeks late, the fiscal year 2019 submission was two days late, and the fiscal year 2018 submission was finalized one-half month past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than three percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between seven percent and 25 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for about 20 percent of the records in the one year reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2018 submission was finalized two days late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise

their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2018 submission was finalized 11 days late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2015 (58.33 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2019 and fiscal year 2018 submissions were finalized two days late, and the fiscal year 2017 submission was finalized nine days past the reporting deadline. The number of submissions required to finalize these data ranged from two to five. The **Faculty, Staff, and Salary (C2)** electronic data submission did not meet the reporting deadline in the one year reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 was moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in two of the past five fiscal years; the fiscal year 2019 submission was finalized three days late, the fiscal year 2018 submission was one month late, and the 2016 submission was finalized 11 days past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Southeastern Illinois College met the submission deadline in one of the past five years reviewed; the submissions were finalized between four days and 13 days late. The number of submissions needed to finalize the data ranged from two to four. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Southeastern Illinois College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendation: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Southeastern Illinois College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Student ID Submission (ID)**, the **Annual Completions Data (A2)**, the **Annual Course Data (AC)**, the **Annual Faculty, Staff, & Salary Data (C1)**, the **Faculty, Staff, & Salary Supplementary Information**, the **Noncredit Course Enrollment Data (N1)**, and the **Annual Faculty, Staff, & Salary Data (C3)**.

College Response:

The College has determined that in most of these cases, the editing process did not start soon enough nor consistently around the same time each cycle to ensure timely completion of each submission. The College's IT department has a State and Federal Reporting Schedule on the Intranet (for employee)s with report name, person responsible, due date, etc. What has not been emphasized and fully accounted for is the "start date," recognizing the fact that some reports take significantly more time internally to compile and complete accurate and vetted information. The College is going to modify this process to have consistent "start dates" based on submission history for how long it typically takes to compile these reports. Starting on a more consistent basis should significantly improve timeliness in problem areas.

Southeastern Illinois College - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (07/15)*	08/07/19	07/18/18	08/02/17	07/13/16	07/09/15
# Submissions to Final	4	3	2	2	3
Timeliness	23 days late	2 days late	16 days late	on time	on time
Duplicated Head Count	4816	2334	1227	510	370
Unduplicated Head Count	2180	1547	1173	351	283
# Error Codes in Final Submission	3	1	3	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.35 percent	0.25 percent	1.62 percent	0.20 percent	0.00 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.26 percent	0.33 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.31 percent	0.00 percent	0.00 percent	0.39 percent	2.16 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	7.89 percent	6.73 percent	8.31 percent	17.45 percent	25.41 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	21.89 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (08/01)*	09/06/19	10/01/18	09/27/17	10/03/16	08/18/15
# Submissions to Final	4	7	4	7	8

Timeliness	36 days late	61 days late	57 days late	32 days late	15 days late
Head Count (total incl. 0 hrs enroll.)	3781	3922	4153	4852	5071
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	6	6	6	3
# Critical Errors in Final Submission	0	1	1	0	0
% Records with Errors in Final Sub.	2.38 percent	3.56 percent	11.02 percent	10.96 percent	7.59 percent
% 0 Cumulative GPA in Final Sub.	21.58 percent	20.83 percent	22.49 percent	22.14 percent	22.86 percent
% 0 Cumulative Hours in Final Sub.	20.66 percent	19.91 percent	21.67 percent	20.94 percent	21.51 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	10.66 percent	11.68 percent	10.81 percent	10.88 percent	15.64 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	10.66 percent	11.68 percent	10.81 percent	10.88 percent	15.64 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.04 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	15.29 percent	13.95 percent	13.39 percent	10.47 percent	9.15 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	67.82 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	09/06/19	09/28/18	09/27/17	10/03/16	08/25/15
# Submissions to Final	4	5	3	7	5

Timeliness	3 days late	24 days late	26 days late	18 days late	on time
Record Count (duplicate completions)	294	395	474	660	606
Total Number of Completions from A1	275	364	441	607	560
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.15 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	4.76 percent	4.81 percent	6.75 percent	6.52 percent	3.96 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Student ID Submission (ID)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)*	09/06/19	10/02/18	09/22/17	10/04/16	08/25/15
# Submissions to Final	4	4	1	4	1
Timeliness – Data Due	3 days late	28 days late	21 days late	19 days late	on time
Head Count in Final Submission	3781	3922	4153	4852	5071
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	4	3	2	3
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	08/13/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	57
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	N/C*	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	N/C*	0.00 percent

*The SD submission was eliminated in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	09/11/19	10/02/18	10/04/17	10/04/16	09/11/15
# Submissions to Final	3	3	5	3	3
Timeliness	8 days late	28 days late	33 days late	12 days late	10 days late
# Error Codes in Final Submission	1	2	2	1	1
# Critical Errors in Final Submission	0	1	1	0	0
% Records with Errors in Final Sub.	0.11 percent	0.15 percent	0.15 percent	0.22 percent	0.15 percent
% Dual Credit in Final	11.98 percent	12.13 percent	11.23 percent	11.93 percent	9.91 percent
% Remedial (PCS 14) in Final	3.77 percent	4.08 percent	4.23 percent	3.28 percent	3.67 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/24/19	10/10/18	09/29/17	05/11/17	09/17/15
# Submissions to Final	1	8	3	5	1
Timeliness	on time	9 days late	on time	206 days late	on time
Head Count in Final Submission	1732	1650	1655	1820	2034
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	2	3	4	3	3
# Critical Errors in Final Submission	0	0	1	0	0
% Records with Errors in Final Sub.	1.09 percent	1.75 percent	0.42 percent	1.81 percent	1.37 percent
Current Intent Coverage in Final Sub % coded as unknown	8.03 percent	8.73 percent	7.55 percent	8.52 percent	9.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	96.65 percent	96.36 percent	96.56 percent	96.59 percent	96.95 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/26/19	10/11/18	10/02/17	10/03/16	09/28/15
Timeliness	on time	10 days late	on time	on time	on time
Head Count	1732	1650	1655	1820	2034
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/04/19	10/17/18	10/18/17	11/04/16	10/14/15
# Submissions to Final	2	3	3	5	3
Timeliness	on time	2 days late	2 days late	9 days late	on time
# Error Codes in Final Submission	4	2	4	3	3
# Critical Errors in Final Submission	2	2	3	2	2
% Records with Errors in Final Sub.	21.71 percent	19.10 percent	22.58 percent	21.71 percent	19.68 percent
% Unknown Employment Class (8)	10.53 percent	12.10 percent	12.90 percent	14.86 percent	13.99 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/26/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
Timeliness	N/C*	N/C*	N/C*	N/C*	11 days late

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/15/19	10/18/18	11/28/17	11/04/16	10/26/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	3 days late	35 days late	on time	11 days late

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	10/07/19	10/03/18	11/03/17	10/25/16	10/21/15
Timeliness	on time	on time	2 days late	on time	on time

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	01/29/19	02/20/18	02/10/17	02/11/16	02/13/15
Timeliness	on time	11 days late	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/09 in FY 18; 02/17 in FY 15

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/30/18	02/10/17	02/01/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/30/18	02/10/17	02/01/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/30/18	02/10/17	02/01/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	02/01/19	01/29/18	02/10/17	01/22/16	01/29/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/30/19	02/13/18	02/03/17	03/09/16	01/30/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	05/26/16	05/06/15
# Submissions to Final	N/C*	N/C*	N/C*	2	1
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	1
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	2.77 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	35.00 percent	58.33 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/06/19	06/19/18	06/20/17	06/28/16	06/25/15
# Submissions to Final	4	2	3	3	3
Timeliness	on time	4 days late	5 days late	13 days late	10 days late
# Error Codes in Final Submission	2	1	1	1	2
# Critical Errors in Final Submission	2	1	1	1	1
% Records with Errors in Final Sub.	12.70 percent	10.61 percent	12.19 percent	13.02 percent	12.29 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.00 percent	0.41 percent	0.41 percent	0.35 percent	0.33 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

SPOON RIVER COLLEGE



December 4, 2020

Illinois Community College Board

RECOGNITION REPORT
FOR
SPOON RIVER COLLEGE
December, 2020

INTRODUCTION

During fiscal year 2020 the Illinois Community College Board (ICCB) conducted a recognition evaluation of Spoon River College, District 534. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Spoon River College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status.

- *Recognition Continued* - The district generally meets ICCB standards.
- *Recognition Continued - with Conditions* - The district generally does not meet ICCB standards.
- *Recognition Interrupted* - The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

EVALUATION RESULTS AND RECOMMENDATIONS

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Spoon River College's 2019-2020 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Spoon River College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), and the Associate in General Studies (A.G.S). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13's or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 20 of 20 courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The institution maintains academic control of the design, conduct, and evaluation of units of instruction with the appropriate processes and policies in place. The Vice President for Instruction and academic deans oversee the curriculum change process, changes are approved by shared governance method with the institution's curriculum committee and College Senate, and the Academic Services Department coordinates process.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Spoon River College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Spoon River College's 2020 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2018 and 50 from fiscal year 2019. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2018 and 2019, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Spoon River College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2018 through 2019, it was reported that 71 instructors taught transfer

(1.1) dual credit courses. Of these instructors, six did not have the appropriate credentials to teach transfer courses. It was noted that one of these instructors had an approved professional development plan as authorized under the Dual Credit Quality Act. It was reported that seven instructors taught career and technical education (1.2) dual credit courses. Of these instructors, all held the appropriate credentials.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the pre-requisite requirements for the dual credit course.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Spoon River College must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. The ICCB recognizes that the amended Dual Credit Quality Act, effective January 2019, may impact the ICCB Administrative Rules moving forward as they pertain to dual credit courses and instruction. It was noted that only one instructor was following a professional development plan as authorized by the Dual Credit Quality Act.

College Response:

In response to this compliance recommendation, the instructor qualifications and status for the nine instructors identified were reviewed. The following table includes the results of this review:

Course Title (spelled out) and Course Number Taught	Degree Discipline Area (e.g. Masters in English)	Graduate Hours in the Discipline being taught	ICCB NOTES	SRC NOTES
BIO 105 Principles of Biology	Bachelors in Biology	Biology-31 (Professional Development Plan in progress)	Dual Credit Quality Act not effect during years of review. PD Plan likely acceptable now.	Faculty member currently has a professional development plan with Spoon River College which is allowed under the Dual Credit Quality Act (effective 1-1-19).
MAT 132 Statistics	Masters in Physics	Math-8		Spoon River College will pursue a professional development plan with Faculty member as allowed in the Dual Credit Quality Act (effective 1/1/19).
MUS 102 Introduction to American Music, MUS 111 Music Appreciation	Masters in Teaching	Music- 12		Faculty Member completed 6 additional credit hours in Music in Spring 2020 and Summer 2020.
ED 122 Creative Activities for Children, ED 215 Intro to Early Childhood Education, ED 201 Introduction to Education	Masters in Instructional Tech and Telecom and Master in Art	Education-19	18 credit hours in ECE not documented. Education courses do not typically suffice for ED122 and 215.	ED122 is classified as 1.2 - Occupational/Technical Instruction course per the ICCB Master Course List. ED215 – Faculty Member is no longer with Spoon River College.
ENG 101 Composition I	Bachelors in Education	English-47		Faculty member is no longer with Spoon River College
ENG 102 Composition II	Bachelors in English	English-24, no degree		Faculty Member is no longer with Spoon River College.

6. Assessment Plans

The institution has in place a systematic process to evaluate student performance and ensure quality of academic programs. The institution's plan focuses on assessing the six General Education Competencies and student success and learning at the course-level. The assessment coordinator coordinates the institution's assessment response and regularly presents findings to the Board of Trustee, academic leadership, and the Assessment Committee members. Additionally, the institution reviewed its placement policies in response to the transition from Accuplacer Classic to Accuplacer NextGen.

Compliance Recommendations: None.

7. Student Evaluation

Spoon River College has a well-defined system for evaluating and recording student performance in courses and programs. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

Spoon River College reports that instructors teaching a transfer-level course are required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested for full- and part-time faculty who taught in the academic years 2018 – 2019, which were requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

The institution's Learning Resource Center provides professional development opportunities for faculty in the areas of course design, technology integration, accessibility, assessment, and course evaluation. The Disability Support Services serves students who self-disclose their need for accessibility support and resources, and liaises with faculty to ensure students receive appropriate accommodations.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Spoon River College must ensure all faculty have the proper

credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. With regards to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response:

In response to this compliance recommendation, the instructor qualifications and status for the two instructors identified were reviewed. The following table includes the results of this review:

Course Title (spelled out) and Course Number Taught	Degree Discipline Area (e.g. Masters in English)	Graduate Hours in the Discipline being taught	SRC Notes
MUS 102 Introduction to American Music, MUS 111 Music Appreciation	Masters in Teaching	Music- 12	Faculty Member completed 6 additional credit hours in Music in Spring 2020 and Summer 2020.
ENG 102 Composition II	Bachelors in English	English-24, no degree	Faculty Member is no longer with Spoon River College.

Advisory Recommendation: As part of the Program Review cycle, all courses should be reviewed within the five-year cycle. When courses are no longer relevant to programs or are no longer taught on campus, they should be inactivated or withdrawn from the master course file. Courses identified for faculty qualification review indicate a need for program and curriculum review to determine if AG 102, BIO 102, BUS 232, and SPA 102 should be considered for withdrawal.

College Response: College will review status of stated courses and take appropriate action.

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's self-assessment and the college catalog on the college's website. Spoon River College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The CAREER Agreement is noted within the self-assessment and the college catalog. During their self-evaluation, the college determined that it is unable to locate two cooperative agreements that are listed in the course catalog: a Radiologic Technology agreement with Carl Sandburg College and a Respiratory Therapy Assistant agreement with Southeastern Illinois College. The college noted that it will recover the two agreements and submit them to ICCB for retroactive approval. The college's responses within the self-assessment for standard nine were thorough and provided sufficient detail.

Compliance Recommendation: None.

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: college catalog and/or applicable policy handbook, student handbook, and the college's self-assessment. Spoon River College's Academic Calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Spoon River College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. The college has shown intentionality in improving consistency and quality of the Program Review process. Spoon River College should continue to review and utilize the recommendations and feedback given by the ICCB. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Spoon River College's advising and counseling program is extensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Students are required to meet with an academic advisor before registering for the first time at Spoon River College. Students are then highly encouraged to meet with an advisor before registering for courses each semester. Students who are on academic probation are required to meet with an academic advisor before semester registration. The college's hours of operation are regular business hours with extended hours during peak times of the year.

Compliance Recommendation: None.

Advisory Quality Recommendation: Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (evenings, weekends). The ICCB recommends the college evaluate their current practices to ensure services are being provided in the most efficient and effective manner for all students.

College Response: Evaluation will be conducted.

Part B: Financial Aid

Spoon River College provided a holistic review of its Financial Aid Department. The Financial Aid Office utilizes several communication tools when guiding students through the necessary steps to apply for financial assistance. Students receive phone calls, text messages, emails, and letters to assist them in the financial aid process and inform them of upcoming deadlines. Staff offer FAFSA completions and informational meetings by partnering with each high school within the district and at public events on campus. Students may also log into a secure online portal to view and submit documents needed for financial aid processing. The college did not include loan default rate, standard academic progress data, or policy information to review.

Compliance Recommendation: None.

Advisory Quality Recommendation: Under the Student Services/Academic Support Standards of the ICCB Recognition Manual, colleges are expected to ensure all services are available at hours/days convenient for students (evenings, weekends). The ICCB recommends the college evaluate their current practices to ensure services are being provided in the most efficient and effective manner for all students.

College Response: Evaluation will be conducted.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support. These services include, but are not limited to, résumé writing,

interview skill development, and student work-study. All academic advisors work with undecided students to guide them in career exploration, decision making, and educational planning. Students who are undecided in their major or career goals are referred to meet with their academic advisor. One-on-one career counseling and career assessments are utilized to ensure preparation for each student. The office offers walk in or scheduled appointment times, with evening appointments available by request. Job placement opportunities are offered in an internet-based job listing, allowing the site to be accessed seven days a week and 24 hours a day. The college utilizes Virtual Job Shadow, an interactive tool that empowers individuals to discover, plan, and pursue a career path, ensuring that a student's academic pursuits align with their career goals.

Compliance Recommendation: None.

Part D: Support Services

Spoon River College provides various support services to students, including disability services, counseling services, TRIO programs, and veteran services. The college offers academic support services, including peer tutoring, the student help desk, and personal counseling is available to those students who are presently enrolled at the college to assist with managing personal and emotional barriers that may be interfering with academic success.

The Accessibility Services Office provides a variety of accessibility services including but not limited to interpreters, note-takers, and specialized software/hardware. All services are available during regular business hours as well as personalized appointments based on student needs.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

ICCB staff conducted a day and a half visit at the college in the middle of October 2019. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

Approximately 150 course sections from the summer 2018, fall 2018, and spring 2019 semesters were selected. Midterm class lists, final grade sheets, and transcripts were reviewed. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System

The college's credit hour submissions to the ICCB were made in a timely manner. All instructors for SU courses were funded with more than 50 percent unrestricted funds.

Compliance Recommendation: None.

Student Residency

Based on the review of residency records, the district properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats

The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic and appears to be working as it should.

Compliance Recommendation: None.

2. Financial Compliance

Part A: Annual External Audit.

The annual external audits for fiscal years 2014 through 2018 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

3. Financial Planning

Spoon River College conducted a survey of peer colleges to determine the level of reserves the colleges held in regard to the annual expenses of the colleges. For those colleges that responded, the average reserve in the Education Fund was 36 percent of the annual expenses while the average reserve in the Operations and Maintenance Fund was 52 percent. At this time, Spoon River College's Education Fund reserves stand at 73 percent of annual expenses while Operations and Maintenance reserves are 14 percent.

The college also conducted a survey of peer colleges to determine what percentage of the bonding authority the colleges were utilizing. For those colleges that responded, the average utilization of the bonding authority was 25 percent. The utilization ranged from zero percent of the debt limit to over 49 percent. At this time, Spoon River College is utilizing roughly 71 percent of its debt limit. This has risen in recent years due to the fact

that the college has been issuing debt to renovate facilities since state funding was not available. Every year the college pays enough principle to lower the utilization by 6 percent, and has no foreseeable plans to issue new debt in the next three to four years.

Recently, the college has revised its Strategic Planning process to integrate its budgeting process with it. Through the Strategic Planning process, they identify the priorities for the following year and then fund those projects with the subsequent budget. With recent tight budgets, some items may need to be funded over multiple years. The College has completed its latest Facilities Master Plan, and since this plan did not change much from the last plan, the content of this new plan was already integrated into their Strategic Plan.

Every March, budget spreadsheets and instructions are distributed to all budget managers and department heads. Budget managers have the ability to move funds between accounts within their budgets. For the past 15 years, the college has been holding the budgets flat, besides salaries. If a department desires additional funds, they request those funds on the appropriate form and submit the request with proper justification. All requests are reviewed in an annual budget meeting held by the president's cabinet. Once the budget is approved, all budget managers are responsible for spending the funds within their budget and are held accountable for not overspending.

The Spoon River College Board of Trustees receives monthly financial reports detailing the current financial condition of the institution.

Compliance Recommendation: None.

4. Facilities

Part A: Approval of Construction Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects.

P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "...prior approval of the ICCB..." is being eliminated through the JCAR rules process. In order for the College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions.

Resource Allocation Management Plan (RAMP)

The submissions due in fiscal years 2014 through 2018 (on hold for fiscal year 2019) were

reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements: The latest five years of Illinois Community College Board (ICCB) data submissions by Spoon River College were reviewed—generally this includes fiscal years 2016-2020 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2019 is up to \$57,317 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Spoon River College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Spoon River College officials have met ICCB deadlines for most submissions. Overall, Spoon River College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Spoon River College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2018 submission was finalized two months late, and the fiscal year 2017 submission was finalized one day past the reporting deadline. The submissions took between two and six submissions to finalize. Coverage of Degree Objective was excellent over the timeframe

of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Entry Intent ranged between two percent and 34 percent across the five years reviewed. The proportion of records with unknown Current Intent was less than three percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned was less than five percent across the five years reviewed. The proportion of records with unknown High School Rank was nearly 60 percent in the year reviewed. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Spoon River College met the reporting deadline in four of the five years reviewed; the fiscal year 2018 submission was finalized one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was zero or nearly zero across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Spoon River College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was one, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Spoon River College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to ten, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in four of the past five years; the fiscal year 2016 submission was finalized five months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to five, and there were no critical errors in the final submissions in five of the five years reviewed. Spoon River College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Spoon

River College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2018 submission was finalized one day past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age and Race/Ethnicity was excellent in the five years reviewed with zero percent of records having unknown age and less than one percent of records having unknown race/ethnicity each year. The Highest Degree Previously Earned variable was unknown for nearly 80 percent of the records in the one year reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the two years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in two of the two years reviewed. The response rate met the ICCB minimum standard in one of the two submissions reviewed: 2015 (57.89 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in each of the past five fiscal years. The number of submissions required to finalize these data ranged from two to three. The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in the one year reviewed. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 was moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Spoon River College met the submission deadline in four of the past five years reviewed; the fiscal year 2015 submission was finalized eight days late. The number of submissions needed to finalize the data ranged from one to five. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay**

Survey, and Hispanic Employment Plan Survey submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Spoon River College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Spoon River College.

College Response: College will continue to strive to be on time, accurate and complete with data submissions.

Spoon River College - Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (07/15)*	07/09/19	07/09/18	07/18/17	06/22/16	07/02/15
# Submissions to Final	1	1	4	2	2
Timeliness	on time	on time	1 day late	on time	on time
Duplicated Head Count	1025	1134	978	1180	1766
Unduplicated Head Count	795	917	764	798	964
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.17 percent	1.41 percent	1.12 percent	1.53 percent	0.68 percent
% Unknown Age in Final Submission no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.00 percent	0.35 percent	0.00 percent	0.08 percent	0.06 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	N/C**	N/C**	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	N/C**	N/C**	75.76 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (08/01)*	07/23/19	08/01/18	10/03/17	09/02/16	07/24/15
# Submissions to Final	2	4	6	6	3

Timeliness	on time	on time	63 days late	1 day late	on time
Head Count (total incl. 0 hrs enroll.)	2194	2333	2530	2562	2886
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.04 percent	0.00 percent	0.07 percent	0.06 percent
% 0 Cumulative GPA in Final Sub.	16.09 percent	19.55 percent	20.16 percent	22.95 percent	23.35 percent
% 0 Cumulative Hours in Final Sub.	10.71 percent	10.72 percent	9.41 percent	8.51 percent	8.56 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	3.10 percent	1.67 percent	2.09 percent	16.51 percent	34.23 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	2.51 percent	0.94 percent	1.07 percent	2.54 percent	1.46 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	3.01 percent	2.66 percent	4.51 percent	3.55 percent	4.89 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	57.69 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16

**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/21/19	08/27/18	10/02/17	09/14/16	07/27/15
# Submissions to Final	1	2	3	4	1

Timeliness	on time	on time	31 days late	on time	on time
Record Count (duplicate completions)	514	492	566	436	416
Total Number of Completions from A1	468	467	526	426	416
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.00 percent	1.02 percent	0.18 percent	0.00 percent	0.00 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Student ID Submission (ID)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)*	08/21/19	08/22/18	08/16/17	09/02/16	07/27/15
# Submissions to Final	1	1	1	2	2
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	2194	2333	2530	2562	2886
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	2
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (09/01)	N/C*	N/C*	N/C*	N/C*	08/17/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	on time
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	78
# Error Codes in Final Submission	N/C*	N/C*	N/C*	N/C*	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	N/C*	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	N/C*	0.00 percent

*The SD submission was eliminated in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (09/01)*	08/22/19	08/27/18	08/16/17	08/30/16	09/01/15
# Submissions to Final	1	2	2	5	10
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	1	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.00 percent	0.02 percent	0.02 percent
% Dual Credit in Final	8.70 percent	8.21 percent	6.55 percent	7.01 percent	3.59 percent
% Remedial (PCS 14) in Final	4.12 percent	4.55 percent	5.02 percent	4.75 percent	5.61 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/23/19	09/07/18	09/11/17	09/20/16	03/03/16
# Submissions to Final	2	1	1	2	5
Timeliness	on time	on time	on time	on time	154 days late
Head Count in Final Submission	1386	1436	1489	1560	1665
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	1	1	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.07 percent	0.06 percent	0.00 percent	0.00 percent	0.00 percent
Current Intent Coverage in Final Sub % coded as unknown	1.59 percent	1.04 percent	0.60 percent	0.90 percent	1.56 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.04 percent	97.01 percent	97.38 percent	96.99 percent	97.78 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/01)*	09/23/19	09/07/18	09/19/17	09/28/16	09/28/15
Timeliness	on time	on time	on time	on time	on time
Head Count	1386	1436	1489	1560	1665
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	10/14/19	10/15/18	10/16/17	10/11/16	10/12/15
# Submissions to Final	3	3	3	2	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	2	3	2	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.88 percent	6.74 percent	5.64 percent	10.05 percent	16.80 percent
% Unknown Employment Class (8)	2.94 percent	2.25 percent	2.05 percent	2.01 percent	1.68 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/06/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness	N/C*	N/C*	N/C*	N/C*	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)*	09/17/19	10/11/18	10/04/17	10/27/16	10/06/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2020	2019	2018	2017	2016
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (11/01)*	10/21/19	10/16/18	10/18/17	09/26/16	10/19/15
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 16

Spring Semester Enrollment Survey*

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission (02/15)*	01/29/19	02/01/18	02/13/17	02/03/16	02/03/15
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/09 in FY 18; 02/17 in FY 15

African American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15

Timeliness	on time	on time	on time	on time	on time
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*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Asian American Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Hispanic Employment Plan Survey

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/10/19	01/10/18	03/02/17	01/22/16	01/06/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Underrepresented Groups Report

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission Varies See Note*	01/15/19	02/13/18	02/06/17	03/04/16	01/15/15
Timeliness	on time	on time	on time	on time	on time

*Due 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2019	2018	2017	2016	2015
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Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014
Final Submission – (5/30)**	N/C*	N/C*	N/C*	04/26/16	05/27/15
# Submissions to Final	N/C*	N/C*	N/C*	1	3
Timeliness	N/C*	N/C*	N/C*	on time	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	0
# Critical Errors in Final Submission	N/C*	N/C*	N/C*	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	N/C*	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	54.55 percent	57.89 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	Yes

*The FS submission was eliminated in FY 17

**Due 5/31 in FY 16; 06/01 in FY 15

***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/17/19	06/12/18	06/08/17	06/07/16	06/23/15
# Submissions to Final	2	2	1	4	5
Timeliness	on time	on time	on time	on time	8 days late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	5.28 percent	7.72 percent	8.53 percent	7.39 percent	8.43 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	0.48 percent	0.00 percent	0.00 percent	1.74 percent	0.00 percent

*Due 06/17 in FY 19

Item #9.2
December 4, 2020

UNAPPROVED

Minutes of the 441st
Meeting of the
Illinois Community College Board

Zoom Meeting
<https://us02web.zoom.us/j/88659181544?pwd=QTdXTW5ETzB3SmxHS1JYcFFIeXIsUT09>
Meeting ID: 886 5918 1544
Passcode: wH4qEZ

One tap mobile
+13126266799,,88659181544#,,,,,0#,,696503# US (Chicago)
Dial by your location
+1 312 626 6799 US (Chicago)
Meeting ID: 886 5918 1544
Passcode: 696503

September 11, 2020

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 11, 2020 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the call: Paige Ponder, Terry Bruce, Larry Peterson, Lynette Stokes, Suzanne Morris, Nick Kachiroubas and Enrique Velazquez, Student Board member. Board member Teresa Garate was not present at the time of roll call but will be joining the Board meeting later. Board member Doug Mraz was absent. A quorum was declared.

Item #2 – Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Dr. Lopez began by paying tribute to the 19th anniversary of the terrorist attacks on the World Trade Centers, Pentagon and Flight 93 followed by a moment of silence for those who lost their lives and those who are still impacted today. He then went on welcome the new Board members to their first Board meeting and congratulated Ann Knoedler, Executive Assistant and Board Secretary, on the birth of her son, John Brooks Knoedler, on August 21st. He also thanked all the ICCB staff for working so hard to pull the September Board meeting together so quickly after the Board Retreat.

The ICCB and IBHE Board members have begun work in strategic planning focus groups. It was a very positive and valuable experience working with and getting to know the IBHE Board members. This was a good opportunity for both groups to get to know each other and witness the numerous areas of commonality and understandings which made it an extremely positive experience.

The ICCB recently hosted the annual Board Retreat on August 19th. There was a lot of work and discussion that was accomplished during the retreat including the revised Board Goals that will be voted on shortly.

For this meeting, the Board will be approving the Board Goals discussed at the August Board Retreat; will table action items #12.2 - Minutes of the June 12, 2020 Executive Session and #18 - Approval of Confidentiality of Executive Session Minutes until the December 4th, 2020 Board meeting; and will also be entering into Executive Session at the end of the meeting to discuss employment matters.

With that, Chair Lopez opened the floor to any other Board members wanting to make any comments at this time.

Item #3 - Approval of FY21 Illinois Community College Board Goals

Suzanne Morris made a motion, which was seconded by Nick Kachiroubas, to approve the following motion:

The Illinois Community College Board hereby approves the following goal statement and three Board goals for fiscal year 2021:

The Illinois Community College Board hereby affirms the mission of the state’s 48 colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

- Goal 1: Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- Goal 2: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- Goal 3: Contribute to economic development by supporting the Illinois community college system’s effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Enrique Velazquez	Yea
Larry Peterson	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: Yes. Chair Lopez stated he is very proud of the work the Board and staff have accomplished. Dr. Lynette Stokes stated she is pleased to see that equity is threaded throughout each of the three goals.

Item #4 – Board Member Comments

As the first official Board meeting, student member Enrique Velazquez shared that he is attending Kankakee Community College and studying sociology with the hopes of going in to counseling and later administration. New Board members Dr. Lynette Stokes, President of South Suburban College, and Mr. Larry Peterson, former President of Shawnee Community College, are very excited to begin serving on the Board.

Item #4.1 – Illinois Board of Higher Education Report

Dr. Teresa Garate will report on this later in the Board meeting when she arrives.

Item #5 – Executive Director Report

Dr. Brian Durham began by paying tribute to the 19th anniversary of the terrorist attacks also. He then went on to also congratulate Ann Knoedler, Executive Assistant and Board Secretary, on the birth of her son, John Brooks Knoedler. He stated she has done a phenomenal job continuing to pull the Board meeting together and look forward to her being able to take parental leave after today's meeting. A brand new agency parental leave policy is on the consent agenda to be approved today. He also congratulated ICCB staff member Jennifer Franklin for recently attaining her CPA license.

The IBHE has begun their Strategic Planning focus groups just recently which consisted of the IBHE and ICCB Board members. The final plan should be approved in March 2021 by the IBHE Board. The final plan will then come to the ICCB Board for their endorsement. Students are also represented through the Student Advisory Committee.

Dr. Durham updated the Board briefly on COVID 19 within the colleges. Most colleges have decided to provide the same instruction in Spring 2021 as they have for the Fall semester, which is mostly a hybrid instruction. This consists of online instruction with labs and CTE programs conducting in class instruction. The ICCB guidance provided to the colleges this year will be extended into the Spring 2021 semester. ICCB is also encouraging the colleges to post their COVID-19 cases on their websites and has requested those links be sent to ICCB staff.

The Diversity, Equity, and Inclusion (DEI) initiative has come from the Governor's Office to infuse more DEI into everything that is done. This initiative fits perfectly with the ICCB Board goals. The ICCB staff is in the process of constructing a Diversity, Equity, and Inclusion Action Plan that will be brought to the Board at their December 4, 2020 Board meeting to approve / endorse.

Dr. Durham concluded his report by stating that the following topics from the two breakouts that the Board members participated in during their retreat will be revisited:

- Equity Breakout:
 - Advocacy for funding focused on equity-specific dollars
 - Leveraging ICCB's role as a convener, engage in professional development programming for faculty related to equity, diversity and inclusion, cultural responsiveness, disaggregation of data in the classroom, and assessment of outcomes
 - Engaging and Assisting Colleges in Equity planning and the execution of their Equity Plans
 - Engage the community college presidents in this effort throughout

- Covid-19 Support Breakout:
 - Understanding the relationship between Community Colleges and local health Departments
 - Helping the system to address Digital Equity Gaps, including digital literacy for faculty and students through support and professional development
 - Advising institutions on financial aid considerations related to student employment
 - Incentivizing / supporting institutions in meeting the mental health needs of students
 - Examining and supporting high impact best practices that support students through the pandemic
 - Engage directly with College trustees to identify additional issues, to assess how colleges are addressing issues, and what the agency can do to support the BOTs through the pandemic

Item #6 - Committee Reports

Item #6.1 - Finance, Budgeting, Accountability and External Affairs

Terry Bruce reported the committee met this morning at 8:00 a.m. with Larry Peterson and Lynette Stokes in attendance and discussed the following items: Timeliness of State Payments – community colleges have not received their base operating or equalization funds for fiscal year 2021 yet; Spring 2021 legislative agenda – no items have been brought to the ICCB staff yet but should be sent to Matt Berry; marketing – press release regarding high school equivalency testing discounts, Chicago

Tribune article on the impact of COVID-19 on community colleges, Adult Education Week at the end of September, and focusing on equity; Economic Impact Study – working with Northern IL University, last updated in 2015, EIS committee to be convened, Spring completion; Employee Guidebook Updates – brand new agency parental leave language to be added and a revision to the Information Technology, Internet, and Email Security Backup Policy; and the Administrative Rule Changes that are on the consent agenda as well as the information item on September’s agenda.

Item #6.2 - Academic, Workforce, and Student Support

Paige Ponder reported the committee met this morning at 8:00 a.m. with Suzanne Morris, Nick Kachiroubas, and student member Enrique Velazquez in attendance and discussed the following items: High School Equivalency - Discounted Testing and elimination of the Constitution Requirement; discussed the new committee’s structure; Equity Discussion: Diversity Equity and Inclusion Initiative (DEI) and Career Technical Education; and Item #10 – New Units - the committee reviewed the new unit’s item being voted on during the Board meeting.

Item #7 - Advisory Organizations

Item #7.1 - Illinois Council of Community College Presidents

Dr. Sylvia Jenkins reported the Council held their all day retreat yesterday and also held a new presidents orientation. During their retreat, the Council discussed and received updates on the following items: Emily Bothfeld, Attorney for Robbins Schwartz, gave a legal update and spoke to the group on Title IX; Dr. Frank Harris, from the Community College Equity Assessment Lab (CCEAL), spoke on Advancing Racial Equity and Justice on Campus: Aligning Strategy and Culture; received information on Utility Incentives for Community Colleges on Behalf of Ameren IL, Nicor Gas, & ComEd - Resource Innovations (sponsor); the group heard from Ginger Ostro, Executive Director, Illinois Board of Higher Education, on the Strategic Plan for Higher Education, Dr. Brian Durham on Spring 2020 Considerations During COVID-19, and received a legislative training and refresher from Liz Brown Reeves, Mitch Schaben and Steve Brown; Illinois Green Economy Network (IGEN) Update from Katie Davis, IGEN Director and Dr. Keith Cornille, IGEN Administrative Agent; and finally ending the retreat by discussing their vision for the future. The next meeting will be held on November 11, 2020.

Item #7.2 - Illinois Community College Trustees Association

Jim Reed began his report by paying tribute to the untimely death of the ICCTA president Gregg Chadwick, Board Chair of Heartland Community College for the past 11 years, due to complications from heart failure. A long-time member of the District 540 Board of Trustees, Gregg was elected by his peers to serve as ICCTA president for 2020-2021. He previously served as ICCTA treasurer (2009-2010), chair of the Government Relations and Public Policy Committee (2017-2019), and as vice president (2019-2020). In July, he was awarded ICCTA’s 2020 Ray Hartstein Trustee Achievement Award for exemplary service. The Association intends to carry on his vision and agenda as the year progresses on, one of which was providing professional development to the trustees. Mr. Reed went on to announce the Association will conduct their first face-to-face Board meeting today and tomorrow in Springfield with about 30 Trustees expected. The group will have presenters to discuss the upcoming November election. The budget and enrollment are also a big focus of concern and will be discussed, as well as, diversity and will also be a main focus during the meeting. The vice president, John Looney, from Blak Hawk College will take over for Gregg Chadwick the rest of the year and will also serve as President for the next year. There will be some decisions made by the nominating committee about whether or not to fill that vacancy leftover in that vice presidency.

* * * * *

Item #4.1 – Illinois Board of Higher Education Report

Dr. Teresa Garate arrived to the Board meeting at 10:15 a.m. Chair Lopez called on Dr. Garate to now give her report. Dr. Garate reported as of right now the main focus of the IBHE’s agenda is Strategic Plan. Ginger Ostro, Executive Director for the IBHE, and the Board, is really engaging

and collaborating with the ICCB staff and Board members on this item as well as many other items. It is refreshing to be working in conjunction with the IBHE staff when that was not the case with the previous counterparts. The next Strategic Planning meeting and Board meeting will be held on Tuesday, September 15th.

* * * * *

NOTE: The Board will take a quick break; however, when the meeting resumes, the participants for item #9 – Workforce Equity Initiative (WEI) Panel Discussion will present before item #8 - Equity Enrollment and Outcomes in the IL Community College System Presentation.

* * * * *

BREAK at 10:22 a.m.

RETURNED at 10:33 a.m.

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Item #9 - Workforce Equity Initiative (WEI) Panel Discussion

In fiscal year 2019, the Illinois Community College Underrepresented Report noted that across all minority groups in 2019, minority Career and Technical Education (CTE) program graduates accounted for 37% of completers. Among these, only 12% were African Americans. More than one-third (38.4 percent) of all degrees and certificates in fiscal year 2019 were awarded to minority students. While there was an increase in minority completions of 11%, there was still a decrease in African American student completions of 2%. Public Act 101-0007 provided \$18.7 million dollars to respond to the increasing need to ensure workforce equity for African Americans in Illinois. The ICCB provided grant-funding to 15 community colleges in fiscal year 2020 to focus on improving workforce equity in at-risk communities. As a part of the Workforce Equity Initiative (WEI), African American participants must represent a minimum of **60%** of the total population to be served. The grants purpose is to create, support or expand short-term workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The grant targets populations from “Disproportionately Impacted Areas”, including areas that have: a poverty rate of at least 20%; 75% or more of the children participate in the federal free lunch; at least 20% of households receive assistance under the Supplemental Nutrition Assistance Program; unemployment rates of more than 120% of the national unemployment average, for two consecutive calendar years; and/or high rates of arrest, conviction, incarceration, ex-offenders, gun violence, and low rates of home ownership. WEI Desired Outcomes consist of employment after completion of the credential aligned with regional workforce gaps that provides a full-time job paying at least 30% above the regional living wage or is on a pathway to a family sustaining wage (See: www.livingwage.mit.edu) and accelerate the time for the targeted population to enter and succeed in postsecondary education/training programs that lead to employment in high skilled, high wage, and in-demand occupations.

Three Illinois Community Colleges joined the meeting to share their experiences and successes in helping African American students enter and succeed in postsecondary education/training programs:

- Illinois Central College (serves as the lead college coordinating the activities of the Workforce Equity Initiative) in Peoria, President Dr. Sheila Quirk-Bailey;
- South Suburban College in South Holland, Deborah King is the Vice President of Student and Enrollment Services at South Suburban College and serves as Co-Director for the Workforce Equity Initiative; and
- Chicago City College-Olive Harvey College, Dhyia Thompson-Phillips serves as the Executive Director of Workforce Equity of Olive-Harvey College (OHC)

These training programs must be on a career pathway leading to employment in high skilled, high wage, and in-demand occupations earning 30% above the living wage. Other colleges taking part are College of Lake County, Joliet Junior College, Kennedy-King College, Lincoln Land Community College, Malcom X College, Parkland College, Prairie State College, Richland Community College, Rock Valley College, Southwestern Illinois College, Triton College, and Wilbur Wright College.

Item #8 - Equity Enrollment and Outcomes in the IL Community College System Presentation

Nathan Wilson presented on data deriving from ICCB's Centralized Data System about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison to other sectors. Student subgroups such as race/ethnicity was included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.

Item #10 – New Units of Instruction

Item #10.1 – College of DuPage, Kennedy-King College, College of Lake County, Highland Community College, Moraine Valley Community College Southwestern Illinois College, South Suburban College

There was a brief discussion on the two Barbering Certificates being approved for Harry S. Truman College, 50 credit hours, and Shawnee Community College, 40 credit hours. It seems Shawnee Community College sought and received approval from the Illinois Department of Professional Regulation to using a 37.5 contact/clock hour to credit hour ratio as the standard for their cosmetology program and extended that, with approval from IDFPR, to their Barbering Certificate. They also have included a 150-hour internship, which is a separate course. Harry S. Truman College's program builds in experiences within the course and paired lab setting rather than pulling out for potentially a more intense course, like an internship, and uses a 30 contact/clock hour to credit hour ratio. As such, the calculation of credit hours are more traditional and mirror other recently approved programs. However, both programs require students to be enrolled over four semesters and time to degree does not change.

The agency's Administrative Rules (and in this case IDFPR through the Cosmetology, Barbering and Nail Technology Act) require a minimum of 30 contact/clock hours of seat time per hour of credit awarded by the college, for this kind of course(s).

The staff will investigate further the waiver that was provided to Shawnee Community College by IDFPR to conclude if this can be applied to all community colleges.

Nick Kachiroubas made a motion, which was seconded by Lynette Stokes, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Morton College

- Associate in Engineering Science (A.E.S.) degree (65 credit hours)

Harry S Truman College

- Barbering Certificate (50 credit hours)

Rock Valley College

- Advanced Mechatronics Certificate (31 credit hours)
- Multimedia Journalism Certificate (32 credit hours)

Shawnee Community College

- Barbering Certificate (40 credit hours)
- Esthetics Certificate (32 credit hours)

A roll call vote was taken with the following results:

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Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes.

Item #11 – Illinois Community College Board Recognition of Community Colleges

Lynette Stokes made a motion, which was seconded by Suzanne Morris, to approve the following motion:

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

Heartland Community College, District 540
Moraine Valley Community College, District 524

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes.

Item #12 – Adoption of Minutes

Teresa Garate made a motion, which was seconded by Terry Bruce, to approve the following items, with the exception of Item #12.2 which has been tabled until the December 4, 2020 Board meeting:

Item #12.1 – Minutes of the June 12, 2020 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the June 12, 2020 meeting as recorded.

Item #12.2 – Minutes of the June 12, 2020 Executive Session

This item is being tabled from the September 11, 2020 Board meeting agenda at this time. It will be added to the December 4, 2020 Board meeting agenda for approval.

Item #12.3 – Minutes of the August 19, 2020 Board Retreat

The Illinois Community College Board hereby approves the minutes of the August 19, 2020 Retreat as recorded.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes.

Item #13 - Consent Agenda

Nick Kachiroubas made a motion, which was seconded by Paige Ponder, to approve the following items:

Item #13.1 - Certification on Eligibility for Special Tax Levy

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2020 and/or received an equalization grant in fiscal year 2021; and
2. Had combined educational and operations and maintenance purposes tax rates less than 29.09 cents per \$100 of equalized assessed valuation.

Item #13.2 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #13.2a - Dual Credit and Cooperative Agreements

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501

ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section

1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

1501.201	Reporting Requirements
1501.202	Certification of Organization

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- 1501.203 Delineation of Responsibilities
- 1501.204 Maintenance of Documents or Information
- 1501.205 Recognition Standards (Repealed)
- 1501.206 Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

- Section
- 1501.301 Definition of Terms
 - 1501.302 Units of Instruction, Research, and Public Service
 - 1501.303 Program Requirements
 - 1501.304 Statewide and Regional Planning
 - 1501.305 College, Branch, Campus, and Extension Centers
 - 1501.306 State or Federal Institutions (Repealed)
 - 1501.307 Cooperative Agreements ~~and Contracts~~
 - 1501.308 Reporting Requirements
 - 1501.309 Course Classification and Applicability
 - 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
- [1501.311](#) Credit for Prior Learning
- [1501.312](#) [Extension of Curricula/Credit Courses](#)
- [1501.313](#) [Dual Credit](#)

SUBPART D: STUDENTS

- Section
- 1501.401 Definition of Terms (Repealed)
 - 1501.402 Admission of Students
 - 1501.403 Student Services
 - 1501.404 Academic Records
 - 1501.405 Student Evaluation
 - 1501.406 Reporting Requirements

SUBPART E: FINANCE

- Section
- 1501.501 Definition of Terms
 - 1501.502 Financial Planning
 - 1501.503 Audits
 - 1501.504 Budgets
 - 1501.505 Student Tuition
 - 1501.506 Published Financial Statements
 - 1501.507 Credit Hour Claims
 - 1501.508 Special Populations Grants (Repealed)
 - 1501.509 Workforce Preparation Grants (Repealed)
 - 1501.510 Reporting Requirements
 - 1501.511 Chart of Accounts
 - 1501.514 Business Assistance Grants (Repealed)
 - 1501.515 Advanced Technology Equipment Grant (Repealed)
 - 1501.516 Capital Renewal Grants
 - 1501.517 Retirees Health Insurance Grants (Repealed)
 - 1501.518 Uncollectible Debts (Repealed)
 - 1501.519 Special Initiatives Grants
 - 1501.520 Lincoln's Challenge Scholarship Grants

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- 1501.521 Technology Enhancement Grants (Repealed)
- 1501.522 Deferred Maintenance Grants (Repealed)
- 1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section

- 1501.601 Definition of Terms
- 1501.602 Approval of Capital Projects
- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects
- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave

1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill.

Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. _____, effective _____.

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section 1501.101 Definition of Terms and Incorporations by Reference

a) Definitions

"Act" means the Public Community College Act [110 ILCS 805].

"Board" means the Board of Trustees of an Illinois public community college district.

"Classification of Instructional Programs" or "(CIP)" means a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activity.

"College" means an Illinois public community college.

"Executive Director" means the executive officer ~~and the executive secretary~~ of the ICCB.

"ICCB" or "State Board" means the Illinois Community College Board.

"ICCB Grants" means funds appropriated by the State of Illinois to ICCB for community colleges.

"Student Member" means the member of ICCB who has been selected by ICCB's Student Advisory Committee. The student member has all the privileges of membership defined in Section 2-3 of the Act.

"Recognition Continued" means a status granted to a district that generally meets ICCB standards.

"Recognition Continued-with Conditions" means a status granted to a district that generally does not meet ICCB standards. A district is judged not to meet ICCB standards when one or more of the following conditions exist:

the district continues to be out of compliance with standards cited during the previous visit;

applicable standards are disregarded; and/or

the district is found to be out of compliance with significant applicable standards.

"Recognition Interrupted" is a status granted to a district that fails to meet ICCB standards within a specified period of time after being assigned a status of recognition continued-with conditions.

"Shared Data Agreement" means a written contract between parties that defines the care and handling of sensitive or restricted use data, including, but not limited to, the terms of the agreement, ownership of the data, security measures and access to the data, uses of the data, data confidentiality procedures, duration of the agreement, and disposition of the data at the completion of the contract.

"Student Advisory Committee" or "SAC" means the ICCB student advisory committee created by Section 2-1 of the Act.

"Student-Level Data" means demographic, performance, and other data that pertains to a single student.

b) Incorporation by Reference

"Program Classification Structure", 2nd Edition (Technical Report 106) (1978). Collier, Douglas J. This document may be obtained from the National Center for Higher Education Management Systems (NCHEMS), 3035 Center Green Drive, Suite 150, Boulder CO 80301-2251 or from info@nchems.org. This incorporation by reference does not include any later editions or amendments.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.102 Advisory Groups

- a) Advisory Organizations. Independent organizations may be considered by the ICCB to be advisory upon petition to the State Board. Independent organizations so recognized by the ICCB as "advisory" will have the opportunity to bring matters before the ICCB during a regular ICCB meeting and will have an opportunity to provide advice to the ICCB on proposed rule and policy adoptions and matters of interest to community colleges. An advisory organization may have its recognition status withdrawn by action of the ICCB or by request of the organization. Advisory organization recognition may be granted by the ICCB at the request of an organization which meets the following criteria:

- 1) The organization exists independently of the ICCB and any individual college;

- 2) A primary purpose of the organization is to deal with matters of systemwide importance; and
 - 3) Representatives of Illinois community college districts are included as voting members of the organization.
- b) Advisory Committees. Advisory committees to the ICCB may be authorized and appointed by the ICCB. Membership and terms of appointment shall be established at the time of authorization.
- c) Student Advisory Committee
- 1) Purpose. The purposes of this committee are to:
 - A) Review proposed ICCB policies;
 - B) Inform the ICCB of systemwide issues that impact the education of community college students; and
 - C) Select the ICCB Student Member.
 - 2) Membership. Each member of the Student Advisory Committee shall be the nonvoting student member of the local district board of trustees. In the case of multi-college districts, the student trustee of the district shall automatically be designated as the voting member for the individual college where he or she attends. If the student member of the local district board of trustees cannot serve and, for colleges that are part of a multi-college district not represented by the district's student member, the district's president or chief executive officer may designate a student as a voting member. No community college shall have more than one voting member per college. The ICCB Student Member will serve ex officio.
 - 3) Officers. The Student Advisory Committee shall annually select the following officers from its membership to serve a one-year term: a Chair to conduct the meeting of the Committee; a Vice Chair to assist the Chair, to conduct the meeting if the Chair is absent, and to represent the SAC on the IBHE Student Advisory Committee; and a Recording Officer to record the minutes of all SAC meetings.
 - 4) The Executive Director of ICCB shall call SAC meetings as necessary and notify each local district board of trustees at least 30 days in advance.
 - 5) ICCB Meetings. The SAC report shall be given at regular ICCB meetings
- d) Selection of ICCB Student Member. The SAC will seek nominations for the ICCB Student Member from all Illinois public community colleges. A college district can nominate one candidate for this position. The nomination shall include information such as personal information (name and address), number of credit hours (current and expected), college and community activities, resume, letters of reference, and rationale for desiring the position. The ICCB Student Member shall be elected before June 1 by a majority vote of SAC members present from all nominations who meet ICCB student membership requirements as delineated in subsection (e).
- e) Membership Requirements of ICCB Student Member. The ICCB Student Member shall be enrolled in an Illinois public community college for a minimum course load of six semester

~~quarter credit~~ hours during both the fall and spring semesters or equivalent (fall/winter/spring quarters) for each term of his/her appointment. If the course load of the ICCB Student Member falls below the minimum credit hours, that member shall be replaced by a majority vote of the SAC members present at the next SAC meeting.

- f) Length of Term of ICCB Student Member. The ICCB Student Member shall serve for a term of one year beginning on July 1 and expiring on June 30. No ICCB Student Member shall serve for more than two terms. Service during a partial term shall not be considered as one term.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART C: PROGRAMS

Section 1501.301 Definition of Terms

"Adult Basic Education" means basic skills courses designed to bring students to a competency of Grade 8 equivalency, including English as a Second Language.

"Adult Secondary Education" means courses designed to bring students to a competency of Grade 12 equivalency, including English as a Second Language, and the high school equivalency examination preparation.

"Associate Degree" means an award for satisfactory completion of a curriculum of 60 semester credit hours or more.

"Associate in Applied Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to prepare individuals for employment in a specific field.

"Associate in Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the arts, humanities, or social or behavioral sciences or one of the professional fields with these disciplines as a base.

"Associate in Engineering Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in engineering.

"Associate in Fine Arts Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the fine arts: art, music, or theater.

"Associate in General Studies Degree" means an award for the satisfactory completion of a curriculum that has been individually designed by mutual agreement between the student and his/her college-appointed advisor to meet the student's educational intent.

"Associate in Science Degree" means an award for the satisfactory completion of a prescribed curriculum intended to transfer to baccalaureate degree programs in one of the mathematical, biological, or physical sciences or one of the professional fields with these disciplines as a base.

"Baccalaureate/Transfer Education" means coursework intended to prepare individuals for transfer into a baccalaureate curriculum in a related field of study.

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"Branch" means an administrative unit of a college that has a continuing educational mission and serves as a secondary instructional site for the college.

"Bridge Instruction" means coursework in adult education, remedial education, career and technical education, vocational skills education, or a combination of these types of education, to prepare individuals for entering credit courses and curricula.

"Campus" means an organized administrative unit of a college that has a continuing educational mission and serves as a primary instructional site for the college.

"Career and Technical Education" means organized educational programs of study that prepare students for employment in a specific field and should be aligned with related secondary and/or upper-division programs that require a common knowledge and skill set.

"Certificate" means an award for satisfactory completion of a series of courses or curriculum of less than 59 semester credit hours.

"General Certificate" means a noncredit award for satisfactory completion of a series of courses of 30 semester credit hours or less in adult basic education, adult secondary education, remedial education, vocational skills, or general studies.

"Occupational or Career and Technical Certificate" means a credit award for satisfactory completion of a prescribed curriculum intended to prepare an individual for employment in a specific field.

"College" means a district's administrative unit that is authorized by the Illinois Board of Higher Education to grant postsecondary-level degrees and certificates, is recognized by the ICCB, and provides a comprehensive program of instruction in accordance with Section 1-2(e) of the Act.

"Contact Hour" means instructional time based on a 50-60 minute clock hour of instructional activity that may include classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

["Cooperative Agreement" means a contract or agreement between a college and one or more other colleges, organizations, associations, educational institutions, or government agencies to obtain, deliver, or share educational services for academic credit. A cooperative agreement does not include collective bargaining agreements with any labor organization.](#)

"Course" means a sequential presentation, through one or more instructional modes, of subject matter in a particular field to meet specific objectives within a designated time period, such as a semester or a quarter.

"Credit for Prior Learning" means evaluation and assessment of a student's life learning through employment, training and experiences outside an academic environment from which skills that comprise terminal objectives are mastered to an acceptable degree of proficiency for college credit, certification or advanced standing toward further education or training.

"Curriculum" means an approved unit of instruction consisting of a series of courses designed to lead to an associate degree or a certificate.

"District Curriculum" means a curriculum approved for offering within a district, on the basis of student interest, employment demand, and available resources within the district.

"General Studies Curriculum" means a curriculum designed to meet individual student goals, in the promotion of personal improvement and self-understanding.

"Regional Curriculum" means a curriculum approved for offering within a particular region of the State, on the basis of student interest and employment demand within the region. An institution holding authority to offer a regional curriculum shall not exclude additional districts, including those within the defined region or regional consortia of colleges, from requesting approval to offer the same curriculum in its district.

"Statewide Curriculum" means a curriculum approved for offering on the basis of student interest and employment demand statewide. An institution holding authority to offer a statewide curriculum shall not exclude additional districts from requesting approval to offer the same curriculum statewide, regionally or in its district.

"Dual Credit Course" means a college course taken by a high school student for credit at both the college and high school level [110 ILCS 27/5].

"Educational Agency" means an agency, corporation, or other defined legal entity that offers instruction.

"Electronic Exchange System" means an online tool for organizing ICCB proposals and tracking their status.

"Extension Center" means an instructional site for the college that is used for offering some of the college's courses and/or programs for a limited duration.

"GECC" means the General Education Core Curriculum of the Illinois Articulation Initiative.

"General Education Core Curriculum Credential" or "GECC Credential" means a credential provided by the college for completion of the 37 to 41 credit hours to satisfy the GECC.

"Higher Learning Commission" or "HLC" means an independent corporation that serves as one of six regional institutional accreditors in the U.S. and accredits degree-granting post-secondary educational institutions in the North Central Region, which includes Illinois.

"Instructional Activity" means classroom, online, laboratory, clinical or work-based instruction or any combination of those instructional methods.

"Internship/Practicum" means a course of planned and supervised training that allows the application of theory to actual practice and prepares a student for working independently in a specific career. The internship/practicum generally occurs after the student has completed 12 credit hours. It takes place at a regular worksite and instruction/supervision is shared by a college instructor/supervisor and a qualified employee at the worksite. Clinical practicums take place in a hospital or other medical/health facility and require close supervision/instruction/monitoring by a qualified college instructor.

"Laboratory" means a course of planned and supervised training in which students learn new methods or principles through experimentation, observation, and/or practice. A lab

class- can occur at the beginning, middle, or end of a particular course of study and may be a specially equipped room designed for experimentation, observation, and/or practice on the college campus or at the worksite.

"Lecture" means a course presented in an oral or related format that allows for content to be discussed among class participants.

"PBVS Program of Study" means any of the programs listed in Section 10 of the Career and Workforce Transition Act [110 ILCS 151].

"Principal Site" means the official mailing address of the college.

"Private Business Vocational School" or "PBVS" means a non-degree granting institution that is regulated and approved by the Board of Higher Education under the Private Business and Vocational Schools Act of 2012 [105 ILCS 426] and that is nationally accredited by an accreditor approved by the U.S. Department of Education.

"Public Service" means noncredit classes and other activities of an educational nature, such as workshops, seminars, forums, exhibits, and the provision of college facilities and expertise to the community, designed to be of service to the public.

"Remedial Education" means courses in computation, communication (that is, writing and speaking), and reading, designed to improve the competency of high school graduates, or those persons achieving high school equivalency through standardized testing, to the level necessary for placement into communication and mathematics courses required of first-year college students. Remedial courses reiterate basic skills that students were expected to have mastered before entry into postsecondary education.

"Research" means investigations or experiments to discover or interpret facts, to revise accepted theories, or to apply those revised theories.

"Secondary School" means a private or parochial secondary school, public secondary school district, or public unit school district.

"Unit of Instruction" means any one of the following:

An organized program of study consisting of a sequence of courses that results in the award to a student of a certificate or an associate degree.

Any existing organized program of study offered at a new geographical location outside of the college district.

Any organized administrative entity that would have a continuing instructional mission, including but not limited to a college, campus or branch.

"Unit of Research or Public Service" means a college's subdivision (e.g., a division, institute or center) that administers one or more research or public service programs.

"Vocational Skills Education" means courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.302 Units of Instruction, Research, and Public Service

- a) Approval of New Units of Instruction. An application for approval of a proposed new unit of instruction shall be submitted to the ICCB on forms provided by ICCB. The criteria for approval of new units of instruction, which also apply to existing programs offered by community colleges, are:
- 1) Mission and Objectives
 - A) The objectives of the unit of instruction are consistent with the mission of the college as set forth in Section 1-2(e) of the Act.
 - B) The objectives of the unit of instruction are consistent with what the title of the unit of instruction implies.
 - 2) Academic Control
 - A) The design, conduct and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.
 - B) The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act, when applicable.
 - 3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.
 - A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:
 - i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or ~~the quarter credit hour~~ equivalent;
 - ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or ~~the quarter credit hour~~ equivalent;
 - iii) For the Associate in Applied Science degree, a total requirement of not less than 60 semester credit hours nor more than 72 semester credit hours or ~~the quarter credit hour~~ equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and
 - iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or ~~the quarter credit hour~~ equivalent.

- B) An associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:
- i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or ~~the quarter hour~~ equivalent for completion;
 - ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or ~~the quarter hour~~ equivalent for completion;
 - iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours or ~~the quarter hour~~ equivalent for completion;
 - iv) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or ~~the quarter hour~~ equivalent for completion; and
 - v) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or ~~the quarter hour~~ equivalent for completion.

4) Faculty and Staff

- A) The academic preparation and experience of faculty and staff ensure that students receive education consistent with the objectives of the unit of instruction.
- B) The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and to ensure curriculum continuity.
- C) Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities.

5) Support Services

- A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computation equipment) necessary to provide quality instruction will be available and maintained.
- B) Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible and maintained.
- C) Provision is made for the guidance and counseling of students, the evaluation of student performance, the continuous monitoring of progress of students toward their degree or certificate objectives, the placement of completers of the unit of instruction, and appropriate academic record keeping.

6) Financing

- A) The financial commitments to support the unit of instruction are sufficient to ensure that the stated objectives can be attained and that the faculty, staff and support services necessary to offer the unit of instruction can be acquired and maintained.
- B) Projections of revenues necessary to support the unit of instruction are based upon supportable estimates of general revenue, student tuition and fees, private gifts, and/or governmental grants and contracts.

7) Public Information

The information that the college provides to students and the public accurately describes: the unit of instruction offered; the objectives of the unit of instruction; length of the unit of instruction; residency requirements, if any; schedule of tuition, fees and all other charges and expenses necessary for completion of the unit of instruction; cancellation and refund policies; and such other material facts concerning the college and the unit of instruction as are likely to affect the decision of the student to enroll.

8) Accreditation and Credentialing

- A) Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable time.
- B) The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.

9) Program Needs and Priorities

- A) The unit of instruction must be educationally and economically justified based on the educational priorities and needs of the citizens of Illinois and the college's district.
 - B) The unit of instruction meets a need that is not currently met by units of instruction that are offered by other institutions in the district.
- b) Approval of New Administrative Units of Research or Public Service. An application for approval of a proposed new administrative unit of research or public service shall be submitted to the ICCB on forms provided by ICCB. The criteria for approval of new administrative units of public service or research are:
- 1) The proposed new administrative unit shall be authorized by the board of trustees;
 - 2) The objectives of the proposed new administrative unit are consistent with the mission of the college (see 110 ILCS/ 1-2(e));
 - 3) The proposed new administrative unit shall meet a district's need to deliver a public service or research program which cannot be met through the district's current structure as indicated by an organizational chart;

- 4) The proposed new administrative unit shall administer at least one public service or research program;
 - 5) The needs assessment demonstrates that the demand for the public service or research program to be administered by the proposed new unit shall be continuous for at least three years; and
 - 6) The district shall provide evidence that the resources for the facilities, equipment and materials, and staff necessary to provide a quality program or service shall be made available to the proposed new administrative unit.
- c) **Withdrawal.** An approved unit of instruction, public service, or research may be withdrawn by the college when it decides to suspend operation of the unit. The withdrawal request shall be submitted to ICCB through an electronic exchange system. Withdrawal of a curriculum will require reassignment of related courses.
- d) **Reasonable and Moderate Extensions**
- 1) An approved unit of instruction, public service, or research may be modified or extended by the college within the parameters listed in subsections (d)(2) through (4). The college shall notify ICCB of the extensions on forms provided by ICCB.
 - 2) Reasonable and moderate extensions of previously approved units of instruction include:
 - A) The addition, modification or withdrawal of courses within an approved unit of instruction that does not alter the objectives of the unit of instruction.
 - B) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction.
 - C) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved.
 - D) The creation of an option (major, concentration or specialization) within an approved unit of instruction in which:
 - i) the option created is within the same general academic discipline or occupational field as the previously approved unit of instruction;
 - ii) the option created within a previously approved associate degree curriculum shares a common core of first-year courses with the previously approved unit of instruction; and
 - iii) the option created does not substitute more than 15 semester credit hours of other courses for courses previously approved as part of an associate degree curriculum or cluster of closely related curricula, e.g., from the same four-digit CIP code or substitute more than 9 semester credit hours of other courses for courses previously approved as part of a certificate curriculum (or closely related cluster) of 30 semester credit hours or more.

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- E) The creation of certificate curricula from previously approved associate degree curricula and certificate curricula, including closely related curricula; e.g., from the same four-digit CIP code, providing no more than 6 semester credit hours are substituted for certificates of up to 30 semester credit hours or no more than 9 semester credit hours are substituted in certificates of 30 semester credit hours or more.
- F) The creation of certificate curricula of less than seven semester credit hours from previously approved associate degree curricula and certificate curriculum from the same two-digit CIP code.
- G) Modifications. An approved unit of instruction, public service or research may be modified by the colleges within the parameters listed in subsection (d). The college shall notify ICCB of the modifications through an electronic exchange system. Modifications to existing units of instruction include:
 - i) The addition, modification or withdrawal of courses within an approved unit of instruction that does not alter the objectives of the unit of instruction;
 - ii) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction;
 - iii) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved; or
 - iv) A change in program/course classification code that does not alter the objectives of the unit of instruction.
- 3) Reasonable and moderate extensions of previously approved units of research or public service include units with an annual operating expenditure from whatever source of less than \$250,000 or an annual operating expenditure from state appropriations of less than \$50,000.
- 4) Reasonable and moderate extensions of previously approved units of administration include any administrative reorganization of a college.
- e) Approval in a Multi-College District. Approval of new units of instruction, research, or public service in a multi-college district will be for a specific college. Transfer of a unit to, or duplication of a unit by, other colleges within the district constitutes a new unit requiring approval by the ICCB. However, up to 9 hours of a program approved at one college may be offered by any other college in the district at the option of the Board.
- f) Inactivation. When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public. An inactive unit of instruction shall be maintained on the ICCB Curriculum Inventory File with the date that it became inactive for a period of at least 10 years. The effective date that a unit of instruction becomes inactive shall be determined by the college.
- g) Reactivation. A unit of instruction that has been inactivated by a college may be reactivated by submitting the materials outlined in subsection (a) for review and approval by ICCB.

- 1) A unit of instruction that has been inactive for less than three years may be reactivated by the college once it has completed the following:
 - A) Obtained approval to reactivate the program from its chief executive administrator;
 - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate; and
 - C) Submitted a request for reactivation and an updated copy of the curriculum to ICCB.

- 2) A unit of instruction that has been inactive for three to 10 years may be reactivated by the ICCB Executive Director if the college has completed the following:
 - A) Obtained approval to reactivate the program from its chief executive administrator;
 - B) Obtained approval to reactivate the program from agencies that license, certify or accredit the program, if appropriate;
 - C) Demonstrated through local surveys or State labor market data that the labor market demand and supply shows a need for graduates of the program;
 - D) Conducted a review of the program with representatives from business and industry including on-site visits and advice regarding current technologies and equipment;
 - E) Demonstrated, in accordance with subsections (a)(5) and (a)(6), that the college has adequate facilities, equipment and financial resources to offer a quality program;
 - F) Demonstrated, in accordance with Section 1501.303(f), that the college has available qualified faculty to provide the instruction for the program; and
 - G) Submitted a request for the reactivation and an updated copy of the curriculum to ICCB.

- 3) A unit of instruction that has been inactive for over 10 years may be reactivated by following the new unit approval process described in subsection (a).

h) Discontinuation of Programs. The ICCB may discontinue programs that fail to reflect the educational needs of the area being served as follows:

- 1) Programs that do not meet standards of need, quality and cost effectiveness may be discontinued by the ICCB. This determination shall be made based on review and collective findings of information available to the ICCB through ICCB and Illinois Board of Higher Education program review, evaluation and productivity processes; the ICCB Management Information System; and other sources of pertinent information on the following criteria:

- A) Program need, including educational priorities of the district, accessibility, credit hours generated, enrollments, completions, and labor market supply and demand.
 - B) Program quality, including job placement or education continuation, program content, academic control, faculty qualifications, and accreditation and credentialing.
 - C) Program costs, including adequacy of financial support and unit costs.
- 2) ICCB will use special State-level analyses to identify programs that appear to be of questionable need, cost or quality based on State data. Programs identified through State-level analysis will be referred to the colleges to enable them to evaluate the programs in detail in their normal process and to obtain the results and comments from the local level.
 - 3) ICCB will notify college districts of programs being considered for discontinuation and shall grant the district 60 days to respond to concerns regarding the program in question before action by the Board. This information shall be taken into account in determining if a program should be discontinued by the ICCB.
 - 4) Once a program is discontinued by the ICCB and the appeal process is concluded, the college must inactivate the program by not enrolling any additional new students and develop a plan for an orderly discontinuation of the program for students currently enrolled. Programs discontinued by the ICCB may be reestablished by obtaining approval as a new unit of instruction under subsection (a).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.305 College, Branch, Campus, and Extension Centers

- a) Approval of a New College. An application for approval for a proposed new college shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a new college are:
 - 1) The proposed college shall be authorized by the Board of Trustees.
 - 2) The proposed college shall meet educational needs that cannot be met within that area of the district as demonstrated by a needs assessment. The needs assessment shall include identification of all other educational institutions providing postsecondary education within a 30-mile radius of the proposed college, identification of student demand for postsecondary education by program area within the service area of the proposed college, a statement on how the establishment of the proposed college will impact the enrollments on these postsecondary educational institutions within a 30-mile radius of the proposed college, a statement on how the establishment of the proposed college will impact the current enrollments of the district's present colleges, and of student enrollments for the proposed college.
 - 3) The proposed college shall provide a comprehensive program of instruction as specified in Section ~~101-2~~(e) of the Act.
 - 4) The district shall certify that the resources for the facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed college.

- 5) The needs assessment substantiates that the student enrollment for the proposed college shall be at least 1,000 full-time equivalent students (30,000 semester credit hours) per year by the second full year of operation.
 - 6) The district shall have at least \$150 million of assessed valuation for each of its colleges, including the proposed college.
 - 7) The proposed college shall serve a population of at least 60,000 or a geographic area of at least three entire counties.
 - 8) The plans to obtain regional accreditation for the proposed college have been developed.
- b) Approval of a Branch or Campus. An application for approval of a proposed branch or campus shall be submitted to ICCB on forms provided by ICCB. The criteria for approval of a branch or campus are:
- 1) The proposed branch or campus shall be authorized by the Board of Trustees.
 - 2) The proposed branch or campus shall meet educational needs that cannot be met in that area of the district as demonstrated by a needs assessment.
 - 3) The college shall certify that resources for facilities, equipment, instructional materials, library holdings, and faculty and staff necessary to provide quality instruction pursuant to Section 1501.302 shall be made available to the proposed branch or campus.
 - 4) The proposed branch or campus shall provide student and academic support services on site that are adequate pursuant to Section 1501.302 to support the curricula offered and the students in attendance at the branch or campus.
- ~~e) To qualify for a grant of up to \$100,000 for the establishment of a college, campus or branch once approval has been granted by the ICCB, all of the following conditions must be met:~~
- ~~1) The college, campus or branch shall meet the conditions specified in Section 3-12.2 of the Act.~~
 - ~~2) The college district shall request the ICCB to include the grant in its budget request submitted to IBHE and shall include a justification of the need and proposed use of the grant.~~
 - ~~3) Funds for the college, campus or branch shall have been appropriated.~~
- ~~cd) Extension Centers. An extension center located within the community college district is a reasonable and moderate extension of a college and may be established at the discretion of the district's Board of Trustees. An extension center located outside the community college district requires ICCB approval under Section 1501.307.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.307 Cooperative Agreements ~~and Contracts~~

Cooperative agreements ~~and contracts with other Illinois educational agencies and those out of state~~ may be established for the purpose of providing more accessible instructional services to students and increasing efficiency in the use of educational resources. An application for approval shall be submitted to ICCB on forms provided by ICCB, subject to the following conditions:

a) ~~A new unit of instruction to be offered by a community college solely through a cooperative agreement or contract with another educational agency is subject to approval by the ICCB as indicated in Section 1501.302.~~

b) ~~Agreements with Secondary Schools. If a community college enters into a cooperative agreement or contract with a secondary school to provide advanced or specialized secondary level courses in either the academic or vocational field, the college shall charge the secondary school the per capita cost of offering such instruction, in which case the college shall not claim ICCB credit hour grants for these secondary school students, or the college shall charge the secondary school for secondary school student participation in accordance with a joint agreement between the college and the secondary school district under Section 10-22.20a of the School Code [105 ILCS 5/10-22.20a]. When charges are made pursuant to a joint agreement, credit hour grants may be claimed in accordance with Section 1501.507.~~

ae) ~~In-District Cooperative Agreements for Instruction. A community college district may enter into in-district contractual arrangements to deliver or obtain provide educational programs or services within its district for previously approved units of instruction upon approval by the ICCB. Copies of these contractual arrangements shall be kept on file at the district central administrative office.~~ Criteria for the approval of ~~in-district~~ agreements for instruction shall be:

- 1) ~~accessibility of instruction to students;~~
- 2) ~~labor market need;~~
- 3) ~~cost-effectiveness in providing instructional programs;~~
- 4) ~~comprehensiveness of available programs for student;~~
- 5) ~~impact on regional and statewide programs;~~
- 6) ~~impact on programs at neighboring community college districts, applicable only if the college is delivering service outside its district; and~~
- 7) ~~the partnering entity's past experience in offering similar units of instruction, applicable only if partnering to obtain services.~~

~~bd)~~ Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's ~~programs program(s)/course course(s) upon approval by the ICCB.~~

~~1)~~ ~~Criteria for the approval of interdistrict agreements for instruction shall be:~~

~~A)~~ ~~accessibility of instruction to students~~

~~B)~~ ~~labor market need~~

- ~~C) comprehensiveness of available programs for students~~
- ~~D) cost-effectiveness in providing instructional programs~~
- ~~E) impact on regional and statewide programs~~
- ~~F) impact on programs at neighboring community college districts~~

12) The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.

23) Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement ~~shall~~ specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. The sending institution will be the institution of academic control of the course/curriculum. ~~ICCB approval for such agreements will be based on the following:~~

- ~~1) a request for approval must be filed in a format specified by the ICCB;~~
- ~~2) the request must be accompanied by a draft cooperative agreement and a signed statement of agreement that the program/course will be offered only through online delivery and that both the sending and receiving institutions agree that the sending institution will be the institution of academic control of the course/curriculum;~~
- ~~3) the receiving institution must notify ICCB if and when the cooperative agreement is no longer operational so that the program/course can be removed from the approved ICCB program/course file.~~

~~ee) Copies of these contractual arrangements shall be kept on file at the district central administrative office. Out of District Cooperative Agreements for Instruction.—A community college district may enter into contractual arrangements with other public or nonpublic institutions of higher education for the delivery of units of instruction upon approval by ICCB. Criteria for approval of out of district agreements for instruction shall be:~~

- ~~1) accessibility of instruction to students~~
- ~~2) labor market need~~
- ~~3) comprehensiveness of available programs for students~~
- ~~4) cost-effectiveness in providing instructional programs~~
- ~~5) impact on regional and statewide programs~~
- ~~6) impact on programs at neighboring community college districts~~

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- ~~f) Changes, revisions, or additions to cooperative agreements previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB prior to implementation.~~
- ~~g) Extension of Curricula/Credit Courses into Another Community College District.~~
 - ~~1) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.~~
 - ~~2) A community college may extend previously approved curricula into another community college district upon approval of the ICCB. Criteria for approval shall be:~~
 - ~~A) a request from the community college district in which the proposed extension is to be offered~~
 - ~~B) labor market need~~
 - ~~C) cost-effectiveness in providing instructional programs~~
 - ~~D) adequacy of facilities and support services~~
 - ~~E) impact on regional and statewide programs~~
 - ~~F) impact on programs at neighboring community college districts~~
 - ~~3) If a district in which military installations, correctional institutions, or other state or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may apply to the ICCB to do so. If more than one college applies, the ICCB will select a college using the following criteria:~~
 - ~~A) The proximity of the college to the institution.~~
 - ~~B) The availability at the college of the instructional units needed by the institution.~~
 - ~~C) The cost of providing the instructional units for the institution.~~
 - ~~D) The college's past experience in offering similar units of instruction.~~
- ~~h) Extension of Curricula/Credit Courses Out of State. Curricula and credit courses offered at out of state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by the ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of state provided that it meets the following criteria:~~
 - ~~1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by the ICCB.~~
 - ~~2) The college shall identify how the extension will be used by students to complete degree or certificate programs.~~
 - ~~3) If the extension is offered for out of state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no state or local tax monies will be used to provide such extensions.~~

- ~~4) The college shall submit annual reports of its out of state extensions for the past fiscal year, on forms provided by the ICCB, by July 15 of each year.~~
- ~~5) The college shall request approval of its out of state extensions, on forms provided by the ICCB, prior to May 15 for the fiscal year beginning on the next July 1.~~
- ~~6) Deletion, modification, or addition of courses and curricula offered at out of state extensions previously approved by the ICCB are reasonable and moderate extensions and must be reported to the ICCB.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.309 Course Classification and Applicability

- a) Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB through an electronic exchange system in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) Course Credit Hour Determination
 - 1) ~~Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of that time for each quarter credit hour.~~
 - 2) Lecture Courses. Courses with students participating in lecture/discussion oriented instruction shall be assigned one semester credit hour or equivalent for each 15 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.
 - 3) Laboratory Courses. Courses in which students participate in laboratory/clinical-laboratory oriented instruction shall be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours, at a minimum, of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
 - 4) Clinical Practicum courses. Courses in which students participate in clinical practical experiences shall receive one semester credit hour or equivalent each 30-60 contact hours, at a minimum, per semester or equivalent. It is expected that one hour of outside study time will be invested for each two clinical practicum contact hours.
 - 5) Internship Courses. Courses in which students participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent

for each 75-149 contact hours, at a minimum, per semester credit hour or equivalent.

- 6) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection (b).
- c) **Course Syllabus.** A syllabus shall be developed and maintained for each credit course and shall be available to the public and students upon request. A syllabus contains the description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.
 - d) **Course Applicability.** All credit courses must be part of an approved unit of instruction (see Section 1501.302), and the approved unit of instruction for each course shall be indicated on the college's ICCB MIS Course Master File.
 - 1) **Lower-division Baccalaureate Courses.** Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a Statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:
 - A) at least three Illinois public universities;
 - B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer; or
 - C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.
 - 2) **GECC Credential.** Upon a student's completion of the GECC, a college is authorized to award a GECC credential, which shall, at a minimum, consist of a notation on a transcript for the student achieving the credential.
 - 3) **Remedial Course Credit.** No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
 - 4) **Adult Basic Education Course Credit.** No adult basic education course credit applies to degrees or to certificates, except the Adult Basic Education Certificate.
 - 5) **Adult Secondary Education Course Credit.** No adult secondary or college preparatory education course credit applies to degrees or certificates, except the Adult Secondary Education Certificate.

- 6) Career and Technical Education Course Credit. Courses designed to prepare individuals with a technical skill shall be applicable towards the requirements or electives for completion of an associate's degree (applied or transfer) or a career and technical education certificate.
 - 7) General Studies Course Credit. General studies course credit applies only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.
- e) Special Upper-Division Courses
- 1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. These courses will be eligible for ICCB grants, if they meet all other criteria.
 - 2) If at least three public universities in Illinois agree, or if a public university that is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.
- f) Independent Study. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate degree. The topic of an independent study course shall be listed on the student's permanent academic record.
- g) Internships. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student before, or are taken by the student concurrently with, the experience.
- h) Courses Approved as Repeatable
- 1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, or the semester ~~or quarter~~-equivalent, e.g., a single course can be taken one time and repeated no more than three times per student;
 - B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's

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catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;

- C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses; and
- D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums established in subsection (b) governing credit hour determination, subsection (f) governing independent study, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.
 - 2) Vocational skill courses that must be retaken periodically by law for persons employed in an occupation or vocation to maintain employment shall, at the request of the college, be approved for repeatability beyond the limits described in subsection (h)(1)(A) under the following conditions:
 - A) The content of the course is determined by law and does not change from one year to the next; and
 - B) A copy of the law (or regulation administering it) and a course syllabus accompany the course classification form requesting repeatability.
 - 3) An adult basic, adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) No discrete module is repeated more than three times;
 - B) The title of a module completed and the grade received is permanently recorded on the student's permanent academic record; and
 - C) The content and number of credit hours for a discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by ICCB.
 - 4) An adult basic, adult secondary or remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, or the semester or ~~quarter~~-equivalent; e.g., a single course can be taken one time and repeated no more than three times per student.
 - B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus; and

- C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.312 Extension of Curricula/Credit Courses

a) A community college may extend previously approved credit courses into another community college district with approval of the other community college district.

b) A community college may extend previously approved curricula into another community college district upon approval of ICCB. Criteria for approval shall be:

1) a request from the community college district in which the proposed extension is to be offered;

2) labor market need;

3) cost-effectiveness in providing instructional programs;

4) adequacy of facilities and support services;

5) impact on regional and statewide programs; and

6) impact on programs at neighboring community college districts.

c) If a district in which military installations, correctional institutions, or other State or federal institutions are located elects not to provide previously approved units of instruction to these institutions, any other college may apply to ICCB to do so. If more than one college applies, ICCB will select a college using the following criteria:

1) proximity of the college to the institution;

2) availability at the college of the instructional units needed by the institution;

3) cost of providing the instructional units for the institution; and

4) college's past experience in offering similar units of instruction.

d) Curricula and credit courses offered at out-of-state locations (except for field trips and travel that are in conjunction with a course offered within the district) must have prior annual approval by ICCB. A community college shall be granted approval to offer previously approved curricula and credit courses out of State provided that it meets the following criteria:

1) A request for approval including information about the curricula and courses, location of the proposed extension, projected enrollments, and projected funding is submitted on forms provided by ICCB.

2) The college shall identify how the extension will be used by students to complete degree or certificate programs.

- 3) If the extension is offered for out-of-state students, the college shall submit a copy of a written request from the group desiring the service and assurance that no State or local tax monies will be used to provide the extension.
- 4) The college shall submit annual reports of its out-of-state extensions for the past fiscal year, on forms provided by ICCB, by July 15 of each year.
- 5) The college shall request approval of its out-of-state extensions, on forms provided by ICCB, prior to May 15 for the fiscal year beginning on the next July 1.
- 6) Deletion, modification or addition of courses and curricula offered at out-of-state extensions previously approved by ICCB are reasonable and moderate extensions and must be reported to ICCB.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 1501.313 Dual Credit

- a) Dual credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:
 - 1) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission, and local college policies that apply to courses, instructional procedures, and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty and staff associated with these courses.
 - 2) Instructors. The instructors for these courses shall be selected, employed and reviewed by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.
 - A) For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which the instructors will be teaching.
 - B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection (a)(2) to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education, by December 31, 2022, to raise his or her credentials to be in line with these credentials.
 - i) The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.
 - ii) These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.

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iii) The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or

• Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and

• Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan. [110 ILCS 27/20(1)(B)]

iv) The provisions of this subsection (a)(2)(B) shall not apply after December 31, 2022.

C) For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.

3) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.

4) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.

5) Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.

6) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.

7) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.

b) A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.

1) A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act [110 ILCS 152] as a dual credit course on the campus of a high school of the

school district and may use a high school instructor who has met the academic credential requirements under this subsection (b) to teach the dual credit course. [110 ILCS 27]

- 2) The partnership agreement shall include all of the following:
 - A) definition of roles and responsibilities for both the college and the high school;
 - B) the dual credit courses that the high school district will offer its students and location of courses;
 - C) criteria for eligibility for high school students to enroll in dual credit coursework;
 - D) limitations that the college or school district may have on course offerings;
 - E) requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards;
 - F) criteria by which the school district shall identify, and the college review and approve, high school instructors of dual credit on the high school campus;
 - G) criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college; and
 - H) identification of costs associated with the dual credit course.
- 3) The college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.
- 4) If, within 180 calendar days after the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement, published on the ICCB website. [110 ILCS 27/16]
- 5) A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

(Source: Added at 44 Ill. Reg. _____, effective _____)

SUBPART E: FINANCE

Section 1501.507 Credit Hour Claims

- a) **Claims.** Claims for credit hours shall be submitted within 30 days after the end of each term in a format used by ICCB.
- b) **Course Requirements.** Courses that produce credit hours eligible for ICCB grants shall satisfy the following requirements:
 - 1) Courses shall be offered for the number of credit hours for which they are approved by ICCB.

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

~~B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a Master's Degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which they will be teaching. For career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.~~

~~C) Qualification of Students. Students accepted for enrollment in college level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.~~

~~D) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.~~

~~E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with baccalaureate institutions in Illinois (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.~~

~~F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.~~

~~G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.~~

c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants.:

1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.

2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.

3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at

midterm by including a certification statement on the final class roster, signed and dated by the instructor.

- 4) Students shall be residents of the State of Illinois.
- 5) Auditors or visitors in a course shall not produce eligible credit hours.
- 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
 - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time.
 - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for funding, the student may enroll and be claimed in the course one additional time.
 - C) If a student completed the course previously and was claimed for funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program.
 - D) If the last time the student completed the course was at least four years previously, the student may be claimed for funding if the student repeats the course to upgrade his/her skills in that area.
 - E) If a course has been approved by ICCB to be repeated, the student may repeat the course and be claimed as often as approved by ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding:
 - 1) ~~credit~~Credit by examination;
 - 2) ~~military~~Military service credit for physical education;
 - 3) ~~transfer~~Transfer of credit earned at other institutions or in the armed forces;
 - 4) ~~proficiency~~Proficiency examinations;
 - 5) ~~advanced~~Advanced placement credits;
 - 6) ~~other~~Other methods of program acceleration that do not include instruction; and-
 - 7) credit hours generated by freshman and sophomore students for dual credit courses.
- e) Midterm Class List Certification Requirements
 - 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for State funding eligibility or ineligibility.
 - 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class, as indicated by that instructor's midterm certification signature.

- 3) The college shall document and communicate district requirements to faculty each semester.
- 4) The college must be able to provide, upon request, a hardcopy midterm class list print out of each course section, submitted on ICCB credit hour claims, containing either a manual faculty signature or an authenticated electronic faculty signature for either ICCB or external audit purposes.
- 5) Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the midterm class list requirements of this subsection (e) provided that a final class list is provided.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Item #13.2b - Capital Projects

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501

ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

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1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director 0
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements

- 1501.202 Certification of Organization
- 1501.203 Delineation of Responsibilities
- 1501.204 Maintenance of Documents or Information
- 1501.205 Recognition Standards (Repealed)
- 1501.206 Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

- Section
- 1501.301 Definition of Terms
 - 1501.302 Units of Instruction, Research, and Public Service
 - 1501.303 Program Requirements
 - 1501.304 Statewide and Regional Planning
 - 1501.305 College, Branch, Campus, and Extension Centers
 - 1501.306 State or Federal Institutions (Repealed)
 - 1501.307 Cooperative Agreements and Contracts
 - 1501.308 Reporting Requirements
 - 1501.309 Course Classification and Applicability
 - 1501.310 Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
 - 1501.311 Credit for Prior Learning

SUBPART D: STUDENTS

- Section
- 1501.401 Definition of Terms (Repealed)
 - 1501.402 Admission of Students
 - 1501.403 Student Services
 - 1501.404 Academic Records
 - 1501.405 Student Evaluation
 - 1501.406 Reporting Requirements

SUBPART E: FINANCE

- Section
- 1501.501 Definition of Terms
 - 1501.502 Financial Planning
 - 1501.503 Audits
 - 1501.504 Budgets
 - 1501.505 Student Tuition
 - 1501.506 Published Financial Statements
 - 1501.507 Credit Hour Claims
 - 1501.508 Special Populations Grants (Repealed)
 - 1501.509 Workforce Preparation Grants (Repealed)
 - 1501.510 Reporting Requirements
 - 1501.511 Chart of Accounts
 - 1501.514 Business Assistance Grants (Repealed)
 - 1501.515 Advanced Technology Equipment Grant (Repealed)
 - 1501.516 ~~Deferred Maintenance~~ ~~Capital Renewal~~ Grants
 - 1501.517 Retirees Health Insurance Grants (Repealed)
 - 1501.518 Uncollectible Debts (Repealed)
 - 1501.519 Special Initiatives Grants
 - 1501.520 Lincoln's Challenge Scholarship Grants
 - 1501.521 Technology Enhancement Grants (Repealed)

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- 1501.522 Deferred Maintenance Grants (Repealed)
- 1501.523 Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section

- 1501.601 Definition of Terms
- 1501.602 Approval of Capital Projects
- 1501.603 State Funded Capital Projects
- 1501.604 Locally Funded Capital Projects
- 1501.605 Project Changes (Repealed)
- 1501.606 Progress Reports (Repealed)
- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section

- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

Section

- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave

- 1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990;

amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. _____, effective _____.

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to ICCB in accordance with ICCB requirements and on forms provided by ICCB, where applicable. Listed in this Section is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board Office:

- | | |
|-------------|--|
| January 15 | <ul style="list-style-type: none">• annual financial statements and notice of publication (see Section 1501.506) |
| January 31 | <ul style="list-style-type: none">• certificate of tax levy (see Section 1501.510(f))• construction project status reports (see Section 1501.607(a)) |
| February 1 | <ul style="list-style-type: none">• annual African American Employment Plan Survey (see Section 1501.308(b))• annual Hispanic/Latino Employment Plan Survey (see Section 1501.308(b))• annual Asian Employment Plan Survey (see Section 1501.308(b))• annual Bilingual Needs and Bilingual Pay Survey (see Section 1501.308(b)) |
| February 15 | <ul style="list-style-type: none">• spring semester (2nd term) enrollment survey (see Section 1501.406(b)) |
| March 1 | <ul style="list-style-type: none">• annual Underrepresented Groups Report (see Section 1501.406(c)) |
| March 31 | <ul style="list-style-type: none">• policies for the award of academic credit for prior learning (see Section 1501.311(a)) |
| June 15 | <ul style="list-style-type: none">• annual faculty, staff salary and benefits data (see Section 1501.308(a)) |
| July 1 | <ul style="list-style-type: none">• Resource Allocation and Management Plan (RAMP/CC) (see Section 1501.510(a))• construction in progress and acreage (facility information) (see Section 1501.510(b)) |
| July 15 | <ul style="list-style-type: none">• report of out-of-state extensions (see Section 1501.307(h)(4))• annual noncredit course enrollment (see Section 1501.406(d)) |

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- August 1
 - annual student enrollment and completion data (see Section 1501.406(a))
 - ~~square footage and acreage (facility information) (see Section 1501.510(b))~~
- September 1
 - budget and tax survey (see Section 1501.510(d))
 - program review report (see Section 1501.303(d)(6))
 - program review listing (see Section 1501.303(d)(6))
 - facilities data (see ~~Sections~~Section 1501.510(e) and 1501.607(ae))
 - annual Student Identification data submission (see Section 1501.406(f))
 - annual report of student course information submission (see Section 1501.406(g))
- October 1
 - fall semester enrollment data (see Section 1501.406(a))
 - fall semester enrollment survey (see Section 1501.406(b))
- October 15
 - faculty, staff and salary data (see Section 1501.308(a))
 - fiscal year budget (see Section 1501.504)
- November 1
 - summer graduate reporting (for the Integrated Postsecondary Education Data System Graduation Rate Survey) (see Section 1501.406(e))
- December 30
 - external audit (see Section 1501.503(a))
 - annual instructional cost report (see Section 1501.510(c))
 - unexpended special initiative grant funds (see Section 1501.519(d))
- 30 days after the end of each term
 - credit hour claims (see Section 1501.406(b) and Section 1501.507(a))

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

"Auditor" means a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records before the end-of-registration date of the college for that particular term.

"~~Deferred Maintenance~~~~Capital Renewal~~ Grants" means State grants allocated proportionally to a community college district based on the latest ~~fall~~-on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for ~~miscellaneous~~-capital improvements such as rehabilitation, ~~remodeling~~, ~~improvement~~ and repair; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community

college for graduates of the Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs.

"Midterm Class List Certification" means the college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file with ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification and the district shall file an amended process any time changes are made, but not less than once every five years.

"Midterm Certification Signature" means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty.

If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ensure:

Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;

Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (that is, one or two weeks before and one or two weeks after the midpoint of the class);

A faculty member's identity is authenticated and attributed to the midterm certification signature;

The integrity of the electronically signed midterm class list of a course section has been secured and verified; and

The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

A final grade sheet electronic signatures process, if adopted, should be implemented in the same manner as the electronic midterm certification signature.

"Residency – Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. A district shall file descriptions of any revisions to its process with ICCB before their implementation.

"Residency – General Provisions". The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, a student shall have occupied a dwelling within the State or district for at least 30 days immediately before the date established by the district for classes to begin.

The district shall maintain documentation verifying State or district residency of

students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; or

students attending under a chargeback or contractual agreement with another community college.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

"Senior Citizen" means a person 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Persons with Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a [Grant Agreement](#) between the college or vendor and ICCB.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.510 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB and according to the schedules indicated.

- a) Resource Allocation and Management Plan (RAMP) data by July 1 of each year.
- b) Construction in progress and acreage by ~~July~~August 1 of each fiscal year.
- c) Annual Instruction Cost Report in a format prescribed by ICCB for the previous fiscal year by December 31 following the end of that fiscal year.
- d) A survey of local budget and tax extensions and collections by September 1 of each year.
- e) ~~Facilities~~F3, F6, B3, and R3 facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.
- f) Certificate of Tax Levy by January 31 of each year.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.516 ~~Deferred Maintenance~~Capital Renewal Grants

- a) Districts may apply annually to ICCB for approval of ~~deferred maintenance~~capital renewal grant projects. Requests for ICCB approval of ~~deferred maintenance~~capital renewal grant projects shall be submitted using forms prescribed by ICCB.
- b) Expenditures of funds from this grant are limited to ~~deferred maintenance~~capital renewal projects that are within the scope of the definition of ~~deferred maintenance~~capital renewal grants contained in Section 1501.501.
- c) Funds received from this grant shall be accounted for in the Operations and Maintenance Fund (Restricted) (see Section 1501.511(a)(7)).
- d) Other sources of funding may be added to ~~deferred maintenance~~capital renewal grant funds to finance larger projects.
- e) Projects shall be designed and constructed to meet all applicable facilities codes as specified in Section 1501.603(g).
- f) Authority to approve ~~deferred maintenance~~capital renewal grant projects is delegated to ~~the~~ ICCB ~~or its~~ Executive Director.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBPART F: CAPITAL PROJECTS

Section 1501.601 Definition of Terms

"Alter" means to remodel or modify a facility, without changing its original purpose or adding to its total dimensions, that would have been constructed differently had existing

accessibility, energy conservation, or environmental protection laws, codes or standards (as specified in Section 1501.603(g)(2)) been in effect at the time of construction.

"Building efficiency" means the ratio of the total net assignable square feet (NASF) of a building, which includes the interior of classrooms, class laboratories, offices, study areas, libraries, special or general use areas, and supporting areas for each of these space types, to the total gross square feet (GSF) of a building, which includes circulation areas, custodial areas, mechanical areas and structural areas plus the NASF.

"Capital Project Design Phase" of a capital project means development of detailed architectural plans, specifications and cost estimates.

"Capital Project Needs Assessment" means the initial conceptualization and justification of the scope of the project.

"Credits" means capital project local contribution allowances certified by ICCB at its Board meeting on September 18, 1987.

"Deferred Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.

"Facility" means any physical structure or entity that is necessary for the delivery of the district's programs and related services.

"Hazard" means a risk or peril resulting from unsanitary conditions, deficiencies in codes specified in Section 1501.603(g)(2), conditions increasing the risk of fire, or conditions otherwise endangering human life to a degree greater than normal.

"Licensed Architect or Engineer" means an architect or engineer licensed by or registered with the Illinois Department of Financial and Professional Regulation.

"Locally Funded" means a capital project funded totally from local district bond issues, local district operating funds, federal grants, foundation or other grants, gifts, student fees, or any non-state appropriated source.

~~"Maintenance Project" means a project that keeps a facility or asset in efficient operating condition, preserves the condition of the property, or restores property to a sound state after prolonged use.~~

"Primary Site" means any site constituting a campus as defined in Section 1501.301.

"Repair" means rehabilitate or return a facility to its original condition after damage or deterioration, without changing its original purpose or adding to its total dimensions, when the condition of the facility poses a hazard to individuals or threatens the structural integrity of the facility.

"Scope" means the parameters of the project, primarily the physical dimensions of the project and the function of space included within the project.

"Secondary Site" means any location where the district maintains a permanent presence, but does not meet the criteria of a primary site.

"State-Funded" means a capital project partially or fully funded with a State

appropriation.

"Structural Defect/Deficiency Project" means a capital project that has a defect or deficiency directly attributable to inadequate design or construction, or defective construction materials.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.603 State-Funded Capital Projects

- a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined in this subsection (a). The funds shall be requested before construction and may include or consist of architectural and engineering fees associated with the project. These projects shall consist of:
 - 1) Buildings, Additions, and/or Structures (including fixed equipment). Types of buildings that may be included are:
 - A) Administration and student personnel services facilities;
 - B) Central utility facilities;
 - C) Classrooms;
 - D) Fine and applied arts classrooms and laboratories;
 - E) Libraries;
 - F) Occupational technical, and semi-technical laboratories, shops and classrooms;
 - G) Other structures used for the operation and maintenance of the campus;
 - H) Physical education instructional facilities;
 - I) Science laboratories and related science facilities; and
 - J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.
 - 2) Land.
 - 3) Movable Equipment.
 - 4) Utilities (those beyond a five-foot perimeter of buildings).
 - 5) Remodeling or Rehabilitation of Existing Facilities. These projects include provision for:
 - A) Access for students with disabilities;

- B) Emergency repairs (including construction defects/deficiencies);
 - C) Energy conservation; and
 - D) Programmatic changes.
- 6) Site Improvements.
- A) Clearance;
 - B) Drainage;
 - C) Earth movement;
 - D) Finish grading, seeding, landscaping;
 - E) Other work required to make land usable as a building site;
 - F) Parking; and
 - G) Streets and walkways.
- 7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.

b) Application Criteria for New Construction Projects at the Primary Site. The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. In order for capital projects for new construction to be considered for State funding, the following requirements shall be met:

- 1) Certification of local board approval of the projects requested shall be provided.
- 2) Certification shall be provided that funds or credits are available to provide the local share of the cost of the projects in accordance with Articles IIIA and V of the Act.
- 3) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:
 - A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges;
 - B) The impact on the surrounding environment, including the effect of increased traffic flow;
 - C) Accessibility to the site by existing and planned highways and/or streets;
 - D) Cost of development of the site in relation to topography, soil condition

and utilities;

- E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost;
 - F) The number, location and characteristics (type of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered; and
 - G) The location of the site in relation to existing institutions of higher education.
- 4) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).
- 5) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(1)(C) or a specific program need basis as specified in subsection (e)(1)(D).
- 6) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.
- c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and rehabilitate a facility shall require submittal of the following:
- 1) An application on forms prescribed by ICCB;
 - 2) Certification of local board approval of the projects requested;
 - 3) Certification that funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act;
 - 4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices, etc.); and
 - 5) A justification statement regarding the need to remodel.
- d) Application Criteria for Secondary Site Projects. Projects for the acquisition/construction of a new site and/or structure for purposes other than a primary site facility and projects for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:
- 1) A resolution by the local board of trustees stating that:
 - A) Local funds or credits are available to provide the local share of the projects in accordance with Articles IIIA and V of the Act; and
 - B) The programs offered have been approved by ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.

- 2) Copies of at least two appraisals of the property.
- 3) Proof that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not prevent the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)
- 4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.
- 5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.

e) Site Purchase. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.

f) Utilities. Utilities projects (beyond a five-foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.

g) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.

he) Project Priority Criteria. All projects must meet requirements as stated in Sections 5-3 and 5-4 of the Act. A maximum of 100 points will be awarded for each submitted capital project. Capital project priorities will be established ~~within the categories named in subsection (a) of this Section~~ according to the following criteria:

1) ~~New Facilities: The acquisition of buildings/ additions/structures through construction of new facilities or purchase of existing facilities includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. All requests for new facilities must meet the criteria specified in either subsection (b) for new construction at a primary site or subsection (d) for secondary site projects. The following criteria will be considered in establishing priorities for new facilities:~~

1A) Type of Space (10%). Priorities will be assigned to colleges based on the ~~type~~Type of space to be constructed, purchased, improved, or remodeled (in priority order). In the case of site purchases, utilities, and site improvements not related to new facilities acquisition, priorities will be assigned based upon the type of space associated with the project.:

A†) Instructional, study, office and student areas (all weighted equally):

i)† Instructional space, including basic classrooms, lecture halls, seminar rooms and other rooms used primarily for scheduled

instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space used as classroom service, that is, projection rooms, telecommunication control booths, closets, etc., are included (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).

ii) Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms (FICM Codes 410-455).

iii) Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).

iv) Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms used for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).

Bii) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).

Ciii) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls, used primarily for general presentations or performances (FICM Codes 610-625). Includes areas that serve as an extension of the activities in that facility.

Div) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasiums, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM Code series 100.)

Eiv) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515 and 530-590).

2B) Core Campus Considerations (20%). Priorities will be assigned to colleges that do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support

high enrollment programmatic areas.

3E) Space Criteria/Considerations (20%). Utilization of existing space will be calculated by annual full-time equivalent enrollment per net assignable square feet (NASF) of the most recently completed fiscal year. Priority will be assigned to those districts that have the highest utilization of owned space.

~~i) Utilization of Existing Space. Priorities will be assigned so that the higher utilization rate generated by weekly instructional hours for credit and noncredit courses offered at permanent locations owned by the college (college holds title, lease purchase, or purchasing contract for deed), the higher the priority that will be assigned. Instructional hours are defined as those enrollments generated by students taking credit and noncredit courses.~~

~~ii) Space per Student. Requests for space will be assigned priorities so that the less existing permanent space per student available at facilities owned by the college (college holds title, lease purchase, or contract for deed), the higher the priority assigned to the project.~~

~~4D) Program Considerations (20%). Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:~~

~~Ai) Documented need as evidenced by the college's accountability and productivity reviews;~~

~~Bi) Labor market demand for completers of the program (as indicated by current manpower data);~~

~~Ciii) Unavailability of special facilities needed for the program; and~~

~~Di) Other special needs or measures as described in the program justification statement submitted by the college with the project request.~~

5) College Ranking (10%). Priorities will be assigned to projects that are ranked as a high priority by the college.

6) Prior Commitment (10%). Additional consideration will be given to the project if it had previous ICCB approval for planning or construction or a commitment made through prior appropriations by the State.

7) Structural Considerations (5%). Additional consideration will be given for structural considerations (in priority order).

A) Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);

- B) Overall condition of space and/or other structural integrity considerations;
- C) Those projects that will result in financial and/or natural resource savings (energy conservation).

8) Local Resources (5%). Consideration will be given to districts that qualify for Equalization Grants (see Section 2-16.02 of the Act), have a high poverty level within the district, and have an economically disadvantaged student body.

2) ~~Remodeling or Rehabilitation of Existing Facilities. Remodeling or rehabilitation projects will be evaluated on structural considerations and/or programmatic considerations and core campus considerations, if applicable to project. Requests for remodeling or rehabilitation projects must meet the criteria specified in subsection (c). The following criteria will establish the order of remodeling/rehabilitation projects:~~

- A) ~~Structural Considerations (in priority order).~~
 - i) ~~Those projects that will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, accessibility modifications);~~
 - ii) ~~Overall condition of space and/or other structural integrity considerations;~~
 - iii) ~~Those projects that will result in financial and/or natural resource savings (e.g., energy conservation); and~~
 - iv) ~~Those projects that will result in the development of more efficient utilization of existing space.~~
- B) ~~Program Considerations. Consideration will be given to the need for remodeling or rehabilitation of facilities based on the programs to be housed in the facilities. Priorities will be assigned so that the greater the need for remodeling or rehabilitation, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:~~
 - i) ~~Documented need as evidenced by the college's accountability and productivity reviews;~~
 - ii) ~~Labor market demand for completers of the program (as indicated by current manpower data);~~
 - iii) ~~Unavailability of special facilities needed for the program; and~~
 - iv) ~~Other special needs or measures as described in the program justification statement submitted by the college with the project request.~~
- C) ~~Core Campus Considerations. Priorities will be assigned to colleges that demonstrate the need for remodeling or rehabilitation of existing core campus components due to either structural integrity issues or increased~~

~~demand for services. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services and facilities to support high enrollment programmatic areas.~~

- ~~3) Land. Requests for State funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) for land purchases at the primary site or subsection (d) for secondary site projects.~~
- ~~4) Utilities. Utilities projects (beyond a five foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.~~
- ~~5) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.~~
- ~~6) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction.~~

~~i~~f) Changes in budget and/or scope to approved construction projects shall be submitted for approval according to the following criteria:

- 1) Changes in budget/scope totaling five percent or less of the approved project budget/scope shall be reconciled at the completion of the project and submitted to ICCB for information purposes.
- 2) When changes in the project budget/scope have reached five percent, any subsequent change modifying the budget/scope of the project shall require approval by the ICCB Executive Director, prior to expenditure of funds on the additional work. The criteria the ICCB Executive Director will use for approving changes in the project budget/scope will be the same as are listed in this Section.

~~j~~g) Construction Standards. The standards listed in this subsection ~~(j)~~ shall be applied in the design and construction of facilities.

- 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
- 2) Facilities Codes. All construction, remodeling and rehabilitation of facilities shall be in compliance with the following standards:
 - A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:
 - i) International Building Code, ~~2018~~2015 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).

- ii) International Mechanical Code, ~~2018~~2015 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - iii) National Electrical Code, NFPA 70, ~~2020~~2014 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - iv) National Fire Protection Association 101, Life Safety Code, ~~2018~~2003 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
- B) Illinois administrative rules that are referenced in this Part are:
- i) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - ii) Illinois Accessibility Code (71 Ill. Adm. Code 400) or the 2010 Americans with Disabilities Standards for Accessible Design (28 CFR 35 and 36), whichever is more stringent.
 - iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).
 - iv) Illinois Energy Conservation Code (~~71~~74 Ill. Adm. Code 600).
- C) Any local building codes that may be more restrictive than the codes listed in this subsection (g)(2).
- 3) State of Illinois Building Related Requirements. To assist the architect in determining which statutes and rules might be applicable to a project, the Capital Development Board (CDB) has assembled a Directory of Illinois Construction-Related Statutes and Rules that lists statutory requirements relative to State construction. CDB also maintains a List of Codes Used Throughout the State of Illinois by City or County. Both resources are available on CDB's website (<http://www.illinois.gov/cdb/business/codes/Pages/BuildingCodesRegulations.aspx>).

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.607 Reporting Requirements

A college shall submit the items listed in this Section in a format prescribed by ICCB by July 1 of each year~~and according to the schedules indicated~~:

- a) ~~Annual facility data and project updates that shall include NASF of owned space by classroom, lab, office, study, support and special use categories. Progress reports (as of December 31) of all construction projects by January 31 of each year.~~
- b) ~~Estimated deferred maintenance annual cost and current backlog. Course resource data (S6 and S7) showing the facilities used by a course offered for credit during the fall term within 30 days after the end of the term. Facility identifiers, building identifiers, and room identifiers reported in the course resource data should match identifiers that will be reported in the F3, F6, B3, and R3 records at the end of the current fiscal year.~~

- e) ~~All completed and in-progress projects using State funds. An inventory of its facilities and an update of this inventory annually by September 1 immediately following the end of the fiscal year. This facilities data (F3, F6, B3, and R3 records) shall be submitted in the format designated by ICCB and shall represent existing facilities in service at June 30 of the fiscal year just ended.~~
- d) ~~All completed and in-progress local projects with a cost of \$250,000 or more. Course resource data (N6) for a non-credit offering (N1) showing the facilities used for each non-credit course offered during the fall term by August 15 following the end of the current fiscal year. Facility identifiers, building identifiers, and room identifiers reported in the N6 records should match identifiers that will be reported in the F3, F6, B3 and R3 records at the end of the current fiscal year.~~

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Item #13.2c - Community College Employment Contracts

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendments in accordance with the Illinois Administrative Procedures Act.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501

ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

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1501.101	Definition of Terms and Incorporations by Reference
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1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
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1501.108	Organization of ICCB
1501.109	Appearance at ICCB Meetings
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section

1501.201	Reporting Requirements
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1501.204	Maintenance of Documents or Information
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1501.302	Units of Instruction, Research, and Public Service
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1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
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1501.309	Course Classification and Applicability
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1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)
1501.510	Reporting Requirements
1501.511	Chart of Accounts
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section

1501.601	Definition of Terms
1501.602	Approval of Capital Projects
1501.603	State Funded Capital Projects
1501.604	Locally Funded Capital Projects
1501.605	Project Changes (Repealed)
1501.606	Progress Reports (Repealed)
1501.607	Reporting Requirements
1501.608	Approval of Projects from 110 ILCS 805/3-20.3.01
1501.609	Completion of Projects from 110 ILCS 805/3-20.3.01
1501.610	Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section	
1501.701	Definition of Terms (Repealed)
1501.702	Applicability (Repealed)
1501.703	Recognition (Repealed)
1501.704	Programs (Repealed)
1501.705	Finance (Repealed)
1501.706	Personnel (Repealed)
1501.707	Facilities (Repealed)

SUBPART H: PERSONNEL

Section	
1501.801	Definition of Terms
<u>1501.802</u>	Sabbatical Leave
<u>1501.803</u>	<u>Employment Contracts</u>
1501.804	<u>President and Chancellor Performance Review</u>

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805/Arts. II and III and 6-5.3] and the Government Severance Pay Act [5 ILCS 415].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14,

1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 44 Ill. Reg. _____, effective _____.

SUBPART H: PERSONNEL

Section 1501.801 Definition of Terms

"Automatic Rollover Clause" means the renewal of an employment contract after the anniversary date for an additional term without any additional agreement or signature.

"Misconduct" includes, but is not limited to, the following:

Conduct demonstrating conscious disregard of a college district's interest and found to be a deliberate violation or disregard of the reasonable standards of behavior the district expects of its employee.

Carelessness or negligence to a degree or recurrence that manifests culpability or wrongful intent, or shows an intentional and substantial disregard of the district's interests or of the employee's duties and obligations to his or her college district.

Chronic absenteeism or tardiness in deliberate violation of a known policy of the district or one or more unapproved absences following a written reprimand or warning relating to more than one unapproved absence.

A violation of a college district's rule, unless the claimant can demonstrate that:

He or she did not know, and could not reasonably know, of the rule's requirements;

The rule is not lawful or not reasonably related to the job environment and performance; or

The rule is not fairly or consistently enforced.

Other conduct, including, but not limited to, committing criminal assault or battery on another employee, student, customer or invitee of the employer.

"Severance Pay" means the actual or constructive compensation, including salary, benefits, or perquisites, for employment services yet to be rendered that is provided to an employee who has recently been or is about to be terminated. [5 ILCS 415/5]

"Sabbatical Leave" means a leave of absence granted by the Board of Trustees to eligible employees to provide opportunities for those employees to engage in activities aimed at

developing the employees professionally and improving their abilities to perform their contractual responsibilities.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 1501.803 Employment Contracts

- a) Severance Pay. Any community college district that enters into, amends, renews or extends an employment contract that includes a provision for severance pay must include the following in the contract:
- 1) The limitation of severance pay to not exceed any amount greater than 20 weeks of compensation; and
 - 2) A prohibition of severance pay when an employee has been fired by the district for misconduct. [5 ILCS 415/10]
- b) Any employment contract entered into, amended, renewed, or extended with an employee of the community college district shall adhere to the following limitations:
- 1) A contract with a determinate start and end date may not exceed 4 years; [110 ILCS 805/3-65(b)(2)]
 - 2) The contract may not include any automatic rollover clauses; and [110 ILCS 805/3-65(b)(3)]
 - 3) All renewals or extensions of contracts must be made during an open meeting of the board.
- c) President and Chancellor Employment Contracts
- 1) Final action on the formation, renewal, extension, or termination of the employment contract of a president or chancellor must be made during an open meeting of the board. [110 ILCS 805/3-70(2)]
 - 2) Any performance-based bonus or incentive-based compensation to the president or chancellors must be approved by the board in an open meeting. The performance criteria and goals upon which the bonus or incentive-based compensation is based must be made available to the public on the district's official website no less than 48 hours before board approval. [110 ILCS 805/3-70(4)]
- d) Public Notice. Public notice, pursuant to the Illinois Open Meetings Act [5 ILCS 120], of an employment contract entered into, amended, renewed, extended, or terminated shall be provided by publication of the board item documenting at a minimum a description of the proposed financial components of the contract and a description of the action to be taken by the board.
- 1) If the proposed contract is written prior to the board meeting, a copy of the contract, including all addendums or any other documents that change an initial contract, shall be posted prior to board action on the district's official website. [110 ILCS 805/3-70(3)]

2) If the proposed contract is not written prior to the board meeting, the board may take action to approve the contract or terms of the contract, provided that public notice was provided pursuant to this Section. As soon as possible following board action, copies of the contract enacted, including all addendums and other documents that change an initial contract, shall be posted to the district's official website.

e) This Section does not apply to collective bargaining agreements.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Section 1501.804 President and Chancellor Performance Review

The board shall complete an annual performance review of the president or chancellor. The board shall consider the annual performance review when contemplating a bonus, raise, or severance agreement for the president or chancellor. [110 ILCS 805/3-75] The annual performance criteria and goals must be made available to the public on the district's official website.

(Source: Added at 44 Ill. Reg. _____, effective _____)

Item #13.3 - Employee Guidebook Update

The Illinois Community College Board hereby approves the following additions and modifications to the employee guidebook:

8.6 Parental Leave

An employee may be granted up to eight weeks of paid parental leave in any 12-month period from the date of any previous parental leave. The employee must meet one of the following criteria:

- Have given birth; or
- Be a spouse or committed partner of a person who has given birth to a child; or
- Have adopted a child or had an adoptive or foster child placed in their home who is 17 years old or younger. This provision does not apply to the adoption of a stepchild by a stepparent.

The purpose of paid parental leave is to enable the employee to care for and bond with a newborn or newly adopted or newly placed child. This policy will run concurrently with Family and Medical Leave Act (FMLA) leave, as applicable. Parental leave must begin within one year of the date of a live birth or initial placement of the adopted or foster child, or it will be forfeited.

Employees requesting parental leave for adoption or foster placement must provide documentation of the placement (e.g., court order, placement), for either the adoptive or foster child.

Should both parents be employees, they shall each be eligible for 8 weeks of paid parental leave which may be taken consecutively or concurrently. Multiple births or adoptions will not increase the amount of eligible leave within any 12-month period. Upon termination of employment, the employee shall not be eligible for payment of any unused Parental leave. Except in unusual circumstances and upon the agreement of the employer and employee, employees must take paid parental leave in one continuous period.

Employees who are otherwise eligible for paid leave (vacation, sick, personal days, etc.) may use such leave prior to or after taking paid parental leave. The paid leave shall not exceed 16 weeks for any qualifying event within a 12-month period. The first 12 weeks of

leave will automatically be counted toward the 12-week family and medical leave entitlement for eligible employees under the Family Medical Leave Act. Exceptions to this may be made based upon the request of a physician or at the discretion of the Executive Director.

Group benefit coverage and retirement (SURs) provided by ICCB through the State of Illinois will continue during the leave if the employee remains on payroll through the use of paid parental leave, vacation time, sick time, floating holidays, or personal time. Employees not on payroll who choose to continue with group benefit coverage will be required to continue their contributions for group medical and optional benefits through direct payment to the Department of Central Management Services, Bureau of Benefits.

An eligible employee shall initially notify his or her supervisor of the need for parental leave and include the estimated timing and duration of such leave at least 30 calendar days in advance of the need for parental leave, where practical. If the need for parental leave is not foreseeable, an eligible employee must give notice of the need to his or her supervisor as soon as practical.

Appendix II: Information Technology, Internet, and Email Security

Backup Policy (revised)

Because systems are subject to failure for a variety of reasons, it is imperative that an effective program of backups be actively utilized. This program is designed to permit recovery of data lost due to mishaps ranging in severity from something as simple as users erasing incorrect files through re-creating entire systems after a major catastrophe. Not only are backups important in data recoveries, they play a key role in every day data management. Effective archival of infrequently used data provides greater workspace for current activities while ensuring availability of historical information. This policy, then, is the basis for both the agency's Data Retention Policy and its Disaster Recovery Plan for Information Technology. The success of this policy depends upon users understanding what will or will not be included in backup processes.

- User data stored in folders in designated shared drives will be backed up nightly using an incremental method as well as a point in time recovery method.
- User data stored in private/home folders (i.e., My Documents) will be backed up nightly using an incremental method.
- All non-archived e-mail and associated files will be backed up nightly using an incremental method as well as a point in time recovery method.
- The SUSE environment, including all files associated with agency MIS systems, will be backed up in full once per week and nightly using an incremental method.
- A full back up of the entire system will run once per week with incremental backups occurring nightly the rest of the week. The week's backups from each system will be stored on a physical server, separate from the virtual environment. Once per week, the backups for the week, known as the weekly backup, will be copied to two separate drives. One will be stored on site in the agency's vault. The other will be stored at the home of the Deputy Director for Information Technology. The previous week's weekly backup will return to rotation.
- The first weekly backup of each month will be pulled from rotation and be known as a monthly backup. Weekly backups will otherwise return to rotation. Monthly backups will be stored in the agency's vault. A copy of the most current monthly backup will also be stored at the home of the Deputy Director for Information Technology.

Item #9.2
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- Monthly backups from January will be pulled from rotation and be known as yearly backups. Yearly backups will be kept for three years in the agency's vault and then returned to rotation.
- No end-user data stored outside the designated private/home folders and the designated shared directories will be backed up unless a specific request is made for such action. In that event, the request may be honored on a one-time basis, and the resulting backup shall be the responsibility of the requestor.

Item #13.4 - Authorization to Make Minor Changes to the Employee Guidebook

The Illinois Community College Board hereby authorizes the Executive Director to make non substantive changes to the ICCB Employee Guidebook, as needed.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes.

Item #14 – Information Items

There was no discussion.

Item #14.1 - Fiscal Year 2020 & Fiscal Year 2021 Financial Statements

Item #14.2 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #14.2a - Time Limits on Statewide and Regional Curricula

Item #14.3 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director

Item #15 - Other Business

There was no other business.

Item #16 - Public Comment

There was no public comment.

Item #17 - Executive Session

Item #17.1 - Employment/Appointments Matters and Item #17.2 - Review of Minutes of Closed Sessions

Suzanne Morris made a motion, which was seconded by Nick Kachiroubas, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters and Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes. The Board will take a break before entering into executive session. The Board entered into executive session at 12:10 p.m.

* * * * *

Terry Bruce made a motion, which was seconded by Paige Ponder, to reconvene Public Session at 12:23 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes.

Item #18 - Approval of Confidentiality of Executive Session Minutes

This item is being tabled from the September 11, 2020 Board meeting agenda at this time. It will be added to the December 4, 2020 Board meeting agenda for approval.

Item #19 - Executive Session Recommendations

Item #19.1 - Employment/Appointments Matters

There were no recommendations

Item #19.2 - Review of Minutes of Closed Sessions

There were no recommendations

Item #20 - Adjournment

Terry Bruce made a motion, which was seconded by Nick Kachiroubas, to adjourn the Board meeting at 12:24 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Nick Kachiroubas	Yea	Enrique Velazquez	Yea
Suzanne Morris	Yea	Lazaro Lopez	Yea
Larry Peterson	Yea		

The motion was approved. Student advisory vote: Yes.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2021 REGULATORY AGENDA**

The Joint Committee on Administrative Rules (JCAR) is a bipartisan legislative oversight committee that has been delegated the responsibility to ensure that the laws enacted by the General Assembly are appropriately implemented through administrative law. Each year, JCAR requires the Board, and all state agencies, to publish in the *Illinois Register* a regulatory agenda detailing the scope of upcoming rulemaking activity that the Board is considering but has not filed a formal notice of proposed rulemaking activity.

The January 2021 Regulatory Agenda is being submitted to the Board for approval and then will be published in the *Illinois Register* pursuant to the Illinois Administrative Procedure Act (5 ILCS 100).

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2021 Regulatory Agenda listed below:

**ILLINOIS COMMUNITY COLLEGE BOARD
JANUARY 2021 REGULATORY AGENDA**

a) Public Community College Act, 23 Ill. Adm. Code 1501

1) Rulemaking:

A) Description: The Board proposes to amend its rules to include new statutory reporting requirements and deadlines pursuant to recently enacted laws including, Public Act 99-0462 (Business Enterprise Program) and Public Act 101-0534 (Native American Employment Plan). The Board also anticipates a review of all reporting deadlines established via administrative rule to ensure those deadlines remain accurate.

B) Statutory Authority: Public Community College Act [110 ILCS 805]

C) Scheduled meeting/hearing dates: None have been scheduled.

D) Date agency anticipates First Notice: April 2021

E) Affect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.

F) Agency contact person for information:

Matt Berry

Agenda Item #10.1
December 4, 2020

Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

217/785-7411
Fax: 217/524-4981

- G) Related rulemakings and other pertinent information: None

BACKGROUND

The Board and all state agencies have the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The regulatory agenda gives the public notice and allows them to comment on rules that the Board is considering in the upcoming year. Adoption of the regulatory agenda does not preclude the Board from adopting a rule that has not been summarized in a regulatory agenda or from adopting a different rule from the one summarized in a regulatory agenda. The Board is also not required to adopt any rule summarized in a regulatory agenda.

Illinois Community College Board

PROPOSED HIGH SCHOOL EQUIVALENCY EXAM AMENDMENT

The ICCB staff is requesting the approval of an amendment to the current High School Equivalency (HSE) agreement with Educational Testing Services (ETS) - HiSET®. The agreement would include an extension of the current agreement through December 31, 2022 as well as the addition of Exhibit 2 which allows for the continuation of the HiSET® “Exam at Home”. The Illinois Community College Board’s agreement with ETS expires on December 31, 2021. As background information, in June 2020 the board approved a price change to include the HiSET® “Exam at Home”.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves an amendment to the current agreement with Education Testing Services through December 31, 2022. The amendment also includes the addition of Exhibit 2 for the continuation of the HiSET® “Exam at Home”.

**AMENDMENT 1 TO THE
MEMORANDUM OF UNDERSTANDING
BETWEEN
EDUCATIONAL TESTING SERVICE
AND
ILLINOIS COMMUNITY COLLEGE BOARD**

This AMENDMENT 1 TO THE MEMORANDUM OF UNDERSTANDING (“MOU”), dated January 1, 2019, (hereinafter, the “Amendment”) is effective as of November 12, 2020 between Educational Testing Service, a non-profit, non-stock corporation duly organized and validly existing under the Education Law of the State of New York, U.S.A. (“ETS”), and and the Illinois Community College Board (ICCB), located at 401 East Capitol Avenue, Springfield, IL USA (“ICCB”). ETS and ICCB are sometimes referred to herein individually as the “Party” and collectively as the “Parties”.

WITNESSETH:

WHEREAS, in a MOU dated January 1, 2019, Illinois approved Educational Testing Service, as a preferred provider of the HiSET® High School Equivalency Test in the State of Illinois;

WHEREAS, under the terms of the MOU, the Parties may mutually agree to amend the MOU; and

Whereas, the Parties wish to amend the MOU to extend the Term and add Exhibit 2 EXAM at HOME;

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, ETS and ICCB agree as follows:

1. The terms and conditions set forth in the MOU, as amended by a series of amendments, are incorporated herein by reference. Any capitalized term not defined herein shall have the meaning ascribed to it in the MOU. In the event of any conflict between the terms and conditions in the MOU and those in this Amendment, the terms and conditions in this Amendment shall prevail.
2. Section 1 Definitions of the MOU is hereby changed to add 1.25, as follows:

1.25 “HiSET® Exam at Home” is set forth in Exhibit 2.
3. Paragraph 2, Term and Termination is amended as follows:

“December 31, 2020” is deleted and replaced with “December 31, 2022”.
4. The MOU is hereby changed to add Exhibit 2 *HiSET® Exam at Home*, attached hereto.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the Parties hereto, being duly authorized, have executed this Amendment in two counterparts, each of which shall be deemed to be an original.

**ILLINOIS COMMUNITY COLLEGE
BOARD**

EDUCATIONAL TESTING SERVICE

Signature:

Signature:

Title:

Title:

Date:

Date:

EXHIBIT 2
HiSET® EXAM at HOME

1. SCOPE OF EXHIBIT

This Exhibit 2 of the MOU sets forth all terms and conditions specific to the remote proctoring delivery of HiSET exam and is subject to the terms of the MOU.

2. DEFINITIONS

“eREG” shall mean ETS’s online Test Registration portal located at <https://hiset.ets.org/>.

“HiSET® Exam at Home” shall mean the remote proctoring version of the CBT HiSET® Exam available for registration beginning on June 15, 2020. Eligible Test Takers will register for each Subtest online through eREG. ETS’s remote proctoring provider will email a link for the Test Taker to schedule the Subtest.

“Test(s)” shall mean each HiSET Exam at Home Subtest.

3. TERMS

3.1 Test Taker Registration. Test Taker will register for the Subtest online through eREG. ETS’s remote proctoring provider will email a link for the Test Taker to schedule the Subtest.

3.2 Test Center Fee. In addition to the fees set forth in Exhibit 1 of the MOU, Test Takers will pay \$17.50 per Subtest upon registration for remote testing. HiSET fees for remote proctored testing are subject to change at a future date to maintain test quality or offer program enhancements. In the event of any fee changes, the HiSET Program will follow appropriate notification procedures to existing HiSET clients. At a minimum, ETS will provide the ICCB with 180 days prior notice of any fee changes.

3.3 Score Processing Time. Because the Test requires additional scoring measures and review of test response data, ETS will have an additional 5 to 10 business days from the time allowed in the MOU to post Test Taker score reports. ETS will notify the State if additional time beyond this is required.

3.4 The use of ETS Exam at Home may be terminated by either party upon 120 days prior written notice, provided that in the event of such termination the Parties agree to complete all services that are in progress pursuant to the terms and conditions set forth in the MOU.

Illinois Community College Board

FISCAL YEAR 2021 FINANCIAL STATEMENTS

Illinois Community College Board				
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT				
July 1, 2020 - October 31, 2020				
		FY 2021	Year -to-Date	%
		Appropriation	Expenditures	Expended
<u>STATE GENERAL FUNDS*</u>				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 48,460,000	\$ 8,528,503	17.6%
ADULT EDUCATION		33,887,700	6,709,938	19.8%
GED TESTING PROGRAM		1,148,000	283,005	24.7%
CAREER & TECH EDUCATION		18,069,400	8,670,300	48.0%
OFFICE ADMINISTRATION		2,083,900	656,668	31.5%
	TOTAL	\$ 103,649,000	\$ 24,848,414	24.0%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 36,381,127	25.0%
	TOTAL	\$ 145,574,100	\$ 36,381,127	25.0%
<u>SPECIAL STATE FUNDS *</u>				
CONTRACTS AND GRANTS FUND		\$ 29,000,000	\$ -	0.0%
GED TESTING FUND		100,000	2,254	2.3%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	52,785,000	50.0%
	TOTAL	\$ 134,770,000	\$ 52,787,254	39.2%
<u>FEDERAL FUNDS*</u>				
FEDERAL ADULT EDUCATION FUND		\$ 22,507,190	\$ 502,346	2.2%
FEDERAL CAREER & TECH ED FUND		18,129,500	194,167	1.1%
ICCB FEDERAL TRUST FUND		525,000	7,868	1.5%
	TOTAL	\$ 41,161,690	\$ 704,381	1.7%
	GRAND TOTAL, ALL FUNDS	\$ 425,154,790	\$ 114,721,176	27.0%
* See detail on following pages				

Illinois Community College Board				
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT				
State General Funds				
July 1, 2020 - October 31, 2020				
	FY 2021	Year-to-Date	%	
	Appropriation	Expenditures	Expended	
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago	\$ 13,265,400	\$ 6,632,700	50.0%	
P-20 Council Support	150,000	-	0.0%	
East St. Louis Educational Center	1,457,900	-	0.0%	
Illinois Veterans Grant	4,264,400	-	0.0%	
IL. Longitudinal Data System	560,300	96,918	17.3%	
Lincoln's Challenge Program	60,200	-	0.0%	
Performance Grants	359,000	-	0.0%	
Small College	548,400	548,386	100.0%	
Alternative Schools Student Re-enrollment	3,000,000	1,250,000	41.7%	
Transitional Math and English Development	1,000,000	-	0.0%	
Bridge and Transition	4,194,400	499	0.0%	
Workforce Equity Initiative	19,600,000	-	0.0%	
TOTAL	\$ 48,460,000	\$ 8,528,503	17.6%	
OFFICE ADMINISTRATION				
TOTAL	\$ 2,083,900	\$ 656,668	31.5%	
ADULT EDUCATION				
Adult Education Basic Grants	\$ 22,651,000	\$ 4,530,200	20.0%	
Adult Education Performance Grants	11,236,700	2,179,738	19.4%	
TOTAL	\$ 33,887,700	\$ 6,709,938	19.80%	
GED TESTING PROGRAM				
TOTAL	\$ 1,148,000	\$ 283,005	24.7%	
CAREER & TECHNICAL EDUCATION				
CTE LPN RN	500,000	86,780	17.4%	8250
CTE Administration	575,000	151,714	26.4%	8100
CTE Formula	15,400,000	7,799,999	50.6%	8000
CTE Early School Leavers Grants	615,000	184,582	30.0%	8350
CTE Early School Leavers Administration	84,950	-	0.0%	8300
CTE Corrections	894,450	447,225	50.0%	8200
TOTAL	\$ 18,069,400	\$ 8,670,300	48.0%	
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating	\$ 74,370,200	\$ 18,592,550	25.0%	
Equalization	71,203,900	17,788,577	25.0%	
TOTAL	\$ 145,574,100	\$ 36,381,127	25.0%	
GRAND TOTAL	\$ 249,223,100	\$ 61,229,541	24.6%	

* Expenditures from these funds cannot exceed receipts.

Agenda Item #11.1
December 4, 2020

Illinois Community College Board			
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT			
Special State Funds			
July 1, 2020 - October 31, 2020			
<u>SPECIAL STATE FUNDS*</u>	FY 2021	Year-to-Date	%
	Appropriation	Expenditures	Expended
CONTRACTS AND GRANTS FUND	\$ 29,000,000	\$ 0	0.0%
GRANTS			
Bridging the Gap			5350
NGA			3100
NGA - early care			
ILCCO			3000
Research Foundation of CUNY			6200
Advance CTE			6100
Governor's Emergency Education Relief (GEER)		-	
TOTAL		\$ 0	0.0%
ADMINISTRATION			
Bridging the Gap			5300
NGA			
NGA - early care			
ILCCO			
Research Foundation of CUNY			
Advance CTE			
TOTAL		\$ 0	0.0%
GED TESTING FUND	\$ 100,000	\$ 2,254	2.3%
ICCB RESEARCH & TECHNOLOGY FUND	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 52,785,000	50.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 134,770,000	\$ 52,787,254	39.2%
* Expenditures from these funds cannot exceed receipts.			

Agenda Item #11.1
December 4, 2020

Illinois Community College Board					
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT					
Federal Funds					
July 1, 2020 - October 31, 2020					
FEDERAL FUNDS*					
	FY 2021		Year-to-Date		%
	Appropriation	Carryover/Transfer	Expenditures	**	Expended
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic	\$ 16,205,727		\$ -		0.0%
Federal Basic Leadership	2,332,643		248,890		10.7%
EL Civics Grants	2,720,690		-		0.0%
	\$ 21,259,060	\$ -	\$ 248,890		1.2%
ADMINISTRATION					
Federal Basic	\$ 982,165		\$ 253,456		25.8%
EL Civics	143,194		-		0.0%
Leadership	122,771		-		0.0%
	\$ 1,248,130	\$ -	\$ 253,456		20.3%
TOTAL	\$ 22,507,190	\$ -	\$ 502,346		2.2%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants	\$ 15,447,475		\$ 185,934		1.2%
Perkins Leadership	1,409,880		3,483		0.2%
Perkins Corrections	363,470		-		0.0%
Reserve	-		-		#DIV/0!
	\$ 17,220,825	\$0.00	\$ 189,417		1.1%
ADMINISTRATION					
CTE Federal	\$ 908,675		\$ 4,750		0.5%
TOTAL	\$ 18,129,500	\$ -	\$ 194,167		1.1%
ICCB FEDERAL TRUST FUND					
ADMINISTRATION	\$ 525,000	\$ -	\$ 7,868		1.5%
TOTAL	\$ 525,000	\$ -	\$ 7,868		1.5%
GRAND TOTAL, FEDERAL FUNDS					
	\$ 41,161,690	\$ -	\$ 704,381		1.7%
* Expenditures from these funds cannot exceed receipts.					
** Carryover/Transfer amounts are in process of calculation based on FY20 expenditures and will be finalized next month.					



FALL 2020
OPENING COMMUNITY
COLLEGE ENROLLMENT
SURVEY RESULTS

October 2020

FALL 2020 OPENING ENROLLMENT SURVEY RESULTS

Statewide Results. All 48 Illinois Community Colleges implemented campus measures to ensure a safe instructional environment during the ongoing COVID-19 pandemic outbreak and employed substantial adjustments to instruction by moving many courses to remote or online modalities. Beyond flexible course offerings, community colleges are extending fiscal resources to students through Coronavirus Aid, Relief, and Economic Security (CARES) Act and philanthropic funding to mitigate financial constraints to the extent possible. Still, with community colleges being open-access institutions and serving a significant number of at-risk students, the pandemic has exacerbated issues for that population ranging from fiscal to technological. Illinois Community College System Fall 2020 enrollment is reflective of the current pandemic challenges and consistent with national community college enrollment declines. According to a [Report](#) by the [National Student Clearinghouse \(NSC\) Research Center](#), community college enrollments nationally in Fall 2020 have declined by 7.5 percent compared to Fall 2019.¹

Systemwide, 234,132 students enrolled at Illinois Community Colleges in credit coursework in Fall 2020. The number of students enrolling in courses at Illinois community colleges as of the end of regular registration for Fall 2020 is 37,204 fewer than in Fall 2019.

Table 1 provides system-wide comparative fall census enrollment counts for the last five years as well as 2001 and 2006. The Illinois Community College System experienced record-level Fall enrollments in recent years with peak headcount enrollment during the Great Recession. Statewide opening headcount enrollments and Full-time Equivalent enrollments have continued to decrease since that time (ten consecutive years). Fall 2020 headcount enrollments have decreased 33.2 percent since Fall 2006 and 30.9 percent since Fall 2001. Fall 2019 FTE enrollments have decreased 29.8 percent from Fall 2006 and decreased 24.5 percent from Fall 2001.

**Table 1
SUMMARY OF OPENING FALL ENROLLMENT IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2001, 2006, 2016-2020**

	2001	2006	2016	2017	2018	2019	2020
Headcount	339,002	350,508	304,173	293,417	283,415	271,336	234,132
% Change from Previous Year	-0.3%	-0.7%	-3.8%	-3.5%	-3.4%	-4.3%	-13.7%
FTE	183,024	196,868	176,797	170,303	164,405	157,873	138,139
% Change from Previous Year	2.3%	-0.3%	-3.8%	-3.7%	-3.5%	-4.0%	-12.5%

¹ NSC early fall results are as of September 10 with 18% of community colleges reporting.

While fall enrollments have declined in recent years, the numbers of graduates in the Illinois Community College System have increased considerably since 2001 and 2006. Approximately 66,000 student completions occurred in 2020 compared to 38,420 in 2001 and 49,627 in 2006.

Community colleges educate and train many part-time students. FTE figures reflect the total number of credit hours being taken by students divided by 15, which is the number of semester hours traditionally considered a full-time class load. The FTE enrollment was 138,139 in Fall 2020. Statewide FTE enrollments are down the equivalent of 19,734 full-time students (FTE -12.5 percent) from Fall 2019.

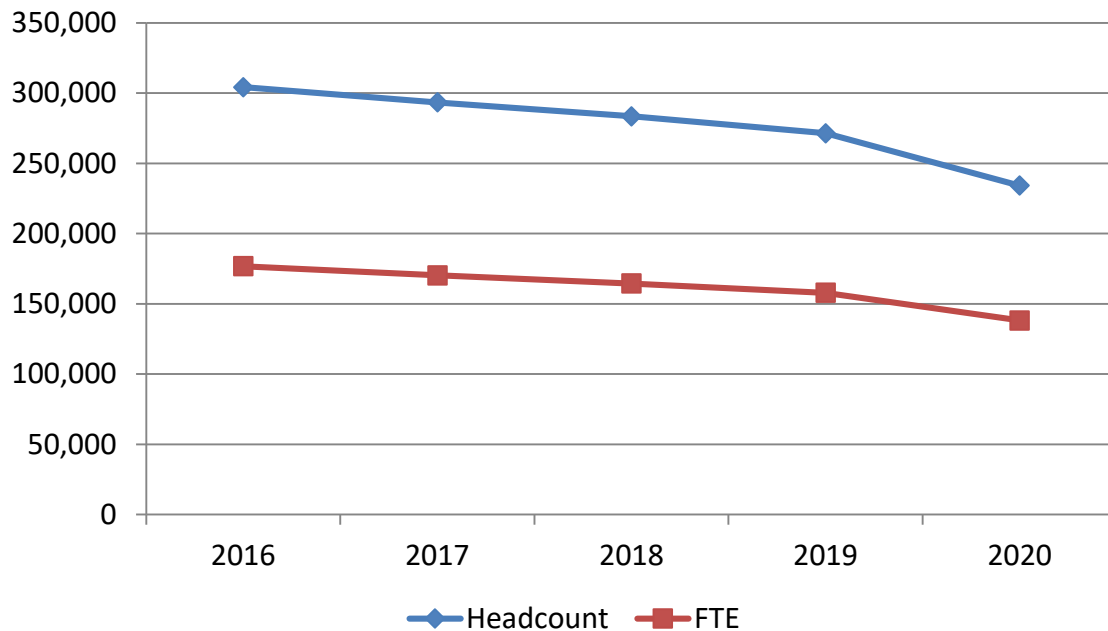


Figure 1: Opening Fall Headcount and FTE Enrollment, 2016-2020

These opening enrollments reflect the end of the regular fall registration period which is usually the 10th day of class. These preliminary counts are from the web-based Fall 2020 Enrollment Survey. Results are verified as the detailed Fall Enrollment (E1) data submissions are finalized.

Results by College. Table 2 provides comparative information by college for Fall 2016 through 2020 headcount enrollments. A one-year comparison between Fall 2019 and Fall 2020 among the 48 community colleges shows that there are fifteen colleges with enrollment decreases for every college that reported an enrollment gain. Forty-five colleges reported headcount decreases of one percent or more. Three colleges exhibited headcount enrollment increases of one percent or above. None of the colleges experienced little or no change (less than one percent).

Table 3 provides college level comparative data on FTE enrollments for the most recent five-year period. Over the past year, FTE decreases are posted by 46 colleges, and two colleges reported increases. None of the colleges experienced little or no change in FTE.

Online Enrollment by College. Online instruction is an important part of the delivery of instructional programs in the community college system. Fall 2020 is the thirteenth year that online enrollments have been reported from all colleges in the Opening Fall Enrollment Survey. Tables 4 and 5 provide unduplicated and duplicated headcount online enrollment for Fall 2016 through Fall 2020. There are 351,462 duplicated online enrollments and 144,631 unduplicated online enrollments for Fall 2020. Duplicated online headcount enrollments increased 229.6 percent (+244,829) from Fall 2019, while Fall 2020 unduplicated online enrollments increased 119.4 percent with 78,706 more students than Fall 2019. Based on unduplicated beginning of term counts, in Fall 2020 online headcount enrollments (unduplicated) accounted for 61.8 percent of overall headcount enrollments which is more than double from last year (24.3 percent).

Table 6 provides opening online FTE enrollments for Fall 2016 through Fall 2020. There are 74,015 online FTE enrollments in Fall 2020, which is an increase over Fall 2019 (250.2 percent or +52,878 FTE). In Fall 2020, online FTE enrollments accounted for 53.6 percent of overall opening FTE enrollments, which is quadruple from Fall 2019 (13.4 percent).

The Fall 2020 online unduplicated headcount is 79.7 percent above its corresponding 5-year average (N = 80,466). The Fall 2020 online duplicated headcount is also above its 5-year average (+130.3 percent; N = 152,602). The online FTE for Fall 2020 is above its 5-year average (+139.2 percent; N = 30,942).

Additional Background. The Fall 2020 preliminary summary student counts in this report (Fall 2020 Opening Enrollment Report) derive from the web-based ICCB Fall 2020 Enrollment Survey. Fall opening enrollment information for credit-generating students are recorded by the colleges at the end of the regular fall registration period, which is typically the 10th day of class. Beyond the survey, which allows ICCB and the Illinois Community College System to timely address stakeholder inquiries about fall enrollment, ICCB also annually collects student-level data from community colleges for the fall term. Upon finalization of the data in late-fall, the nuanced data will allow ICCB to more fully analyze the impact of the COVID-19 pandemic on instructional areas, demographics, and other student characteristics

It should be noted these counts also only provide a "snapshot" of opening fall term enrollment for year-to-year and institution-to-institution comparisons. The diversity of the community college system and its students is not fully captured in these opening enrollment snapshot data. Community college flexible scheduling (e.g., modules, other intensive late start classes, etc.) is necessary to accommodate student schedules and compete successfully in the marketplace. Hence, enrollment trends are more fully captured through use of annual data. More complete data are available via [ICCB's Data Book](#). The joint ICCB-IBHE [Illinois Postsecondary Profiles](#) platform also provides pertinent trend information on Enrollment, Affordability, Progress, Advancement, and Completion for all 2- and 4-year higher education institutions in Illinois.



Illinois Community College Board
Table 2
COMPARISON OF FINAL FALL 2016-2019 OPENING HEADCOUNT ENROLLMENT
WITH FALL 2020 PRELIMINARY OPENING ENROLLMENT

Dist. No.	District/College	Fall 2016 Headcount	Fall 2017 Headcount	Fall 2018 Headcount	Fall 2019 Headcount	Fall 2020 Headcount	% Change 2016-2020	% Change 2019-2020
503	Black Hawk	5,613	4,926	4,333	4,472	3,743	-33.3 %	-16.3 %
518	Carl Sandburg	1,927	1,947	1,860	1,925	1,755	-8.9	-8.8
508	City Colleges of Chicago	(47,680)	(47,454)	(45,938)	(40,508)	(35,823)	(-24.9)	(-11.6)
02	Harold Washington	8,486	8,869	8,643	7,276	6,468	-23.8	-11.1
04	Harry S Truman	8,998	8,186	7,673	6,365	5,269	-41.4	-17.2
01	Kennedy-King	3,472	3,395	3,136	2,410	1,880	-45.9	-22.0
03	Malcolm X	6,183	6,713	7,104	6,997	7,324	18.5	4.7
05	Olive-Harvey	2,979	2,882	2,663	2,177	1,931	-35.2	-11.3
06	Richard J. Daley	7,407	7,182	6,942	6,521	4,998	-32.5	-23.4
07	Wilbur Wright	10,155	10,227	9,777	8,762	7,953	-21.7	-9.2
502	College of DuPage	26,901	26,165	24,900	23,903	21,010	-21.9	-12.1
532	College of Lake County	14,768	14,590	14,193	13,743	11,854	-19.7	-13.7
507	Danville Area	2,666	2,645	2,620	2,644	2,462	-7.7	-6.9
509	Elgin	9,918	9,599	9,567	9,931	7,882	-20.5	-20.6
512	Harper	14,142	13,749	13,530	13,477	12,199	-13.7	-9.5
540	Heartland	5,282	5,193	5,063	4,974	4,485	-15.1	-9.8
519	Highland	1,857	1,678	1,596	1,511	1,276	-31.3	-15.6
514	Illinois Central	9,290	9,266	8,875	8,749	7,912	-14.8	-9.6
529	Illinois Eastern	(8,414)	(7,528)	(6,712)	(6,196)	(5,113)	(-39.2)	(-17.5)
04	Frontier	1,952	1,791	1,931	1,719	1,262	-35.3	-26.6
01	Lincoln Trail	934	933	892	797	723	-22.6	-9.3
02	Olney Central	1,198	1,142	1,112	1,034	906	-24.4	-12.4
03	Wabash Valley	4,330	3,662	2,777	2,646	2,222	-48.7	-16.0
513	Illinois Valley	3,206	3,241	2,958	2,841	2,415	-24.7	-15.0
530	John A. Logan	4,424	3,933	4,040	3,744	3,328	-24.8	-11.1
539	John Wood	1,968	1,896	1,924	1,934	1,881	-4.4	-2.7
525	Joliet Junior	15,383	14,910	14,726	14,318	10,267	-33.3	-28.3
520	Kankakee	3,078	3,025	2,822	2,601	2,245	-27.1	-13.7
501	Kaskaskia	3,665	3,107	3,164	3,248	2,785	-24.0	-14.3
523	Kishwaukee	3,775	3,417	3,307	3,060	2,626	-30.4	-14.2
517	Lake Land	5,107	4,965	4,583	4,466	3,862	-24.4	-13.5
536	Lewis and Clark	7,272	7,000	6,698	6,413	4,683	-35.6	-27.0
526	Lincoln Land	5,744	6,259	5,565	5,446	4,977	-13.4	-8.6
528	McHenry County	6,371	6,843	7,031	7,473	7,814	22.6	4.6
524	Moraine Valley	15,021	14,620	13,762	13,032	11,026	-26.6	-15.4
527	Morton	4,397	4,387	4,351	4,439	3,618	-17.7	-18.5
535	Oakton	9,443	8,907	8,454	8,083	7,079	-25.0	-12.4
505	Parkland	7,569	7,159	7,074	6,510	5,758	-23.9	-11.6
515	Prairie State	4,484	4,409	3,946	3,843	2,714	-39.5	-29.4
521	Rend Lake	2,489	2,333	2,486	2,287	1,802	-27.6	-21.2
537	Richland	2,839	2,515	2,476	2,846	2,235	-21.3	-21.5
511	Rock Valley	7,699	6,378	6,244	6,092	5,762	-25.2	-5.4
506	Sauk Valley	1,892	1,754	1,628	1,616	1,386	-26.7	-14.2
531	Shawnee	1,824 ^	1,505	1,125	1,083	1,176	-35.5	8.6
510	South Suburban	3,703	3,921	4,232	4,066	3,388	-8.5	-16.7
533	Southeastern Illinois	1,820	1,655	1,650	1,732	1,263	-30.6	-27.1
522	Southwestern Illinois	9,515	8,859	8,841	8,508	6,906	-27.4	-18.8
534	Spoon River	1,560	1,489	1,436	1,386	1,239	-20.6	-10.6
504	Triton	11,386	10,672	10,529	9,571	8,819	-22.5	-7.9
516	Waubensee	10,081	9,518	9,176	8,665	7,564	-25.0 %	-12.7 %
Totals		304,173	293,417	283,415	271,336	234,132	-23.0 %	-13.7 %

^ After 2016 report publication further data validation at Shawnee CC resulted in a Fall 2016 headcount of 1,824 which is an increase of 0.3% from the previous year

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2016-2019 and Fall Enrollment Survey for Fall 2020



Illinois Community College Board
Table 3
COMPARISON OF FINAL FALL 2016-2019 OPENING FTE ENROLLMENT
WITH FALL 2020 PRELIMINARY OPENING FTE ENROLLMENT

Dist. No.	District/College	Fall 2016 FTE	Fall 2017 FTE	Fall 2018 FTE	Fall 2019 FTE	Fall 2020 FTE	% Change 2016-2020	% Change 2019-2020
503	Black Hawk	3,215	2,835	2,577	2,533	2,222	-30.9 %	-12.3 %
518	Carl Sandburg	1,311	1,276	1,203	1,217	1,076	-17.9	-11.6
508	City Colleges of Chicago	(29,562)	(29,128)	(28,517)	(25,726)	(21,691)	(-26.6)	(-15.7)
02	Harold Washington	6,046	6,060	5,836	4,914	4,082	-32.5	-16.9
04	Harry S Truman	4,830	4,453	4,370	3,498	2,914	-39.7	-16.7
01	Kennedy-King	2,285	2,051	1,999	1,806	1,205	-47.3	-33.3
03	Malcolm X	3,934	4,229	4,462	4,744	4,550	15.6	-4.1
05	Olive-Harvey	1,722	1,615	1,474	1,392	1,178	-31.6	-15.4
06	Richard J. Daley	4,724	4,670	4,389	3,954	2,878	-39.1	-27.2
07	Wilbur Wright	6,021	6,050	5,986	5,417	4,882	-18.9	-9.9
502	College of DuPage	15,133	14,633	13,677	13,329	12,080	-20.2	-9.4
532	College of Lake County	8,208	8,163	8,019	7,848	6,975	-15.0	-11.1
507	Danville Area	1,505	1,484	1,443	1,388	1,204	-20.0	-13.3
509	Elgin	5,773	5,679	5,577	5,732	4,847	-16.0	-15.4
512	Harper	8,131	7,908	7,740	7,713	7,264	-10.7	-5.8
540	Heartland	3,219	3,241	3,055	2,978	2,657	-17.5	-10.8
519	Highland	1,165	1,106	1,053	952	874	-25.0	-8.3
514	Illinois Central	5,318	5,242	5,008	4,892	4,373	-17.8	-10.6
529	Illinois Eastern	(3,127)	(3,015)	(2,850)	(2,667)	(2,431)	(-22.3)	(-8.8)
04	Frontier	576	607	580	559	540	-6.3	-3.5
01	Lincoln Trail	646	650	613	575	567	-12.2	-1.4
02	Olney Central	755	767	749	710	638	-15.5	-10.2
03	Wabash Valley	1,150	991	909	822	686	-40.3	-16.5
513	Illinois Valley	1,981	1,906	1,718	1,689	1,519	-23.3	-10.1
530	John A. Logan	2,649	2,575	2,530	2,378	2,122	-19.9	-10.8
539	John Wood	1,331	1,268	1,293	1,299	1,252	-5.9	-3.6
525	Joliet Junior	8,662	8,479	8,146	8,022	6,308	-27.2	-21.4
520	Kankakee	1,816	1,694	1,642	1,557	1,431	-21.2	-8.1
501	Kaskaskia	2,010	1,796	1,843	1,899	1,641	-18.4	-13.6
523	Kishwaukee	2,362	2,146	2,021	1,816	1,553	-34.2	-14.5
517	Lake Land	3,215	3,153	2,999	2,900	2,605	-19.0	-10.2
536	Lewis and Clark	3,566	3,375	3,283	3,153	2,539	-28.8	-19.5
526	Lincoln Land	3,620	3,677	3,468	3,413	3,123	-13.7	-8.5
528	McHenry County	3,584	3,747	3,777	3,893	3,976	10.9	2.1
524	Moraine Valley	9,152	8,825	8,340	7,712	6,410	-30.0	-16.9
527	Morton	2,467	2,485	2,402	2,391	2,019	-18.2	-15.6
535	Oakton	5,053	4,829	4,659	4,497	4,189	-17.1	-6.8
505	Parkland	4,719	4,386	4,297	4,003	3,528	-25.2	-11.9
515	Prairie State	2,630	2,579	2,305	2,242	1,618	-38.5	-27.9
521	Rend Lake	1,736	1,621	1,670	1,544	1,263	-27.3	-18.2
537	Richland	1,591	1,433	1,397	1,500	1,219	-23.4	-18.7
511	Rock Valley	4,936	4,126	4,078	4,033	3,817	-22.7	-5.4
506	Sauk Valley	1,194	1,094	1,028	1,046	915	-23.4	-12.6
531	Shawnee	1,057	903	891	843	863	-18.4	2.4
510	South Suburban	2,256	2,060	2,067	1,939	1,644	-27.1	-15.2
533	Southeastern Illinois	930	878	837	870	701	-24.6	-19.4
522	Southwestern Illinois	6,169	5,751	5,514	5,388	4,510	-26.9	-16.3
534	Spoon River	985	918	846	848	757	-23.2	-10.7
504	Triton	6,098	5,883	5,812	5,411	4,796	-21.4	-11.4
516	Waubonsee	<u>5,361</u>	<u>5,007</u>	<u>4,825</u>	<u>4,613</u>	<u>4,129</u>	<u>-23.0 %</u>	<u>-10.5 %</u>
Totals		176,797	170,303	164,405	157,873	138,139	-21.9 %	-12.5 %

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) for Fall 2016-2019 and Fall Enrollment Survey for Fall 2020



Illinois Community College Board
Table 4
PRELIMINARY OPENING UNDUPLICATED ONLINE ENROLLMENT
FALL 2016-2020

Dist. No.	District/College	Fall 2016 Unduplicated	Fall 2017 Unduplicated	Fall 2018 Unduplicated	Fall 2019 Unduplicated	Fall 2020 Unduplicated	% Change 2016-2020	% Change 2019-2020
503	Black Hawk	1,433	1,526	1,482	1,511	2,656	85.3 %	75.8 %
518	Carl Sandburg	566	738	761	836	1,250	120.8	49.5
508	City Colleges of Chicago	(4,184)	(4,510)	(4,873)	(5,401)	(6,996)	(67.2)	(29.5)
02	Harold Washington	1,207	1,394	1,481	1,534	1,882	55.9	22.7
04	Harry S Truman	565	550	518	624	854	51.2	36.9
01	Kennedy-King	271	234	274	263	315	16.2	19.8
03	Malcolm X	638	709	840	1,057	1,362	113.5	28.9
05	Olive-Harvey	264	243	269	312	388	47.0	24.4
06	Richard J. Daley	397	404	459	465	719	81.1	54.6
07	Wilbur Wright	842	976	1,032	1,146	1,476	75.3	28.8
502	College of DuPage	5,632	5,848	5,833	6,034	11,961	112.4	98.2
532	College of Lake County	2,901	3,172	3,110	3,223	10,805	272.5	235.2
507	Danville Area	965	843	875	864	1,663	72.3	92.5
509	Elgin	1,444	1,797	1,427	1,951	4,735	227.9	142.7
512	Harper	2,489	2,577	2,649	3,022	10,549	323.8	249.1
540	Heartland	1,386	1,423	1,416	1,555	3,327	140.0	114.0
519	Highland	520	472	480	453	737	41.7	62.7
514	Illinois Central	2,138	2,140	2,433	2,369	5,916	176.7	149.7
529	Illinois Eastern	(1,151)	(1,301)	(1,490)	(1,353)	(1,623)	(41.0)	(20.0)
04	Frontier	111	140	194	215	277	149.5	28.8
01	Lincoln Trail	297	308	342	345	499	68.0	44.6
02	Olney Central	463	547	586	447	477	3.0	6.7
03	Wabash Valley	280	306	368	346	370	32.1	6.9
513	Illinois Valley	618	579	555	657	1,770	186.4	169.4
530	John A. Logan	1,242	1,325	1,419	1,242	1,543	24.2	24.2
539	John Wood	1,143	1,113	1,150	1,135	1,396	22.1	23.0
525	Joliet Junior	3,069	3,443	3,431	3,577	9,885	222.1	176.3
520	Kankakee	731	675	662	593	1,513	107.0	155.1
501	Kaskaskia	1,100	1,075	1,199	1,179	1,454	32.2	23.3
523	Kishwaukee	1,016	1,004	959	910	2,022	99.0	122.2
517	Lake Land	1,624	1,679	1,741	1,693	2,837	74.7	67.6
536	Lewis and Clark	1,054	882	682	727	807	-23.4	11.0
526	Lincoln Land	1,640	1,684	1,704	1,739	3,464	111.2	99.2
528	McHenry County	1,798	1,809	1,881	1,965	4,445	147.2	126.2
524	Moraine Valley	2,438	2,590	2,719	2,872	8,557	251.0	197.9
527	Morton	401	504	544	485	3,151	685.8	549.7
535	Oakton	2,465	2,366	2,508	2,493	6,422	160.5	157.6
505	Parkland	2,411	2,369	2,448	2,317	3,530	46.4	52.4
515	Prairie State	881	830	836	929	2,293	160.3	146.8
521	Rend Lake	555	456	476	520	1,295	133.3	149.0
537	Richland	720	723	731	771	1,730	140.3	124.4
511	Rock Valley	1,405	1,270	1,522	1,490	4,936	251.3	231.3
506	Sauk Valley	729	719	725	760	1,173	60.9	54.3
531	Shawnee	429	448	395	379	576	34.3	52.0
510	South Suburban	771	798	810	887	1,000	29.7	12.7
533	Southeastern Illinois	982	833	808	772	689	-29.8	-10.8
522	Southwestern Illinois	2,176	2,238	2,274	2,362	3,635	67.0	53.9
534	Spoon River	461	469	469	475	757	64.2	59.4
504	Triton	4,195	2,017	3,305	1,871	6,636	58.2	254.7
516	Waubonsee	<u>2,583</u>	<u>2,658</u>	<u>2,641</u>	<u>2,553</u>	<u>4,897</u>	<u>89.6 %</u>	<u>91.8 %</u>
Totals		63,446	62,903	65,423	65,925	144,631	128.0 %	119.4 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 5
PRELIMINARY OPENING DUPLICATED ONLINE ENROLLMENT
FALL 2016-2020

Dist. No.	District/College	Fall 2016 Duplicated	Fall 2017 Duplicated	Fall 2018 Duplicated	Fall 2019 Duplicated	Fall 2020 Duplicated	% Change 2016-2020	% Change 2019-2020
503	Black Hawk	2,381	2,520	2,404	2,537	6,971	192.8 %	174.8 %
518	Carl Sandburg	855	1,110	1,215	1,373	2,746	221.2	100.0
508	City Colleges of Chicago	(6,708)	(7,232)	(7,687)	(8,783)	(12,840)	(91.4)	(46.2)
02	Harold Washington	2,003	2,315	2,430	2,648	3,434	71.4	29.7
04	Harry S Truman	860	886	826	939	1,388	61.4	47.8
01	Kennedy-King	502	374	452	446	545	8.6	22.2
03	Malcolm X	987	1,084	1,259	1,662	2,153	118.1	29.5
05	Olive-Harvey	461	388	411	545	1,288	179.4	136.3
06	Richard J. Daley	610	662	700	756	1,249	104.8	65.2
07	Wilbur Wright	1,285	1,523	1,609	1,787	2,783	116.6	55.7
502	College of DuPage	9,236	9,634	9,515	9,944	24,272	162.8	144.1
532	College of Lake County	4,324	4,668	4,659	5,056	28,972	570.0	473.0
507	Danville Area	3,896	1,131	1,506	1,446	1,763	-54.7	21.9
509	Elgin	2,547	2,625	2,615	2,869	7,597	198.3	164.8
512	Harper	3,705	3,874	3,969	4,502	29,689	701.3	559.5
540	Heartland	2,098	2,159	2,250	2,435	8,884	323.5	264.8
519	Highland	867	763	805	799	1,739	100.6	117.6
514	Illinois Central	3,263	3,338	3,836	3,754	15,846	385.6	322.1
529	Illinois Eastern	(1,381)	(1,616)	(1,892)	(1,767)	(2,140)	(55.0)	(21.1)
04	Frontier	114	176	256	280	379	232.5	35.4
01	Lincoln Trail	372	400	457	521	707	90.1	35.7
02	Olney Central	596	717	758	584	616	3.4	5.5
03	Wabash Valley	299	323	421	382	438	46.5	14.7
513	Illinois Valley	942	874	811	961	5,225	454.7	443.7
530	John A. Logan	1,952	2,162	2,217	2,141	2,850	46.0	33.1
539	John Wood	1,991	1,950	2,029	2,033	2,844	42.8	39.9
525	Joliet Junior	4,756	5,368	5,405	5,778	26,779	463.1	363.5
520	Kankakee	1,061	955	991	850	3,759	254.3	342.2
501	Kaskaskia	2,229	2,000	2,310	2,294	2,784	24.9	21.4
523	Kishwaukee	1,748	1,684	1,564	1,516	6,053	246.3	299.3
517	Lake Land	3,209	3,318	3,447	3,354	10,308	221.2	207.3
536	Lewis and Clark	1,295	1,044	1,041	1,147	1,327	2.5	15.7
526	Lincoln Land	2,743	2,847	2,957	3,056	7,141	160.3	133.7
528	McHenry County	2,972	2,944	3,131	3,192	10,477	252.5	228.2
524	Moraine Valley	3,631	3,961	4,161	4,382	26,439	628.1	503.4
527	Morton	528	658	714	656	7,508	1322.0	1044.5
535	Oakton	3,601	3,585	3,794	3,775	16,597	360.9	339.7
505	Parkland	3,699	3,593	3,780	3,618	5,771	56.0	59.5
515	Prairie State	1,381	1,294	1,299	1,551	5,731	315.0	269.5
521	Rend Lake	788	697	752	838	3,691	368.4	340.5
537	Richland	1,189	1,223	1,218	1,322	4,126	247.0	212.1
511	Rock Valley	2,051	1,851	2,294	2,238	14,168	590.8	533.1
506	Sauk Valley	1,077	1,133	1,135	1,264	3,763	249.4	197.7
531	Shawnee	699	739	594	685	1,228	75.7	79.3
510	South Suburban	1,172	1,145	1,156	1,285	1,480	26.3	15.2
533	Southeastern Illinois	1,540	1,430	1,415	1,379	1,387	-9.9	0.6
522	Southwestern Illinois	3,426	3,588	3,672	3,982	7,480	118.3	87.8
534	Spoon River	847	868	867	914	1,149	35.7	25.7
504	Triton	5,565	3,056	4,498	2,840	16,667	199.5	486.9
516	Waubonsee	<u>4,343</u>	<u>4,482</u>	<u>4,497</u>	<u>4,317</u>	<u>11,271</u>	<u>159.5 %</u>	<u>161.1 %</u>
Totals		101,696	99,119	104,102	106,633	351,462	245.6 %	229.6 %

SOURCE OF DATA: Fall Enrollment Surveys



Illinois Community College Board
Table 6
PRELIMINARY OPENING ONLINE FTE ENROLLMENT
FALL 2016-2020

Dist. No.	District/College	Fall 2016 FTE	Fall 2017 FTE	Fall 2018 FTE	Fall 2019 FTE	Fall 2020 FTE	% Change 2016-2020	% Change 2019-2020
503	Black Hawk	448	476	461	480	1,321	194.9 %	175.3 %
518	Carl Sandburg	177	231	246	280	559	215.8	99.9
508	City Colleges of Chicago	(1,415)	(1,543)	(1,628)	(1,870)	(2,611)	(84.5)	(39.6)
02	Harold Washington	424	493	515	563	737	73.8	30.9
04	Harry S Truman	178	188	175	200	296	66.3	48.0
01	Kennedy-King	105	79	94	93	113	7.6	21.5
03	Malcolm X	209	232	266	352	459	119.6	30.4
05	Olive-Harvey	97	83	87	116	189	94.8	62.9
06	Richard J. Daley	129	141	147	162	263	103.9	62.3
07	Wilbur Wright	273	327	344	384	554	102.9	44.3
502	College of DuPage	1,947	2,031	1,987	2,098	5,343	174.4	154.6
532	College of Lake County	887	964	953	1,028	6,037	580.6	487.3
507	Danville Area	64	299	270	300	443	592.7	47.8
509	Elgin	492	516	517	583	1,731	251.8	196.8
512	Harper	743	770	785	892	6,202	734.7	595.0
540	Heartland	425	454	469	499	1,961	361.4	293.1
519	Highland	148	134	145	144	315	112.9	119.3
514	Illinois Central	616	646	750	747	3,436	457.8	360.2
529	Illinois Eastern	(213)	(254)	(272)	(268)	(324)	(52.1)	(20.9)
04	Frontier	14	31	39	44	53	276.9	21.0
01	Lincoln Trail	71	71	72	80	92	28.9	14.2
02	Olney Central	84	108	108	94	110	31.5	17.2
03	Wabash Valley	44	44	53	50	69	57.0	38.4
513	Illinois Valley	177	161	154	180	1,047	491.4	481.7
530	John A. Logan	422	433	477	426	573	35.8	34.5
539	John Wood	350	346	362	360	519	48.3	44.4
525	Joliet Junior	1,002	1,127	1,131	1,206	5,643	463.2	367.9
520	Kankakee	201	181	195	169	743	269.6	339.2
501	Kaskaskia	373	333	373	286	557	49.3	94.6
523	Kishwaukee	334	328	304	291	1,206	260.9	313.6
517	Lake Land	623	637	667	653	2,250	261.2	244.7
536	Lewis and Clark	578	313	203	236	264	-54.4	11.5
526	Lincoln Land	565	584	597	641	1,485	162.8	131.7
528	McHenry County	579	565	601	605	2,129	267.7	252.1
524	Moraine Valley	740	805	850	895	5,463	638.3	510.6
527	Morton	110	139	152	135	1,598	1352.3	1083.4
535	Oakton	687	675	740	728	3,496	408.9	380.5
505	Parkland	801	766	803	777	1,432	78.8	84.4
515	Prairie State	264	253	318	306	1,208	357.6	294.5
521	Rend Lake	142	130	144	159	714	402.9	348.3
537	Richland	249	253	252	277	892	258.3	222.0
511	Rock Valley	383	354	443	453	2,897	656.4	539.6
506	Sauk Valley	209	204	201	209	778	272.2	272.2
531	Shawnee	125	140	151	135	259	107.4	92.2
510	South Suburban	211	205	205	231	273	29.4	18.1
533	Southeastern Illinois	260	260	256	250	288	10.8	15.3
522	Southwestern Illinois	642	677	698	748	1,417	120.7	89.5
534	Spoon River	168	172	171	182	567	237.6	210.8
504	Triton	693	636	656	596	3,825	451.9	542.1
516	Waubensee	<u>824</u>	<u>847</u>	<u>847</u>	<u>815</u>	<u>2,210</u>	<u>168.2 %</u>	<u>171.4 %</u>
Totals								
TOTALS/AVERAGES		19,287	19,840	20,434	21,137	74,015	283.8 %	250.2 %

SOURCE OF DATA: Fall Enrollment Surveys

Item #11.3
December 4, 2020

Illinois Community College Board

DIVERSITY, EQUITY AND INCLUSION (DEI) PLAN

Illinois state agencies were required by the Governor's Office to develop and implement a Diversity, Equity and Inclusion (DEI) Plan. Illinois Community College Board (ICCB) staff along with other state agency staff participated in a series of four workshops facilitated by the Morton Group to provide guidance in the creation of an ICCB DEI Plan.

The plan is a way for the agency to focus its efforts on not only our staff but our colleges as well as our agency as a whole. The first step in the process is to develop a DEI Advisory committee to ensure agency policies and procedures incorporate the DEI concepts.

The attached DEI Plan was submitted to the Governor's Office on October 1, 2020.



DIVERSITY, EQUITY, AND INCLUSION (DEI)

ACTION PLAN

October 2020

Illinois Community College Board – DEI Action Plan

ICCB Board Goals

The Illinois Community College Board hereby affirms the mission of the state’s 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- **GOAL 3:** Contribute to economic development by supporting the Illinois community college system’s effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices, enable evidence-based decision-making, and support system-wide continuous improvement.

- Key:** ED – Executive Director
DED– Deputy Executive Director
COS – Chief of Staff
DDIT – Deputy Director for Information Technology Budgeting
DDAEI – Deputy Director for Academic and Institutional Effectiveness
SDPTS – Sr. Director for Professional and Technical Services
SDRPS – Sr. Director for Research and Policy Studies
SDCTE – Sr. Director for Career and Technical Education
SDAS – Sr. Director for Academic Affairs and Student Services
- AASS – Academic Affairs and Student Services Division (ICCB)
CTE – Career and Technical Education Division (ICCB)
- CSSO – Community College Chief Student Officers
CAO – Community College Chief Academic Officers
MISAC – MIS Research and ILDS Advisory Committee
ICCP – Illinois Council of Community College Presidents

Illinois Community College Board – DEI Action Plan

Goal 1: ICCB employees understand, are committed to, and have the infrastructure needed to operationalize diversity, equity, and inclusion in the workplace.					
Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Improve the cultural awareness and cultural competency of the agency through ongoing employee training and education • Empower employees to provide diverse perspectives on agency education and training activities 	- Introduce the DEI to the ICCB Board, Executive Team & Senior Level Staff	September/October 2020	ED, DED, COS	The Board, executive team and senior level staff are introduced to DEI concepts	
	- Conduct a Diversity Equity and Inclusion Committee interest survey	November 2020	DED, COS, SDPTS	Interest survey is completed and distributed to agency employees to complete	
	- Establish an agency DEI Committee and empower the committee to make recommendations for enhancement of the DEI Action Plan	November 2020	DED, COS	DEI committee has been formed and agency staff is participating	
	- Examine agency cultural training efforts	December 2020	DDIT, SDPTS	Agency training efforts that are related to cultural training are identified	
	- Develop ongoing training that ensures diversity inclusion and cultural awareness (committee, staff, board, etc.)	June 2021	DEI Committee, DED, COS, SDPTS	5 cultural trainings will be identified and/or developed to ensure all staff, board, and committees are aware of diversity and inclusion	
	- Require all staff to complete DEI training	July 2021	ED, COS, DED	All agency staff completed DEI Training and training a part of the onboarding of new employees	

Illinois Community College Board – DEI Action Plan

Goal 2: ICCB workforce reflects the diversity of the state by focusing on diversity, equity, and inclusion in recruitment and retention.					
Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Ensure equitable access to employment opportunities by improving recruitment and retention efforts • Support the intentional hiring and retention of agency staff from underrepresented groups • Identify diverse markets to ensure equitable access to employment opportunities • Establish internship opportunities by expanding outreach efforts to underrepresented student populations 	<ul style="list-style-type: none"> - Review agency recruitment and retention strategies - Present this information to the agency DEI Committee - Determine what elements are needed to enhance current policy - Revise current recruitment and retention strategies. 	<p>March 2021</p> <p>April 2021</p> <p>June 2021</p> <p>July 2021</p>	<p>COS, DDIT</p> <p>COS, DDIT</p> <p>DEI Committee</p> <p>COS, DDIT</p>	<p>All agency strategies will be reviewed (HR information, EEO, etc.)</p> <p>DEI Committee disused agency hiring and diversity practices</p> <p>5 new diverse markets identified to ensure equitable access to employment and internship opportunities</p> <p>New procedures developed for recruitment of new employees and retention of existing employees</p>	

Illinois Community College Board – DEI Action Plan

Goal 3: ICCB policies and procedures reflect the Board’s commitment to diversity, equity, and inclusion.

Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Perform a review of internal (agency) and external (colleges) policies and procedures • Increase opportunities to expand skills and knowledge and to cross-train, providing staff with opportunities to prepare to take on greater authority and new duties • Ensure the inclusion of diversity and equity in agency policies and procedures • Align board and agency policies and procedures to support the inclusion of diversity and equity • Approve new diversity and equity policies and procedures • Provide training on new diversity and equity policies and procedures 	<ul style="list-style-type: none"> - Form a team to review current policies and procedures to ensure diversity inclusion and accessibility - Define equity and diversity elements to include in new policies and procedures - Revise policies and procedures - Board approval of new policies as necessary - Train staff on new policies and procedures - Evaluate the training - Revise Administrative Rules to reflect new policies and procedures. 	<p>November 2020</p> <p>December 2020</p> <p>March 2021</p> <p>June 2021</p> <p>August 2021</p> <p>August 2021</p> <p>Fall 2021</p>	<p>Executive Team</p> <p>DEI Committee, COS, DED, DDIT</p> <p>Executive Team</p> <p>ED, COS, DED, ICCB Board</p> <p>COS, DED, SDPTS</p> <p>SDPTS</p> <p>COS</p>	<p>Agency polices reviewed including: EEO, agency manuals and materials, Employee Guidebook, Administrative Rules, and websites</p> <p>A list of elements developed to include in new agency policies</p> <p>All agency materials are updated to reflect the list of elements</p> <p>Websites updated to reflect changes</p> <p>Those policies requiring Board approval will be approved by the Board</p> <p>All agency staff receive training</p> <p>Training is evaluated by staff to determine needed improvements</p> <p>Revised Administrative Rules submitted to JCAR</p>	

	<ul style="list-style-type: none"> - Review agency website and communication tools to ensure they are accessible to people with disabilities and non-English readers and develop remediation plan. 	August 2021	DEI Committee, COS, DED	A plan for improved access to information is adopted	
	<ul style="list-style-type: none"> - Review Board advisory committees and workgroups to ensure diverse representation and perspectives 	August 2021	Executive Team, Senior Staff	A list of all members of advisory committees and workgroups is developed	
	<ul style="list-style-type: none"> - Develop a process for review of board committees and workgroups. 	September 2021	Executive Team	All advisory committees and workgroups reviewed using the developed process	
	<ul style="list-style-type: none"> - Meet with Advisory Organization to gain input and to discuss DEI. 	Fall 2021	Executive Team, Senior Staff	All advisory committees participate in meetings with agency staff to discuss DEI.	
	<ul style="list-style-type: none"> - Provide recommendations to each Advisory Committees and workgroups on diversity of representation. 	Fall 2021	ED	All advisory committees and workgroups provided with recommendations on diversity and inclusion	

Illinois Community College Board – DEI Action Plan

Goal 4: Community college system goals are data driven and promote equity and access for all students.					
Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Ensure data driven system goals promote equity and access to all community college students as well as completion • Promote student success through the revision and adoption of equity standards • Collaborate with education agencies to establish state equity measures • Ensure equity standards in higher education include elements that reduce barriers to student success (i.e., transition and recruitment activities, supportive services, academic and instruction, accessibility, Program Review, and Illinois Postsecondary Profile). 	<ul style="list-style-type: none"> - Utilize existing data system committee to examine current data to ensure services are equitable to all students 	March 2021	DDAIE, SDRPS, MISAC	MIS Research and ILDS Advisory Committee met review equity related services to students	
	<ul style="list-style-type: none"> - Review goals of the system to determine if data supports the goals, access, and completion 	March 2021	DDAIE, SDRPS, MISAC, ICCCP	MIS Research and ILDS Advisory Committee makes recommendations on data supporting the mission of the community college system	
	<ul style="list-style-type: none"> - Establish appropriate data points to measure equitable access and completion 	June 2021	Executive Team, Senior Staff, RPS Division, MISAC,	3 to 5 data points to measure access and completion are developed	
	<ul style="list-style-type: none"> - Establish P20 Statewide Postsecondary Equity Benchmarks 	October 2021	Cross Agency Collaboration: P-20 Council, ICCB, BHE	A postsecondary target for completion of a college degree or certificate by 2025 and beyond is established -- Goal TBD	
	<ul style="list-style-type: none"> - Revise equity planning and reporting for the community college system to include the assessment of college’s methods and strategies to achieve goals as well as methods to ensure equity and access 	January 2022	AASS Division, CTE Division, CSSOs, CAOs	A framework for college equity planning is developed	

	<ul style="list-style-type: none"> - Strengthen current ICCB Program Review processes to ensure equity and inclusion - Enhance the profile of best practices across the community college system through targeted curation efforts utilizing reports such as the Underrepresented Groups Report and other ICCB publications/ reporting tools - Enhance and expand Illinois Postsecondary Profile (IPP) tool to increase transparency around equity and access 	<p>Spring 2021</p> <p>July 2021</p> <p>Spring 2021</p>	<p>DED, SDCTE</p> <p>DED, SDCTE, SDAS</p> <p>DDAIE, Cross Agency Collaboration: IBHE</p>	<p>Current Program Review process revised to include equity, diversity and inclusion</p> <p>Best practices released across the community college system that support student success and equity and inclusion</p> <p>The next version of the IPP tool is released</p>	
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Item #11.4
December 4, 2020

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

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 Executive Director since the last Board meeting:

Permanent Program Approval

Joliet Junior College

- Veterinary Technician Assistance Certificate (11 credit hours)

Kishwaukee College

- Cannabis and Hemp Cultivation Certificate (25 credit hours)

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

I move to enter Executive Session for the purpose of **Employment/Appointments Matters and Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Item #15
December 4, 2020

Illinois Community College Board

RENEWAL OF THE EXECUTIVE DIRECTOR EMPLOYMENT AGREEMENT

The Executive Director Employment Agreement between Dr. Brian Durham and the Illinois Community College Board must be approved.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Board hereby approves the proposed revisions to the Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

First Amendment to Dr. Brian Durham’s EMPLOYMENT AGREEMENT

Amend the Employment Agreement between the Illinois Community College Board and Dr. Brian Durham dated June 7, 2019, by

Deleting Section 2. Term of Employment, on page 1, and inserting in lieu thereof, the following:

Section 2. Term of Employment. The term of the Executive Director’s employment shall begin June 6, 2019 and end June 6, ~~2021~~ 2024.

And by deleting Section 3. Compensation, on page 1 and inserting in lieu thereof, the following:

Section 3. Compensation. In consideration of the services to be performed, the Board shall pay the Executive Director semimonthly at the rate of ~~176,000~~ \$190,643 per annum. During the term of this agreement the Executive Director shall receive a cost of living increase each year aligned with the CPI, at a minimum of 1% and a maximum of 3%. The Board may opt to increase the ~~per annum~~ amount based upon performance.

And by deleting Section 13. Renewal, on page 5, and inserting in lieu thereof, the following:

13. Renewal. This Agreement is not self-renewing. On or before December 31, ~~2020~~ 2023, the Board shall give the Executive Director written notice if it intends to seek to continue the employment of the Executive Director after June 30, 2024. In the event the Board determines to seek to continue the employment of the Executive Director, the parties shall complete their negotiation for a subsequent contract on or before March, 31, ~~2021~~ 2024. Should the Board fail to comply with the deadlines established by this section, this Agreement shall terminate on June 6, ~~2021~~ 2024.

IN WITNESS WHEREOF, the parties have caused this Amendment to the Employment Agreement to be executed by their duly authorized representatives.

Dr. Brian Durham
1020 Post Road
Springfield, IL 62712

Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711

Signature

Signature

Printed Name

Printed Name and Title

Date

Date

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

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; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019 are to remain confidential. All other Executive Session Minutes are available for public inspection.