

Agenda
443rd Meeting of the
Illinois Community College Board

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January 15, 2021

<u>9:00 a.m. – Board Meeting</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Dr. Laz Lopez, Chair	—
3. Board Member Comments	
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3.1a Update on the Strategic Plan for Higher Education <i>Ms. Ginger Ostro</i>	1
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5.1 Student Advisory Council <i>Mr. Enrique Velasquez</i>	—
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6.1b Authorization for Lakeland College to Enter Into Negotiations For Illinois Department of Corrections Programs (<i>ACTION</i>) <i>Ms. Jennifer Foster</i>	9
6.2 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Matt Berry</i>	10
6.2a An Overview of the Illinois Community College System Funding Formulas <i>Ms. Jennifer Franklin</i>	11
7. New Units (<i>ACTION</i>) <i>Dr. Marcus Brown</i>	
7.1 <i>Permanent Approval:</i> Black Hawk College, City Colleges of Chicago: Kennedy King College, Harold Washington College, Malcolm X College, Harry S. Truman College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College, Heartland Community College, Parkland College, Triton College	12-21
8. Illinois Community College Board Recognition of Community Colleges (<i>ACTION</i>) <i>Dr. Marcus Brown</i>	
8.1 John Wood Community College, Richland Community College, College of Lake County, and Lewis and Clark Community College	22-124

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<u>9:00 a.m. – Board Meeting</u>	<u>Page</u>
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14. Executive Session (<i>ACTION</i>)	
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15.1 Employment/Appointment Matters	—
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Illinois Community College Board

UPDATE ON THE STRATEGIC PLAN FOR HIGHER EDUCATION

Illinois Board of Higher Education (IBHE) Executive Director Ginger Ostro will provide a brief update on the progress of the Strategic Plan for Higher Education. The IBHE derives its statutory authority to develop the Strategic Plan from the IBHE statute (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6, which states:

The Board [IBHE], in cooperation with the Illinois Community College Board, shall analyze the present and future aims, needs and requirements of higher education in the State of Illinois and prepare a master plan for the development, expansion, integration, coordination and efficient utilization of the facilities, curricula and standards of higher education for public institutions of higher education in the areas of teaching, research and public service. The master plan shall also include higher education affordability and accessibility measures. The Board [IBHE], in cooperation with the Illinois Community College Board, shall formulate the master plan and prepare and submit to the General Assembly and the Governor drafts of proposed legislation to effectuate the plan. The Board [IBHE], in cooperation with the Illinois Community College Board, shall engage in a continuing study, an analysis, and an evaluation of the master plan so developed, and it shall be its responsibility to recommend, from time to time as it determines, amendments and modifications of any master plan enacted by the General Assembly.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

Illinois Community College Board staff periodically update the Board on the agency's progress toward our three adopted goals, listed below and most recently revised during the August 19, 2020 Board Retreat and adopted at the September 11, 2020 Board meeting.

Each year, the January Board meeting provides an opportunity to share a midyear update on progress toward the goals. The attached document provides the current status of efforts to meet the goals.

Here are the goals as adopted:

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.

Agenda Item #4.1
January 15, 2021

ICCB 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.

A. Diversity, Equity, and Inclusion Plan (DEI): In July 2020, Governor Pritzker required each of the state agencies to develop a DEI plan.

December 4, 2020	<ul style="list-style-type: none"> ▪ FINAL ICCB DEI Plan submitted to the Governor’s Office ▪ Conducted a DEI Committee interest survey ▪ Established an agency DEI Committee
January 15, 2021	<ul style="list-style-type: none"> ▪ DEI committee has been formed and agency staff is participating (first meeting December 18, 2020) ▪ Initial conversations have begun on reviewing agency policies including: EEO, agency manuals and materials, Employee Guidebook, Administrative Rules, and websites ▪ The next version of the Illinois Postsecondary Profiles (IPP) will be released at the end of January.

B. Workforce Equity Initiative (WEI): For the past two years (FY20 and FY21) the ICCB has awarded \$18.7 million to ensure workforce equity for African Americans in Illinois, who must represent 60 percent of population served.

December 4, 2020	<ul style="list-style-type: none"> ▪ Total Number served was 2,365 (94 percent) of the goal ▪ Year 2 Notice of Funding Opportunity (NOFO) released ▪ Year 2 grantees determined
January 15, 2021	<ul style="list-style-type: none"> ▪ 1,842 African Americans signed; 948 completed the program; 590 entered employment ▪ Held the first quarterly meeting of the Year 2 grantees on 12/09/2020 ▪ Expanded the number of grantees to 17

C. P20 Council Revised Focus on COVID-19: ICCB staff are participating in P20 Council efforts to address COVID 19 effect on students.

December 4, 2020	<ul style="list-style-type: none"> ▪ Committee co-chairs have been selected (Dr. Durham is co-chairing the Academic Recovery Committee) ▪ Non-council members are being recruited
January 15, 2021	<ul style="list-style-type: none"> ▪ Committees have met to discuss how to utilize federal stimulus dollars that come to the Governor ▪ Priority areas across the entire P-20 spectrum are being identified ▪ Deliberations on priority areas are focused particularly on equity-based considerations ▪ A resource guide for the P-20 system, inclusive of community colleges, is anticipated to provide guidance on the use of federal stimulus money

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.

A. Developmental Education Innovation Grant: ICCB is awarding up to \$250,000 in funding for 10 – 15 grants to support faculty, students, and institutions to develop successful developmental education models that assist with moving students into gateway coursework.

December 4, 2020	<ul style="list-style-type: none"> ▪ Developmental Education Innovation Grant NOFO released (due date: 12/7/2020)
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January 15, 2021

January 15, 2021	<p>Twelve Colleges were funded to do this work:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">▪ Carl Sandburg College <li style="display: inline-block; width: 45%;">▪ McHenry County College <li style="display: inline-block; width: 45%;">▪ Harold Washington College <li style="display: inline-block; width: 45%;">▪ Moraine Valley Community College <li style="display: inline-block; width: 45%;">▪ Harper College <li style="display: inline-block; width: 45%;">▪ Oakton Community College <li style="display: inline-block; width: 45%;">▪ Kennedy-King College <li style="display: inline-block; width: 45%;">▪ Rend Lake College <li style="display: inline-block; width: 45%;">▪ Lincoln Land Community College <li style="display: inline-block; width: 45%;">▪ Sauk Valley Community College <li style="display: inline-block; width: 45%;">▪ Malcom X College <li style="display: inline-block; width: 45%;">▪ Shawnee Community College

B. Transitional Instruction Innovation Grant: ICCB is awarding up to \$200,000 in funding for 10 – 15 grants to support Transitional Instruction across the K-12 and community college system.

December 4, 2020	<ul style="list-style-type: none"> ▪ Transitional Instruction Innovation Grant released (due date: 12/7/2020)
January 15, 2021	<ul style="list-style-type: none"> ▪ Five community college districts were funded to do this work: <ul style="list-style-type: none"> • Black Hawk College • City Colleges of Chicago • Harper College • Prairie State College • Sauk Valley Community College <p><i>Transitional Math: As of January 4, 2021, 48 Transitional Math courses are approved for statewide portability at 28 community colleges in partnerships with nearly 195 high schools.</i></p> <p><i>Transitional English: The competencies were developed, posted for public comment, reviewed and revised, and the final draft is awaiting adoption/approval by ICCB, ISBE, and IBHE. Approval/adoption by all three agencies is expected to be complete in January 2021.</i></p>

C. Innovative Bridge & Transitions Grant: ICCB awarded \$4,194,400 in funding for 33 grants to create, support, or expand innovative bridge programs and services, promote equity and diversity, or to create programs and services that support individuals with disabilities.

December 4, 2020	<ul style="list-style-type: none"> ▪ Thirty-three Grantees selected and funds allocated ▪ Innovative Bridge and Transition new grantee information meeting conducted
January 15, 2021	<ul style="list-style-type: none"> ▪ An initial meeting with grantees occurred on December 9, 2020 ▪ Grantees submitted reports on December 31, 2020

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.

A. ICCB Collective Conversations web series: A series of short videos with community college leaders to highlight best practices and explore system efforts around timely topics of statewide interest (e.g., COVID response, enrollment, etc.). Released monthly.

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December 4, 2020	<ul style="list-style-type: none"> ▪ Established a calendar for web series topics and production
January 15, 2021	<ul style="list-style-type: none"> ▪ Collective Conversation conducted on enrollment gains during the pandemic with McHenry County College, Shawnee Community College, and Malcolm X college ▪ Collective Conversation conducted with College of Lake County, Danville Area Community College, and the Partnership for College Completion about equity initiatives on community college campuses

B. Economic Impact Study: An in-depth Economic Impact Study for the community college system. This updates the FY 2014 Economic Impact Study. There will be equity analysis as a part of this study.

December 4, 2020	<ul style="list-style-type: none"> ▪ Entered into an Intergovernmental Agreement with NIU to complete an Economic Impact Study (EIS) statewide and for each of the 39 community college districts ▪ Met with EIS Advisory Committee on October 15 and November 19, 2020
January 15, 2021	<ul style="list-style-type: none"> ▪ The next meeting is scheduled for January 19, 2021 ▪ Draft versions have been refined based on committee feedback for the environmental scan, and the return on investment of a community college credential ▪ The portion of the study that analyzes the impact of community colleges as economic hubs and engines will take place through January and February

C. Illinois Postsecondary Profiles (IPP): A new regional planning path will allow for the synthesis of reporting elements to improve planning. A new equity path will allow for subgroup analysis.

December 4, 2020	<ul style="list-style-type: none"> ▪ The “Occupational” (formerly “Professional”) Profiles and New “Regional” Profiles are complete with public release being coordinated across ICCB, IBHE, and ISAC.
January 15, 2021	<ul style="list-style-type: none"> ▪ NIU established a contract with EMSI to access more accurate data ▪ Feedback has been considered and adjustments incorporated into the IPP which included a new and more accurate data source for occupational demand ▪ The new IPP with the three data paths (Institutional, Occupational, and Regional) is set to be released publicly at the end of January ▪ The fourth and final data path, the Equity Profiles, will be finalized and released in late spring

Strategic (Master) Plan for Higher Education	
December 4, 2020	<ul style="list-style-type: none"> ▪ Survey complete (N= 9,671 respondents) ▪ Focus groups in progress ▪ Vision identified (<i>power point provided to ICCB on 10/30/2020</i>)
January 15, 2021	<ul style="list-style-type: none"> ▪ Focus groups completed (20+ groups) ▪ Engagement Report complete ▪ Advisory Committee appointments have been made ▪ Advisory Committee had one meeting thus far ▪ Working group topics are being identified ▪ Working group members are being identified ▪ Draft Vision Identified <p>Anticipated Topics:</p> <ul style="list-style-type: none"> ▪ <i>Equity</i> ▪ <i>Workforce Development</i> ▪ <i>Innovative Instructional Models</i>

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	<ul style="list-style-type: none">▪ <i>Adequate and Equitable Funding</i>▪ <i>Transitions to College and the Workforce</i>▪ <i>Cost and Affordability</i>
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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 (*Board Action Item*)
- Transitional Instruction (*Consent Agenda*)
 - Transitional English Competencies
- Equity Discussion
 - Open Educational Resources Survey
- Reports (*Information Items*)
 - Adult Education and Literacy Annual Report
 - Career and Technical Education Annual Report
- New Units (*Board Action Item*)
- Other

Illinois Community College Board

HIGH SCHOOL EQUIVALENCY CONSTITUTION REQUIREMENT

The Illinois Community College Board (ICCB) requires that all individuals who pass one of the three High School Equivalency (HSE) tests must also take and pass the United States (US) and Illinois Constitution test and the Flag tests. Upon the passage of all requirements, an Illinois High School Equivalency Certificate is issued. Since the COVID-19 pandemic began, the access to testing and in particular the constitution testing, has not been available.

Based upon the recommendations of the Academic, Workforce and Student Services (AWS) Committee, the ICCB staff researched requirements in other states as well as examined HSE test content to determine next steps relative to Constitution requirements. It was determined that four other states have a civics requirement and most of those are either on hold or are temporarily suspended. None of these states have a state constitution specific requirement.

The ICCB staff in consultation with the AWS Committee is recommending the suspension of the Constitution requirement due to COVID-19 and testing availability. Staff will conduct additional research and outreach and bring forth a more detailed plan on HSE at a future date.

RECOMMENDED ACTIONS:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the suspension of all Constitution test requirements through December 2021 to allow those who pass the High School Equivalency test to be issued their Illinois High School Equivalency Certificate.

Illinois Community College Board

AUTHORIZATION FOR LAKELAND COLLEGE TO ENTER INTO NEGOTIATIONS FOR ILLINOIS DEPARTMENT OF CORRECTIONS PROGRAMS

The Illinois Community College Board is requested to authorize Lake Land College to enter into negotiations with Carl Sandburg College, Heartland Community College, Illinois Eastern Community Colleges, Illinois Valley Community College, John Wood Community College, Lincoln Land Community College, Rend Lake College, Richland Community College, Sauk Valley Community College, Southwestern Illinois College, Spoon River College, and the Illinois Department of Corrections (IDOC) within each of these districts, to offer career and technical education services at the correctional institutions listed below.

According to **Section 1501.307 Cooperative Agreements and Contracts**, decisions about the provision of instruction at IDOC centers falls first and primarily to the home district within which the facility resides. In each instance below, the home district has opted to forego providing services. Colleges are unable to enter into an agreement directly with IDOC facilities without first seeking and obtaining approval from the ICCB.

All parties to this item are listed below.

College District	Correctional Institution
Carl Sandburg College	Hill Correctional Center
Heartland Community College	Lincoln Correctional Center Logan Correctional Center
Illinois Eastern Community Colleges	Lawrence Correctional Center Robinson Correctional Center
Illinois Valley Community College	Sheridan Correctional Center
John Wood Community College	Western Illinois Correctional Center
Joliet Junior College	Joliet Treatment Center Stateville Correctional Center
Lincoln Land Community College	Graham Correctional Center Jacksonville Correctional Center Taylorville Correctional Center
Rend Lake College	Big Muddy River Correctional Center Pinckneyville Correctional Center
Richland Community College	Decatur Correctional Center
Sauk Valley Community College	Dixon Correctional Center
Southwestern Illinois College	Menard Correctional Center Southwestern Illinois Correctional Center
Spoon River College	Illinois River Correctional Center

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves Lake Land College to enter into negotiations with the home district of each correctional facility listed in this item and with the IDOC to offer career and technical education instruction to the listed correctional institutions.

Agenda Item #6.2
January 15, 2021

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
- Legislative Update
- Illinois Postsecondary Profiles Update
- Fiscal Year 22 Community College Capital Budget
- Administrative Rules - Time Limits on Statewide and Regional Curricula

Agenda Item #6.2a
January 15, 2021

Illinois Community College Board

**AN OVERVIEW OF THE ILLINOIS COMMUNITY COLLEGE SYSTEM
FUNDING FORMULAS**

This presentation will provide an overview of the restricted and unrestricted grants to the system, including funding formulas used to distribute the grants. The presentation also highlights historical data representing the amount of underfunding for unrestricted grants.

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

Black Hawk College

- Court Reporting Technology Associate in Applied Science (A.A.S.) degree (60 credit hours)

City Colleges of Chicago: Kennedy King College, Harold Washington College, Malcolm X College, Harry S. Truman College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College

- Software Development Associate in Applied Science (A.A.S.) degree (62 credit hours)
- Software Development Certificate (34 credit hours)

Heartland Community College

- Agriculture A.A.S. degree (60 credit hours)

Parkland College

- Aviation Flight Technology A.A.S. degree (61 credit hours)

Triton College

- Paralegal Studies Certificate (31 credit hours)

BACKGROUND

Black Hawk College **Court Reporting Technology A.A.S. degree (60 credit hours)**

Program Purpose: The program will prepare individuals for entry-level employment as court reporters, captioners, and realtime transcriptionists in official or freelance settings.

Catalog Description: The Court Reporting Technology program at Black Hawk College prepares individuals for successful careers as professional judicial reporters, broadcast captioners, and computer aided realtime transcriptionists. Broadcast captioning displays the audio portion of a television program as text on the television screen, providing a critical link to news, entertainment, and information for individuals who are deaf or hard-of-hearing. Computer Aided Realtime Transcription (CART) is a method to provide access to spoken communication for people who are deaf, hard-of-hearing, or who have certain cognitive or learning impairments. Graduates of our Associate of Applied Science in Court Reporting Technology degree will be prepared to transcribe and create complete and accurate legal records while taking advantage of exciting internship opportunities. Court reporting degree-seeking students obtain experience with real-time reporting techniques and technology during their core courses. Every court reporting degree student at Black Hawk College completes a supervised internship which provides an exciting opportunity for students to try potential career options before graduation. At the completion of the program, students are prepared to pass the Illinois Certified Shorthand Reporter (CSR) and the national Registered Professional Reporter (RSR) exams.

Curricular Information: The degree program requires 15 credit hours of general education coursework and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in court reporting theory, introductory speed theory, speedbuilding levels I-VI, court reporting punctuation and proofreading, court reporting technology, computer-aided transcription (CAT), legal and medical terminology, courtroom procedures, and a required work-based learning experience in court reporting. Students who complete the program will be prepared for Illinois Certified Shorthand Reporter (CSR) licensing exam through the Illinois Department of Financial and Professional Regulation, and the national Registered Professional Reporter credentialing exam through the National Court Reporting Association. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and work-site supervisor, in addition to comprehensive assessment of skills and technique.

Justification for Credit hours required for the degree: NA.

Accrediting Information: The curriculum was designed in accordance with National Court Reporting Association (NCRA) guidelines. In addition, the program meets the General Requirements and Minimum Standards (GRMS) established by the Council on Approved Student Education (CASE) of NCRA for real-time reporter education.

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 court reporting occupations are expected increase by 3% statewide through 2026. Currently, there are only two existing programs at community colleges in Illinois: Lake Land College and South Suburban College.

Table 1: Employer Partners

Employers	Location
14 th Circuit Court	Cambridge, IL
Court Reporting Services (Rock Island, Whiteside, Henry, and Mercer Counties)	Rock Island, IL

Table 2: Projected Enrollments

Court Reporting Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	4	6	8
Completions:	9	12	17

Financial / Budgetary Information: One (1) existing full-time and four (4) existing part-time faculty will be required to implement the program. Qualified teaching faculty will hold at least Associate’s degree in Court Reporting Technology, a current RPR credential, have at least on year occupational experience in the field, and one year of teaching experience preferred. The program will utilize all existing facilities during the first three years of operation with some purchases of equipment planned during year one. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$12,600	\$16,200	\$3,600
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$3,500	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$16,100	\$16,200	\$3,600

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	4	0	0	0	0
Existing Faculty	1	0	1	4	1	4

City Colleges of Chicago
Kennedy King College, Harold Washington College, Malcolm X College,
Harry S. Truman College, Olive-Harvey College, Richard J. Daley College,
Wilbur Wright College
Software Development A.A.S. degree (62 credit hours)
Software Development Certificate (34 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities as software developers in a variety of information technology settings.

Catalog Description: Software Development A.A.S. degree – Graduates of the AAS in Software Development will be prepared to enter the workforce as entry-level programmers. The curriculum focuses on developing expertise in at least one programming language, obtaining hands-on experience in the analysis, design, implementation, and maintenance of software applications using those languages. Students also build skills in either back end website programming or mobile application development, and gain work-based experiences through an internship or field project. Students in the degree will also have the opportunity to select electives that focus on systems analysis, web development, or business security.

Catalog Description: Software Development Certificate – The advanced certificate will prepare individuals for entry-level employment implementing software development using various devices and databases, manipulating data structures in compliance with current industry software development expectations. The curriculum provides a more advanced level of C++ or Java (data structure), JavaScript/jQuery (frontend website programming language).

Students will also build skills with either PHP (backend website programming language) or Android Studio (mobile application development), and have the chance to obtain hands-on experience through a variety of projects.

Curricular Information: The A.A.S. degree program requires 17 credit hours of general education coursework and 36 credit hours of required career and technical education coursework, and nine (9) credit hours of related technical electives. The career and technical component includes instruction in computer science, fundamentals of programming, principles of software development, mobile application programming, web development/basic web technologies, advanced web development: server-side programming, advanced web development: client-side programming, introductory and advanced Java object-oriented programming, introductory and advanced C++ object-oriented programming, data visualization and presentation for business, client-server database programming, and a required work-based learning component in software development. The Certificate program requires a 34 credit hour sub-set of coursework required in the proposed degree curriculum. This includes four (4) credit hours of mathematics and 30 credit hours of career and technical education coursework. Assessment of student learning will be achieved through evaluation of the students' performance in the work-based learning component or on a comprehensive field project.

Justification for Credit hours required for the degree/certificate: The inclusion of two mathematics courses (at four credit hours each) in the A.A.S. degree, and one mathematics course (at four credit hours) were recommended by the industry partners to improve student success in understanding the required programming languages in both proposed curricula.

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 programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment in software development-related occupations are expected increase between 13.1 – 28.4% statewide through 2026.

Table 1: Employer Partners

Employers	Location
Microsoft-Midwest Region	Chicago, IL
Airro Studio	Chicago, IL
TackleAi	Chicago, IL
Narrative Science	Chicago, IL
Center for Information Technology Talent Acceleration	Libertyville, IL
GoHealth	Chicago, IL

Table 2: Projected Enrollments (Combined for all City Colleges)

Software Development AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	70	112	196
Part-Time Enrollments:	28	56	84
Completions:	-	42	112

Software Development Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	42	84	168
Part-Time Enrollments:	28	56	70
Completions:	-	35	126

Financial / Budgetary Information: Six (6) existing full-time, one (1) new full-time, and eight (8) new part-time faculty will be required to implement the program. Qualified faculty will hold a Master's degree in Computer Science, Software Engineering or a related IT field, have at least on year occupational experience in the field of software development, and two years of teaching experience preferred.

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The program will utilize all existing facilities but has budgeted for some equipment upgrades during the third year of operation. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information (Combined for all City Colleges)

	First Year	Second Year	Third Year
Faculty Costs	\$281,047	\$471,247	\$560,001
Administrator Costs	-	-	-
Other Personnel Costs (program support)	\$5,000	\$5,000	\$5,000
Equipment Costs	-	-	\$10,000
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$286,047	\$476,247	\$575,001

Table 4: Faculty Requirements (Combined for all City Colleges)

	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	1	8	4	3	4	1
Existing Faculty	6	0	7	8	11	11

Heartland Community College
Agriculture 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 sales of products and agricultural services, and chemical application.

Catalog Description: The Associate of Applied Science degree is designed to give students a broad overview of the agriculture field, with an emphasis on regenerative agriculture. Students will combine general education and agriculture core classes with hands-on experience from one of three specialized occupational areas in Agriculture Business, Agronomy, or Precision Agriculture to further none their skills and knowledge in their preferred career pathway. Upon completion of the AAS in Agriculture, students will also have completed the Regenerative Agriculture Certificate and at least one additional occupational certificate, and will be prepared for employment in positions including chemical applicator, purchasing analyst, herdsman, crop adjuster, sales associate, production manager, and more.

Curricular Information: The degree program requires 15 credit hours of general education coursework and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in ag safety, ag employment, ag economics, farm management, computer technology in agriculture, agronomy, soil science, precision agriculture, animal science, regenerative agriculture and a required work-based learning experience in applied agriculture. The curriculum also requires a choice of specialization in ag business, agronomy or precision agriculture. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by program faculty and work-site supervisor. 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 Illinois State University’s Agriculture Bachelor of Science degree program.

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
McLean County Farm Bureau	Bloomington, IL
Beck's Hybrids	Pontiac, IL
GROWMARK, Inc.	Bloomington, IL
Prairie Earth Farms	Atlanta, IL
Syngenta	Clinton, IL
Central Illinois Agriculture	Atlanta, IL
Evergreen, F.S.	Bloomington, IL
Cargill	Bloomington, IL
Precision Planting	Pontiac, IL
Nutrien	Bloomington, IL
Antiquity Oaks	Cornell, IL
CropTech Consulting	Heyworth, IL
RAMP Ag	Colfax, IL
Climate Corporation	Bloomington, IL

Table 2: Projected Enrollments

Agriculture AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	20
Part-Time Enrollments:	5	10	20
Completions:	-	8	15

Financial / Budgetary Information: One (1) existing full-time, two (2) existing part-time and three (3) new part-time faculty will be required to implement the program. Qualified faculty will hold at least Bachelor's degree in Agriculture or a related agriculture field (Master's degree preferred), have at least on year occupational experience in the field of agriculture, and one year of teaching experience preferred. The program will utilize all existing facilities during the first three years of operation with some purchases of equipment planned over those implementation years. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$14,000	-	\$3,750
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$30,830	\$8,580	\$8,580
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$44,830	\$8,580	\$12,330

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	3	0	0	0	1
Existing Faculty	1	2	1	5	1	6

Parkland College
Aviation Flight Technology A.A.S. degree (61 credit hours)

Program Purpose: This program will prepare individuals for earning their professional pilot's license, or their Unmanned Aircraft System (UAS) license.

Catalog Description: Students planning to pursue an aviation career can earn certifications to enter the commercial aviation industry through the Applied Associate in Science degree. This is a two-track program that allows for either the student who is planning on a professional pilot career, or one who is interested in pursuing drone (small Unmanned Aviation System, or sUAS) certification. Both tracks within the AAS degree are designed to allow students to attain certifications in private pilot, private pilot with instrument rating, commercial pilot, and commercial multiengine offered in a sequential manner. Graduates, upon the completion of an AAS degree and with the appropriate FAA flight time requirements, may enter the workforce as commercial pilots and/or UAS pilots. Flight training is offered at the University of Illinois' Willard Airport in Savoy, Illinois. Drone training is offered at the Parkland College main campus location.

Curricular Information: The degree program requires 16 credit hours of general education coursework and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory and advanced private pilot, introductory and advanced commercial pilot, introductory and advanced commercial instrument, aircraft systems for pilots, aviation physiology, aviation weather, aircraft aerodynamics for pilots, and multiengine landing. The professional pilot track requires additional coursework in aviation accident and human factors, cockpit resource management, and flight instructor training. The drone pilot track requires additional coursework in drone flight technology, drone data collection and application, and business/entrepreneurship for drone piloting. Assessment of student learning will be achieved through evaluation of the student's performance during required demonstrated flying proficiency exams in their appropriate track completed by program faculty.

Justification for Credit hours required for the degree: This program is designed to prepare students for their private pilot, commercial pilot, instrument rating, UAS, and Advanced UAS licenses and ratings. In addition, the curriculum includes the required relevant course material, as well as provides enough college credit hours to meet Restricted Airline Transport Pilot (R-ATP) requirements for federal regulation 14 CFR 61.160(c). This training equates to 61 credit hours for the UAS pilot and 62 credit hours for the professional pilot degree program. The material included in this curriculum is supported by the college's program advisory committee.

Accrediting Information: Parkland College has offered aviation courses in partnership with The Institute of Aviation (formerly known as the Aviation Institute at University of Illinois at Urbana/Champaign) for several years. The Institute has been since 1950 and continues to be certified by the Federal Aviation Administration (FAA) as a flight training school. The Institute is an FAA-approved Part 141 flight training program (professional piloting) and a Part 107 unmanned aircraft systems training program (drone piloting). Furthermore, the Institute is a designated FAA testing authority and FAA Airman (Pilot) Examining Agency.

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 of pilots (including commercial and drone) is expected increase by nearly 8.3% statewide through 2026. The college currently offers several aviation courses as electives in their existing Associate of Science (A.S.) baccalaureate/transfer degree, individual certificates in private piloting, commercial piloting and instrument rating, and a short-term UAS certificate. Program advisory committee feedback supported the investigation of a career and technical education degree in this field. Students and local employers expressed interest in the opportunity for expanding existing offerings to include a degree program that prepared for either professional pilot or drone pilot. The college is seeking statewide classification for the proposed degree program.

Table 1: Employer Partners

Employers	Location
Flightstar Corporation	Savoy, IL
Willard Airport	Savoy, IL
Horizon Hobby (UAS Manufacturer)	Champaign, IL
Growmark, Inc-Agronomy Technology	Champaign, IL
Evergreen FS-Five County Region	Champaign/Bloomington, IL

Table 2: Projected Enrollments

Aviation Flight Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	35	42	52
Part-Time Enrollments:	20	28	38
Completions:	-	55	70

Financial / Budgetary Information: One (1) new full-time, three new part-time faculty, 12 existing full-time, and six (6) existing part-time faculty will be required to implement the program. Qualified faculty must hold at least an Associate’s degree, with a Bachelor’s degree preferred, FAA Flight Instructor Certification for Commercial Pilot, and for UAS Pilot for drone courses. In addition, one year related work experience in piloting is required and one year teaching experience is preferred. The program will utilize all existing facilities and equipment. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$47,504	\$32,500	\$32,500
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$47,504	\$32,500	\$32,500

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	3	1	0	0	0
Existing Faculty	12	6	13	9	14	9

Triton College
Paralegal Studies Certificate (31 credit hours)

Program Purpose: The program will prepare individuals, whom already have an associate’s degree, for entry-level employment as a paralegal or legal assistant.

Catalog Description: The Paralegal Studies Certificate prepares students for entry-level (non-attorney) legal positions. The scope of the certificate encompasses various legal specialties so that after completing this program students are prepared for a variety of legal positions whether in a law firm, corporation or governmental agency. In addition to being able to discuss and describe the various legal specialties, students obtain the research and writing skills necessary for legal work. Students are exposed to various legal software programs used in handling cases and will apply their classroom learning through a required internship. In order to be eligible for this program, a student must have previously earned an Associate’s or Bachelor’s Degree.

Curricular Information: The degree program requires 31 credit hours of required career and technical education coursework. This includes instruction in introduction to paralegal studies, drafting legal documents, civil litigation, legal research and writing, contract law, personal injury, tort and insurance law, evidence and investigations, legal ethics, law office organization, business applications for paralegals, and a required work-based learning experience in a legal office environment. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by program faculty and work-site supervisor.

Justification for Credit hours required for the Certificate: Core requirements of the curriculum meet the standards outlined by the American Bar Association (ABA) for program accreditation.

Accrediting Information: Each course and the curriculum were designed according to American Bar Association (ABA) Standards. The college will begin the process of applying for voluntary program accreditation through the ABA once the program has been approved by all necessary State Boards and in operation for two years.

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), overall growth in employment of “paralegals” is expected to increase by an average of 15.6% statewide through 2026.

Table 1: Employer Partners

Employers	Location
Illinois Paralegal Association (IPA)	New Lenox, IL
Baker, Baker & Krajewski, LLC (IPA member)	Springfield, IL
Scheuler, Dallavo & Casieri	Chicago, IL
Gina Spada, Attorney at Law	Berwyn, IL

Table 2: Projected Enrollments

Paralegal Studies Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	25
Part-Time Enrollments:	5	10	15
Completions:	0	15	20

Financial / Budgetary Information: One (1) existing full-time and three (3) existing part-time faculty will be required to implement the program. Qualified teaching faculty will hold at least a Master’s degree in Business Administration or a Juris Doctorate as required per course, at least two years of related work experience, and two years teaching experience preferred. The program will utilize all existing facilities during the first three years of operation with some funds budgeted for a part-time program coordinator if necessary. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	-	-	-
Administrator Costs	-	-	-
Other Personnel Costs (PT Coordinator as needed)	-	-	\$25,000
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$0	\$25,000

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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	3	1	3	1	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 College of Lake County, John Wood Community College, Lewis & Clark Community College, and Richland Community 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, John Wood Community College, Richland Community College, College of Lake County, and Lewis & Clark Community 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 districts:

John Wood Community College, District 539
Richland Community College, District 537
College of Lake County, District 532
Lewis & Clark Community College, District 536

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

JOHN WOOD COMMUNITY COLLEGE

January 2021

Illinois Community College Board

RECOGNITION REPORT
FOR
JOHN WOOD COMMUNITY COLLEGE
January 2021

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of John Wood Community College, District 539. 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 John Wood Community 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 John Wood Community 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

John Wood Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Musical Performance, 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 over instruction units. The Instructional Services Area and the Curriculum Committee review and approve curriculum proposals and modifications from faculty. Proposals are required to include recommendations on admissions, placement scores, and required prerequisites. Following that, approval by the Faculty Senate and Board of Trustees is required. Additionally, the Curriculum Committee conducts program reviews and faculty observations and evaluations.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between John Wood Community 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 John Wood Community 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 John Wood Community 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 22 instructors taught transfer (1.1) dual credit courses. Of these instructors, two did not have the appropriate credentials to teach transfer courses. It was noted that these instructors had passed a relevant language proficiency test. 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 prerequisite 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: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), John Wood Community 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 college noted one area (Foreign Language Instruction) where tested experience or proficiency was observed in lieu of the required credentials cited in Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). The ICCB does not have a policy on tested experience. 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:

The College vice president of instruction, respective deans and department chairs will revisit and review dual credit faculty credentials. The College used tested experience as one component in the credentialing process of the current referenced foreign language instructor but understands ICCB does not have a policy. The other foreign language instructor no longer teaches for JWCC. The College will continue to explore ways to meet both ICCB administrative rules and the Higher Learning Commission guidelines for credentialing.

6. Assessment Plans

The institution has a systematic process to assess student learning in each degree and certificate program. The Faculty Senate's Standing Committee for Academic Assessment reviews assessment data on General, Program, and Course goals. Also, the institution utilizes the five-year Program Review Cycle to organize the review of its baccalaureate and CTE programs, and the Dean of Business and Institutional Effectiveness and the Vice

President for Instruction review all Program Review documents. The institution is commended for fully implementing multiple measures of placement.

Compliance Recommendation: None.

7. Student Evaluation

John Wood Community 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, mid-term grades, and change of grades. The college did indicate a few discrepancies when they reviewed, but both follow the appropriate timeline and award of grade.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies.

John Wood Community 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. The ICCB review of the faculty transcripts provided by the college showed that one faculty members was missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), John Wood Community 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:

Since 2016, the College established a new credentialing review process. Administration worked closely with faculty to draft a verification of credentials for teaching form and process. Based on the 2016 audit, a faculty member needed additional credit hours and completed a professional development action plan in fall 2018 to close the gap. The College will continue to re-evaluate, as appropriate, credentials of full-time and associate faculty.

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, college catalog, and the student handbook. John Wood Community 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, college catalog, and in the student handbook. The college conducted a thorough self-assessment. Their evaluation included taking a sample of students who utilize this agreement to ensure each respective program was in compliance with the terms of the CAREER Agreement. The college also relayed that it conducts an internal audit of these students and their programs after each academic semester.

The college also participates in a cooperative agreement with Blessing Reiman College of Nursing and Health Sciences for their Nursing and Surgical Technology programs. The vitality of this joint venture is reviewed both annually and cyclically through ICCB program review.

“Annual and Cyclical review of joint programs in the Health Sciences area are completed as a collaboration between both member institutions. John Wood Community College maintains ultimate authority for program outcomes, as the degree granting institution.”

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, policy handbook, college website, student handbook, and the college's self-assessment. John Wood Community College's Calendar includes at least 15 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 John Wood Community 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. John Wood Community 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

John Wood Community 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. The college requires new students to complete a placement assessment unless they have met placement requirements through the new multiple measure's requirements put forth by the state of Illinois. In advising sessions, academic advisors perform degree audits to ensure students are on track to meet their academic goals. Advisors also attend articulation conferences hosted by four-year universities to assist in maintaining high-level knowledge of baccalaureate programs of

Compliance Recommendation: None.

Part B: Financial Aid

John Wood Community College provided a holistic review of its financial aid department. Financial aid staff members coordinate outreach activities with the district's fourteen high schools during September and October. Students can locate up-to-date financial aid information through the college's student portal. According to the college's self-study, the financial aid office recently completed an audit with the Illinois Student Assistance Commission (ISAC) for the years of 2016-2017 and 2017-2018 which reviewed administrative capabilities, eligibility checks, payment processing, ten-year reconciliation processing, and policies and procedures. Yearly audits have resulted in no findings over the last five-plus year period. Per the ISAC audit, the college is making a few adjustments

to the net price calculator on the webpage as well as policy language updates. The college did not include the loan default rate for review.

Compliance Recommendation: None.

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.

Compliance Recommendation: None.

Part D: Support Services

John Wood Community College provides various support services to students, which include: disability services, counseling services, and three TRIO programs: Student Support Services, Talent Search, and Upward Bound. All three programs are housed as part of the “support services” department, centrally located on the main floor of the Student Administrative Building. Disability services staff meet at least once each year with John Wood Community College district special education staff to discuss the transition from high school to college.

The college offers academic support services including peer tutoring and 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 need.

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. 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 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 college regularly reviews and evaluates financial matters in order to provide a sound educational program and prudent financial management. The college has a Strategic Planning and Budgeting Committee that meets biweekly and weekly during part of the year. The committee reviews financial reports including revenues and expenditures across all funds, financial projections, and college planning documents. The Board of Trustees Finance and Audit Committee also meets monthly with the college President, the Dean of Business Services and Institutional Effectiveness, and the Director of Fiscal Services to

review monthly financial statements and other financial documents as necessary.

As part of the college's strategic planning process, several long-term plans are utilized which include the facilities plans such as the Facilities Master Plan. These long-term plans feed into the annual budget prioritization process. All college budget managers, along with administration, are involved in this process.

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 John Wood Community 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.

John Wood Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, John Wood Community College officials have met ICCB deadlines for most submissions. Overall, John Wood Community 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. John Wood Community College's A1 submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2020 submission was finalized two and a half weeks late, the fiscal year 2019 submission was two months late, and the FY 2018 submission was finalized three days past the reporting deadline. The submissions took between three and four 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 increased each year from 26 percent in fiscal year 2016 to 39 percent in fiscal year 2020. The proportion of records with unknown Current Intent ranged between 14 percent and 42 percent across the five years reviewed. Coverage of Entry Intent and Current Intent is an area for further improvement. The proportion of records with unknown Highest Degree Previously Earned was zero percent or near zero percent across the five years studied. The proportion of records with unknown High School Rank was about 40 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. John Wood

Community College met the reporting deadline in four of the five years reviewed; the fiscal year 2017 submission was finalized one-half month late. The number of submissions needed to finalize the data ranged from two to three, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity was less than three percent across the years studied. There were more completions on the A2 than on the A1 submission in four of the five years reviewed. There were fewer completions on the A2 than on the A1 submission in fiscal year 2017 due to one A2 record that was marked as a duplicate record and, consequently, not counted on the edit. This data was verified by college officials as valid and accurate because the duplicate completion was actually a distinct completion using the same curriculum and prefix. 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. John Wood Community 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. John Wood Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2019 submission was finalized three days late, and the fiscal year 2018 submission was finalized four days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2020 submission contained two critical errors. 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 four of the past five years; the fiscal year 2018 submission was finalized three days late. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions in five of the five years reviewed. John Wood Community 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 in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. John Wood Community College's data submissions met the reporting deadline in five of the last five fiscal years. There were no critical errors in the final submissions. The proportion of records with unknown Age was less than four percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity ranged between three percent and

eighteen percent across the five years studied. The Highest Degree Previously Earned variable was unknown for about one-third 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 each 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 (61.54 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 one 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. John Wood Community College met the submission deadline in three of the past five years reviewed; the fiscal year 2018 submission was finalized five days late, and the fiscal year 2017 submission was finalized one day past the reporting deadline. The number of submissions needed to finalize the data ranged from two 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. John Wood Community 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: 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 John Wood Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**.

College Response:

The review of the process for improvement in the completion and timeliness of the A1 is ongoing as items required for reporting change. Cross checks of data have been put in place to ensure accuracy to eliminate the need for resubmissions. Timelines for completion in-house have been reviewed and adjusted to allow for any error remediation or system difficulty.

John Wood Community 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)*	07/11/19	07/13/18	07/14/17	07/12/16	07/08/15
# Submissions to Final	2	3	3	2	3
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	1677	1452	1877	2237	2112
Unduplicated Head Count	1062	1003	1262	1499	1545
# Error Codes in Final Submission	1	1	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.68 percent	3.65 percent	1.60 percent	0.98 percent	2.94 percent
% Unknown Age in Final Submission no value or .	2.68 percent	3.65 percent	1.39 percent	0.94 percent	2.89 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.04 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	17.71 percent	17.98 percent	9.48 percent	3.49 percent	9.42 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**	34.66 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)*	08/19/19	10/04/18	08/04/17	07/29/16	07/31/15
# Submissions to Final	4	4	3	4	4

Timeliness	18 days late	64 days late	3 days late	on time	on time
Head Count (total incl. 0 hrs enroll.)	2950	2861	2958	3129	3047
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	1	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.03 percent	0.00 percent	0.03 percent	0.00 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	7.97 percent	6.50 percent	7.40 percent	8.05 percent	8.37 percent
% 0 Cumulative Hours in Final Sub.	6.61 percent	6.47 percent	2.50 percent	2.88 percent	8.20 percent
% Unknown Entry Intent in Final no value or .	0.00 percent				
% Unknown Entry Intent in Final unknown	39.08 percent	37.92 percent	34.79 percent	29.91 percent	25.57 percent
% Unknown Current Intent in Final no value or .	0.00 percent				
% Unknown Current Intent in Final unknown	41.59 percent	35.16 percent	22.31 percent	13.90 percent	14.67 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or .	0.00 percent				
% Unknown Highest Degree in Final unknown	0.03 percent	0.00 percent	0.27 percent	0.00 percent	0.03 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	42.57 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)*	08/13/19	09/04/18	08/30/17	09/30/16	08/13/15
# Submissions to Final	2	3	3	3	2

Timeliness	on time	on time	on time	15 days late	on time
Record Count (duplicate completions)	465	466	506	530	639
Total Number of Completions from A1	465	465	506	531	637
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	No	Yes
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.19 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	0.86 percent	1.93 percent	1.58 percent	1.51 percent	2.35 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)*	08/19/19	09/04/18	08/31/17	08/21/16	08/19/15
# Submissions to Final	2	1	2	1	1
Timeliness – Data Due	on time				
Head Count in Final Submission	2950	2861	2958	3129	3047
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	0	1	0	0
# 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*	08/25/15
# 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)*	08/23/19	09/07/18	09/05/17	08/30/16	08/18/15
# Submissions to Final	2	2	4	3	2
Timeliness	on time	3 days late	4 days late	on time	on time
# Error Codes in Final Submission	3	0	0	0	0
# Critical Errors in Final Submission	2	0	0	0	0
% Records with Errors in Final Sub.	0.18 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Dual Credit in Final	4.16 percent	4.24 percent	4.13 percent	3.89 percent	4.07 percent
% Remedial (PCS 14) in Final	5.05 percent	5.22 percent	3.79 percent	4.23 percent	5.03 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)*	09/30/19	10/01/18	10/05/17	10/06/16	10/01/15
# Submissions to Final	2	3	4	4	3
Timeliness	on time	on time	3 days late	on time	on time
Head Count in Final Submission	1934	1924	1896	1968	2016
Discrepancy between E1 & Survey	0	0	0	0	0
# 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	0.05 percent	0.00 percent
Current Intent Coverage in Final Sub % coded as unknown	52.17 percent	47.51 percent	16.82 percent	13.87 percent	8.23 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	96.17 percent	95.01 percent	97.78 percent	97.87 percent	97.82 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	09/20/18	09/21/17	09/29/16	09/29/15
Timeliness	on time				
Head Count	1934	1924	1896	1968	2016
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	10/13/17	10/19/16	10/14/15
# Submissions to Final	1	2	3	3	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	2	3	2	2	4
# Critical Errors in Final Submission	2	2	2	2	3
% Records with Errors in Final Sub.	6.54 percent	8.55 percent	8.65 percent	13.31 percent	14.32 percent
% Unknown Employment Class (8)	3.74 percent	0.00 percent	0.00 percent	0.00 percent	0.00 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
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Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (10/15)	N/C*	N/C*	N/C*	N/C*	10/14/15
# 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)*	10/15/19	10/15/18	10/17/17	10/14/16	10/15/15
# Submissions to Final	1	1	1	1	1
Timeliness	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)*	10/31/19	10/23/18	10/24/17	10/17/16	10/27/15
Timeliness	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)*	02/08/19	02/08/18	02/09/17	02/12/16	02/09/15
Timeliness	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	02/01/18	03/06/17	02/03/16	01/27/15
Timeliness	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*	01/10/19	02/01/18	03/07/17	02/03/16	01/27/15
Timeliness	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	02/01/18	03/06/17	02/03/16	01/26/15
Timeliness	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	02/01/18	03/07/17	02/03/16	01/27/15
Timeliness	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*	02/01/19	02/15/18	02/08/17	03/11/16	02/02/15
Timeliness	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*	05/31/16	05/27/15

# Submissions to Final	N/C*	N/C*	N/C*	3	1
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*	25.00 percent	61.54 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)

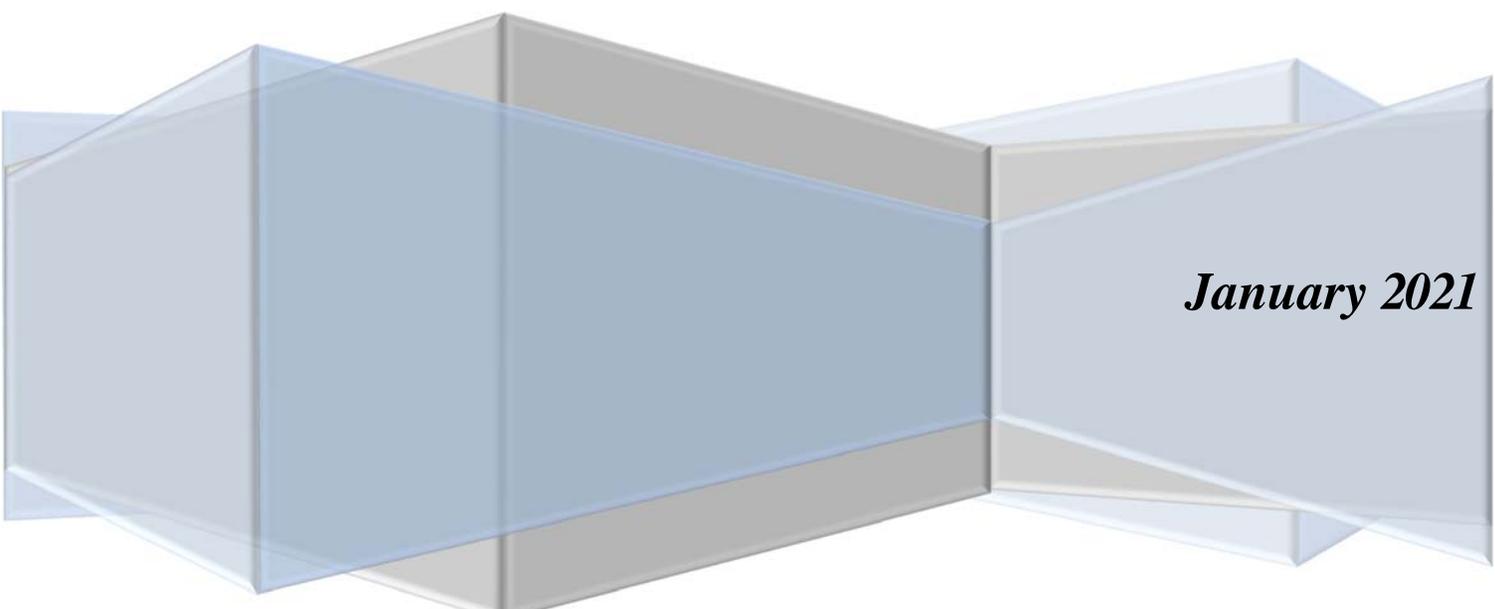
Fiscal Year Collected	2019	2018	2017	2016	2015
Fiscal Year <i>of Data</i>	2019	2018	2017	2016	2015
Final Submission – (6/15)*	06/17/19	06/20/18	06/16/17	06/15/16	06/10/15
# Submissions to Final	2	3	4	3	5
Timeliness	on time	5 days late	1 day late	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	10.90 percent	8.02 percent	13.66 percent	14.56 percent	17.70 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	0.00 percent	0.58 percent	0.55 percent	0.52 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

RICHLAND COMMUNITY COLLEGE



January 2021

Illinois Community College Board

RECOGNITION REPORT
FOR
RICHLAND COMMUNITY COLLEGE
January 2021

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Richland Community College, District 537. 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 Richland Community 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

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 Administrative Rule 23 Ill Adm. Code 1501.302 a)3)A)i).

The following discrepancies between the college catalog and the curriculum master file were identified:

- 1) Microsoft Cert Tech Spec (MCTS) Prep Certificate appears as 13 credit hours on page 122 of the catalog but is listed as 18 credit hours on the Curriculum Master File. The college indicates plans to revise the catalog description to accurately reflect the correct credit hours in the next catalog update.
- 2) Culinary Management Certificate appears as 45 credit hours on page 79 of the catalog but is listed as 48 credit hours on the Curriculum Master File. The college indicates plans to revise the catalog description to accurately reflect the correct credit hours in the next catalog update.

Compliance Recommendation: The college should follow through with plans to revise the catalog description of each program listed for the 2021-2022 print and/or online catalog.

College Response:

The deadline for Catalog revisions is December 18, 2020. The Deans responsible for the certificates will assure that the correct credit hours are listed and that any changes requiring submissions to ICCB will be completed prior to the Catalog deadline.

2. Articulation

Richland Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Fine Arts (A.F.A), the Associate in Engineering Science (A.E.S), and the Associate in Liberal Studies (A.L.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 19 of the 20 baccalaureate/transfer courses requested. One course had been discontinued according to the college's records and not offered within the last five years. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 14 of 20 courses submitted had the required current transfer agreements in place. The remaining six course articulations were out of date.

Compliance Recommendations: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.309 (d1), Richland Community College must:

- 1) obtain and provide current articulation documentation for the following six courses: BIOL 201, CHEM 201, ED 200, HLTH 220, PHYS 153, and SIGN 101; and
- 2) submit the appropriate course withdrawal request for COMM 140 to ICCB.

College Response:

- 1) *Form 13 requests for BIOL 201, CHEM 201, ED 200, HLTH 220, and PHYS 153 have been submitted to 9 senior institutions. Form 13s for SIGN 101 were submitted in July 2020 as part of the 2020 Program Review, and Richland has received articulations from four senior institutions. A new step in the Program Review Process will assure that courses are reviewed at least every five years to assure that articulations are current.*
- 2) *ICCB has approved the withdrawal of COMM 140, effective 6/1/2021. The course will not appear in the 2021-2022 Catalog.*

3. Academic Control

The institution maintains academic control of the units of instruction. The faculty, academic leadership, advisory committees, and the Board of Trustees are integral stages in the program development, evaluation, and modification process, and the faculty, deans, and Academic Standards Committee hold program and course control. The institution has a process to determine program and discipline viability.

Compliance Recommendation: None.

Advisory Recommendation: Continue to strengthen the Program/Discipline Viability process and build the Master Course Syllabi repository.

College Response:

4. Curriculum

4a) A comparison between Richland Community 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 Richland Community 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 Richland Community 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 85 instructors taught transfer (1.1) dual credit courses. Of these instructors, 10 did not hold the appropriate credential to teach the transfer course. It was reported that 44 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 20 instructors 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, it was documented that the college could not confirm that two students met the prerequisites for the course because placement records were not available to be reviewed.

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), Richland Community 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.

Compliance Recommendation 2: In order to comply with Administrative Rule 23 Ill Adm. Code 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 to Compliance Recommendation 1:

The current process for reviewing faculty credentials for employment as a dual credit instructor is under revision. Since the process was implemented in 2014, Richland has employed a new Director of Human Resources and a new Dean, so this update is timely. The process includes the following basic steps (more details are available if required): After communication with the appropriate Dean, who completes an initial screening for appropriate credentials, the prospective faculty completes an OnlineInfoForm and uploads a resume and appropriate transcripts for electronic storage. The Dean then reviews all documents to assure that the transcript reflects the appropriate education for transfer or CTE courses and that the resumé includes documentation for the 2000 hours of experience. If clarification is needed, the Dean and prospective faculty collaborate. Human Resources staff makes the appropriate notation of DUALCRED in the system. The Dean may then make the course section assignment. This process will be reviewed regularly to assure that it is capturing the appropriate information.

College Response to Compliance Recommendation 2:

In 2018, with the shift to the Success Coach advising model, a staff person has assumed the role of Enrollment Success Coach, who oversees contact with high school partners and the onsite technical academy to determine candidates for participation and is also the primary contact for students as they enroll in dual credit courses.

After prospective students have been identified by the high school, the Enrollment Success Coach facilitates the process of screening students for course eligibility. This includes reviewing standardized test scores such as the SAT, ACT, and the Accuplacer exam to determine course eligibility.

Before enrollment, educational records for students to record qualifications (i.e. ACT, SAT, and Accuplacer). are entered into Jenzabar, Richland's student information system. Course registration is completed by a combination of staff members on the enrollment management team including the Enrollment Success Coach, the Solution Specialist, and the Director of Enrollment Management as necessitated. Registration relies on the entry of the educational records.

A new step in the process involves automated checking as an internal audit tool. After course registration is completed, an automated requisite checks report is sent to the individual staff member who has completed the registration as well as to the Registrar identifying students who have not met the requisite or do not have a course authorization on file. The staff member then rectifies the issue by entering missing information. The process will be reviewed regularly to assure that students are not being enrolled without appropriate documentation.

6. Assessment Plans

The institution has a systematic process in place to assess student learning and each degree and certificate program of study. The Student Learning Outcomes Assessment Committee manages the outcomes assessment for cross-disciplinary and program-level outcomes. The four cross-disciplinary outcomes are assessed on an annual basis. The institution utilizes the ICCB Program Review process to assess the program-level and course outcomes for each degree and certificate program. Academic units annually review the findings of the various assessments and submit plans to improve outcomes and placement recommendations.

Compliance Recommendation: None.

7. Student Evaluation

Richland Community 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, mid-term grades, and change of grades. The college did indicate that in the last two semesters, grades were not entered by the deadline in two areas.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends establishing a system to check grades to ensure timeliness of submission from faculty.

College Response:

The current system includes the following components:

- *Dates for midterm status and final grade entry are available through a variety of sources and distributed to faculty, including the academic calendar available on Richland's Master Calendar, static reminders on myRichland on the Faculty page, and communications from the Deans throughout the semester.*
- *Automated notifications are sent at midterm when student status can be entered, the first day that grades can be entered for a particular section (established in Jenzabar when the course is created), and regularly after that point until the grades have been entered.*
- *The Deans are automatically notified two days after the opening of the grade entry about those who are missing grades (prior to the deadline for submission) and communicate with faculty on the list.*
- *The Registrar also consults the Deans regarding grade issues, including missing grades or required paperwork for Incompletes.*

8. Faculty Qualifications/Policies.

Richland Community 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 does not have a faculty development center, but it does provide support for the learning management system through the Office of Online Learning and the Faculty Academy provides training on a variety of topics.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Richland Community 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 regard 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:

Since summer 2020, Richland utilizes PeopleAdmin, a software program that manages applicant documents for full-time and adjunct faculty candidates, along with all other advertised positions. All documents including transcripts and resumes must be loaded prior to any screening by Human Resources or supervisors responsible for the search process. This requirement will reduce or eliminate the documentation gaps identified by ICCB.

In addition, Deans are reviewing documentation for "legacy" faculty, those who were hired by a previous Dean and continued in course assignments by the new Dean. The process will include a memo from the Dean outlining the proof of education or work experience for course assignments. If current faculty cannot produce proof to meet the Administrative Rule, that individual will not be assigned course sections in the future.

Because faculty are sometimes assigned course sections as an "emergency hire," Richland is moving forward for Spring 2021 to become a part of ILCCO to offer students an opportunity to enroll in a course offered at another community college to complete a degree or certificate. The plan is to reduce the need for these "emergency hires" while assisting students in enrollment and completion.

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. Richland Community 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 does not participate in any other cooperative or joint educational agreements.

Compliance Recommendation: None.

Advisory Recommendation: On page 44 of the college's 2019 – 2020 course catalog, there are two lists represented. The first list is preceded by the following language:

“The following community colleges have cooperative educational program agreements for Richland District residents for all Career and Technical Education Certificates and Degrees not offered by Richland Community College...”

The second list is preceded by the following language:

“Richland Community College has cooperative educational program agreements with the following community colleges for students in their districts for Career and Technical Education Certificates and Degrees offered by Richland Community College but not offered at their respective community college...”

The ICCB is unsure why the colleges noted within each list are different, as the CAREER Agreement is the only cooperative agreement in which Richland Community College participates. Furthermore, neither list accurately includes all 39 community college districts that are participatory in the CAREER Agreement. Moving forward, the college should remove one list and ensure that the remaining list is inclusive of all of the 39 community college districts that participate in the CAREER Agreement.

College Response:

With the transition to an online Catalog for 2020-2021, several areas of duplication have been removed. Additional refinement of language and listing will occur for the 2021-2022 Catalog. <https://richland.smartcatalogiq.com/2020-2021/Course-Catalog/Financial-Information/Tuition-and-Fees/Residency-and-Special-Tuition-Fee-Considerations/Students-with-Cooperative-Agreements>

10. Academic Calendar

As part of the recognition review for standard 10, Academic Calendar, the college's following items were reviewed: college catalog and practical policy handbook, college website, and the college's self-assessment. The academic calendar is developed with input from several stakeholders. The current academic calendar and policies conform to Administrative Rule 23 Ill. Adm. Code 1501.303 e)6. However, according to the college, deans are not reviewing sample syllabi to ensure that individual courses meet the required contact hours.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends the college develop policies and procedures to ensure deans are reviewing syllabi to guarantee that courses meet the required contact hours.

11. Program Review/Results

After reviewing Richland Community College's program review process and submission, it is apparent that all instructional programs have been reviewed utilizing a systemic, college-wise process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Through the review, it is evident that the college utilizes the program review process in its strategic planning and program improvement efforts. Richland Community 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 manual were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Richland Community College's advising and counseling program is extensive and organized to address the academic planning and transitional needs of new students and all students' continued success as they progress through their program. Student Success Coaching (implemented in spring 2018 to replace academic advising) takes a more holistic and proactive approach to work with students. Currently, six full-time Student Success Coaches work with an assigned group of students based on their study area. Coaching is a holistic approach to balance meeting students' immediate needs, helping them solve problems as they arise, and long-term development that builds personal agency and self-efficacy. The coaches specialize in assigned programs/areas, so they are well-versed in the curriculum and admission requirements when applicable and understand the program's demands and rigors.

Compliance Recommendation: None.

Part B: Financial Aid

Richland Community 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. The Financial Aid office assists students in determining eligibility and applying for and obtaining relevant aid through grants, loans, work-study, and scholarships offered by a variety of federal, state, and institutional programs. Additionally, the Financial Aid Office helps students understand procedures and guidelines related to the appropriate use of their aid and the academic standards required to maintain financial aid eligibility. 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 or standard academic progress data or policy information to review.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising which includes career exploration support. The dedicated Career and Completion Coach is available to assist students with the career decision-making process and help students develop the skills and experiences to prepare for the workforce. These services include, but are not limited to, résumé writing, interview skill development, and student work-study. The Career Services Center is responsible for providing job placement services, career exploration, job and internship search, work-based learning opportunities, and employability skill development. Classroom and special event presentations are offered to assist with all aspects of the employment process, such as résumé building, interviewing skills, job search, online resources, and social networking.

Compliance Recommendation: None.

Part D: Support Services

Richland Community 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 and 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 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

Richland Community 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 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 Board of Trustees is presented with a five-year financial projection annually. From these projections, the annual budget is created with input from all department stakeholders.

The budget is intended to support the priorities/goals of the college's Strategic Plan. The college's facilities master plan is also reviewed by cabinet and other administrators in order to facilitate the college's Strategic Plan and create the RAMP document. The Board of Trustees reviews reports regarding the financial position of the college monthly.

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 FY19) 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 Richland Community 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.

Richland Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Richland Community College officials have met ICCB deadlines for most submissions. Overall, Richland Community 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. Richland Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2020 submission was finalized one and a half months late, and the fiscal year 2019 submission was finalized two months past the reporting deadline. The submissions took between five and ten 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 14 percent and 34 percent across the five years reviewed. The proportion of records with unknown Current Intent was zero percent or near zero percent across the five years studied. The proportion of records with unknown Highest Degree Previously Earned ranged between five percent and 12 percent across the five years reviewed. The proportion of records with unknown High School Rank was nearly 100 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 three of five fiscal years reviewed; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2019 submission was finalized about three weeks past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Richland Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2019 submission was finalized about three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six, 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 decreased from seven percent in fiscal year 2016 to less than three percent in fiscal year 2020. 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. Richland Community College met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was two, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. Richland Community College met the reporting deadline in three of the five years reviewed; the fiscal year 2020 submission was finalized 10 days late, and the fiscal year 2019 submission was finalized three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2016 submission 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 five of the past five years. The number of submissions needed to finalize the data ranged from two to four, and there were no critical errors in the final submissions in five of the five years reviewed. Richland Community 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 in four of the five years reviewed; there was a discrepancy of 1 record in fiscal year 2020.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Richland Community College's data submissions met the reporting deadline in five of the last five fiscal years. There were no critical errors in the final submissions. The proportion of records with unknown Age ranged between 11 percent and 35 percent across the five years reviewed. The proportion of records with unknown Race/Ethnicity decreased from 50 percent in fiscal year 2016 to 12 percent in fiscal year 2020. The Highest Degree Previously Earned variable was unknown for two-thirds 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 2016 submission was finalized one-half month 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 three 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 one 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 neither of the two submissions reviewed.

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 three to five. 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. Richland Community College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from two to three. 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. Richland Community College met the reporting deadline in three of the five years reviewed for all four surveys; the fiscal year 2018 submission was finalized 13 days late for the Bilingual Needs and Bilingual Pay Survey and 12 days late for the African American Employment Plan Survey, the Hispanic Employment Plan Survey, and the Asian American Employment Plan Survey; and the fiscal year 2015 submission was finalized 10 days late 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 four of the past five fiscal years; the fiscal year 2018 submission was submitted 20

days late. 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: 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 Richland Community College.

College Response:

Richland Community 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	07/03/18	06/26/17	06/14/16	07/01/15
# Submissions to Final	4	2	1	1	2
Timeliness	on time				
Duplicated Head Count	2777	2627	3124	3402	3456
Unduplicated Head Count	1814	1557	1949	2221	2315
# Error Codes in Final Submission	2	2	1	1	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	10.73 percent	33.53 percent	34.54 percent	29.92 percent	31.48 percent
% Unknown Age in Final Submission no value or .	10.59 percent	33.50 percent	34.54 percent	29.92 percent	31.39 percent
% Unknown Age in Final Submission unknown	0.14 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	12.21 percent	18.01 percent	19.97 percent	31.04 percent	50.84 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**	66.35 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)*	09/13/19	09/27/18	07/31/17	09/01/16	07/23/15
# Submissions to Final	8	10	6	7	5

Timeliness	43 days late	57 days late	on time	on time	on time
Head Count (total incl. 0 hrs enroll.)	4230	4276	4947	6035	7043
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	2	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.02 percent	0.04 percent	0.02 percent	0.11 percent	0.01 percent
% 0 Cumulative GPA in Final Sub.	18.27 percent	17.73 percent	19.49 percent	17.68 percent	23.73 percent
% 0 Cumulative Hours in Final Sub.	16.45 percent	15.81 percent	17.34 percent	15.24 percent	21.51 percent
% Unknown Entry Intent in Final no value or .	0.00 percent				
% Unknown Entry Intent in Final unknown	15.04 percent	13.56 percent	16.84 percent	26.59 percent	33.86 percent
% Unknown Current Intent in Final no value or .	0.00 percent				
% Unknown Current Intent in Final unknown	0.00 percent	1.89 percent	0.02 percent	0.02 percent	0.00 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or .	0.00 percent				
% Unknown Highest Degree in Final unknown	6.71 percent	5.33 percent	6.69 percent	6.64 percent	11.60 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	98.92 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)*	09/13/19	09/27/18	08/08/17	08/25/16	07/27/15
# Submissions to Final	3	3	4	3	6

Timeliness	10 days late	23 days late	on time	on time	on time
Record Count (duplicate completions)	876	1077	960	1021	1509
Total Number of Completions from A1	844	1016	915	974	1466
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				
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	2.51 percent	2.69 percent	3.02 percent	3.33 percent	7.22 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)*	09/13/19	09/27/18	07/31/17	08/02/16	07/23/15
# Submissions to Final	2	4	3	1	4
Timeliness – Data Due	10 days late	23 days late	on time	on time	on time
Head Count in Final Submission	4230	4276	4947	6035	7043
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	3	1	2	1
# 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*	07/23/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
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*	254
# 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)*	09/13/19	09/27/18	07/31/17	08/25/16	08/17/15
# Submissions to Final	3	4	2	2	4
Timeliness	10 days late	23 days late	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	2
# Critical Errors in Final Submission	0	0	0	0	1
% Records with Errors in Final Sub.	0.01 percent	0.01 percent	0.01 percent	0.01 percent	0.02 percent
% Dual Credit in Final	13.61 percent	11.81 percent	11.13 percent	10.60 percent	7.47 percent
% Remedial (PCS 14) in Final	6.82 percent	7.40 percent	6.75 percent	7.25 percent	7.55 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)*	09/12/19	09/24/18	09/27/17	10/13/16	09/16/15
# Submissions to Final	3	3	4	2	4
Timeliness	on time				
Head Count in Final Submission	2846	2476	2515	2839	3368
Discrepancy between E1 & Survey	-1	0	0	0	0

# Error Codes in Final Submission	0	0	0	1	1
# 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	0.03 percent	0.23 percent
Current Intent Coverage in Final Sub % coded as unknown	0.81 percent	0.57 percent	0.48 percent	0.46 percent	0.59 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	100.00 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)*	08/30/19	08/31/18	09/06/17	09/13/16	09/14/15
Timeliness	on time				
Head Count	2847	2476	2515	2839	3368
Discrepancy between E1 & Survey	+1	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)*	10/10/19	10/05/18	10/13/17	10/20/16	10/09/15
# Submissions to Final	5	3	5	5	4
Timeliness	on time				
# Error Codes in Final Submission	2	3	2	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.15 percent	4.94 percent	2.06 percent	6.58 percent	7.69 percent
% Unknown Employment Class (8)	5.54 percent	5.30 percent	3.10 percent	0.31 percent	0.27 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*	10/07/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
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)*	10/08/19	10/05/18	10/03/17	10/25/16	10/06/15
# Submissions to Final	1	1	1	1	1
Timeliness	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)*	09/13/19	08/21/18	08/15/17	09/19/16	11/19/15
Timeliness	on time	on time	on time	on time	17 days late

*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)*	01/28/19	02/12/18	01/30/17	02/01/16	01/26/15
Timeliness	on time	3 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
Fiscal Year <i>of Data</i>	2018	2017	2016	2015	2014

Final Submission Varies See Note*	02/05/19	02/14/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	12 days late	on time	on time	10 days late

*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*	02/05/19	02/14/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	12 days late	on time	on time	10 days late

*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*	02/05/19	02/15/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	13 days late	on time	on time	10 days late

*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*	02/05/19	02/14/18	02/24/17	02/03/16	02/12/15
Timeliness	on time	12 days late	on time	on time	10 days late

*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*	02/01/19	03/08/18	02/07/17	03/10/16	02/02/15
Timeliness	on time	20 days late	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	06/02/15
# Submissions to Final	N/C*	N/C*	N/C*	2	3
Timeliness	N/C*	N/C*	N/C*	on time	1 day late
# 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	6.45 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	19.44 percent	22.58 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	No

*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)*	06/12/19	06/13/18	06/07/17	06/07/16	06/02/15
# Submissions to Final	2	2	2	3	3
Timeliness	on time				
# 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.	4.98 percent	7.44 percent	6.94 percent	7.84 percent	8.31 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	0.88 percent	1.15 percent	0.83 percent	0.49 percent	3.37 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

COLLEGE OF LAKE COUNTY

January 2021

Illinois Community College Board

RECOGNITION REPORT
FOR
COLLEGE OF LAKE COUNTY
January 2021

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of College of Lake County, District 532. 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 College of Lake County. 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 College of Lake County'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). Several discrepancies between the college catalog and the curriculum master file were identified.

The following programs did not appear in the college catalog and were not offered in the last year. The college indicated they plan to revise these curricula and begin offering next catalog year. The college indicated after those revisions are approved and there is a plan to offer the programs in place, they will publish in the next catalog accordingly:

- Industrial Refrigeration A.A.S. degree
- Industrial Refrigeration Certificate
- Light Commercial HVAC A.A.S. degree
- Stationary Engineer A.A.S. degree
- Stationary Engineer Certificate
- Plumbing and Pipefitting Certificate

Compliance Recommendation: The college should submit revised curriculum through both internal and ICCB processes as required, publishing updates in the next college catalog accordingly.

College Response:

After further consideration and consultation with faculty and advisory committees, the College of Lake County (CLC) will inactivate the following programs according to internal and ICCB processes:

- *Industrial Refrigeration A.A.S. degree*
- *Industrial Refrigeration Certificate*
- *Light Commercial HVAC A.A.S. degree*
- *Stationary Engineer A.A.S. degree*
- *Stationary Engineer Certificate*
- *Plumbing and Pipefitting Certificate*

The college acknowledges that these certificates and degrees may still be valuable for our community; however, it is important to complete a full-scale analysis of labor market demand, essential skills, and the latest technology in order to determine the best curriculum and programmatic approach to meeting demand in these areas.

The following programs did not appear in the college catalog and were not offered in the last year. The college indicated plans to inactivate these curricula within the coming academic year:

- Office Application Specialist A.A.S. degree
- Office Application Specialist Certificate
- Network Administration & Security A.A.S. degree
- .NET Programming A.A.S. degree
- .NET Programming Certificate
- Sustainable Design and Construction Certificate
- Alternative Energy Technologies Certificate
- Residential HVAC Certificate
- Energy Audit A.A.S. degree
- Energy Audit Certificate
- HET Supervisor A.A.S. degree
- HET Supervisor Certificate
- HVAC Office Assistant Certificate
- Residential Weatherizing Certificate
- HET Core Certificate
- Horticulture Production A.A.S. degree
- Natural Areas Management A.A.S. degree
- Sustainable Agriculture A.A.S.
- Library Technical Assistant A.A.S. degree
- Mechanical Design Technology Certificate

Compliance Recommendation: The college should proceed with inactivation of the curricula through both internal and ICCB processes as required.

College Response:

The College of Lake County (CLC) will proceed quickly with the inactivation of the following curricula according to internal and ICCB processes as required:

- *Office Application Specialist A.A.S. degree*
- *Office Application Specialist Certificate*
- *Network Administration & Security A.A.S. degree*
- *.NET Programming A.A.S. degree*
- *.NET Programming Certificate*
- *Sustainable Design and Construction Certificate*
- *Alternative Energy Technologies Certificate*
- *Residential HVAC Certificate*
- *Energy Audit A.A.S. degree*
- *Energy Audit Certificate*

- *HET Supervisor A.A.S. degree*
- *HET Supervisor Certificate*
- *HVAC Office Assistant Certificate*
- *Residential Weatherizing Certificate*
- *HET Core Certificate*
- *Horticulture Production A.A.S. degree*
- *Natural Areas Management A.A.S. degree*
- *Sustainable Agriculture A.A.S.*
- *Library Technical Assistant A.A.S. degree*
- *Mechanical Design Technology Certificate*

The college has reviewed internal processes and updated them to include critical checkpoints for completion of all necessary steps for the inactivation of curricula including communication to all stakeholders including students, faculty, administrators, and ICCB.

2. Articulation

College of Lake County offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art, and Musical Performance, 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 13s 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 units of instruction and has procedures for curriculum development and review, program review, and instructor hiring and evaluation. The Educational Affairs division provides direct and continuous control over the curriculum approval process. The College Curriculum Committee, composed of a diverse group of faculty, student development staff, records and registrar staff, and educational affairs staff, vets new curriculum proposals and modifications, and guides it through the approval process. Admissions, placement, and graduation requirements are documented in the catalog.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between the College of Lake County'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 College of Lake County'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 College of Lake County. 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 38 instructors taught transfer (1.1) dual credit courses. Of these instructors, one did not hold the appropriate credential to teach the transfer course. It was reported that 38 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 16 instructors held the appropriate credentials but did not meet the number of hours of relevant work experience (i.e., 2,000) to teach career and technical education courses.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, 21 students did not meet the pre-requisite requirements for the course. It was noted that it was a common practice of departments and deans to review prerequisites and then waive prerequisites for dual credit students.

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), College of Lake County 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.

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 to Compliance Recommendation 1:

The College of Lake County's (CLC) current practice is to review and document work experience hours for new CTE instructors outside the main employee database (PeopleAdmin). In addition, there has not been a systematic and consistent listing of the minimum work experience hours in all CTE instructor job descriptions against which to audit the information. Therefore, the college failed to pull manually the needed data for submission with the original self-study documents. Per identification by ICCB of the college not reporting work experience hours for 16 dual credit CTE (1.2 PCS) instructors, a follow up review was conducted which individually reviewed personnel records for this specific information. CLC subsequently provided results of the review to ICCB, which

demonstrate all 16 of the instructors in question are in compliance. Moving forward, the Human Resources and Educational Affairs teams will establish an automated solution to store and retrieve this information. CLC's goal is to have this solution in place by summer 2021.

The one transfer (1.1 PCS) instructor who did not have a minimum of a master's degree with 18 graduate hours in the discipline is from a department where the minimum qualifications for faculty are aligned to those of a CTE discipline based on the career pathways focus of the courses/degrees. However, because of transfer institution policies, certain courses are coded as 1.1 PCS to ensure students have a smooth transition to a bachelor's degree if they continue on that pathway. The opportunity before the college is to closely examine the implications of transitioning the courses to 1.2 and the impact on the students, and then reconcile the minimum teaching qualifications for the department accordingly. The college will conduct this review in 2021 and if any course updates are needed, they will be processed through the Curriculum Committee and ICCB by January 2022. If no course updates are needed, the existing instructor will be offered a professional development plan option to reach the master's degree with 18 graduate hour requirement to continue teaching and all new hires will meet this standard.

College Response to Compliance Recommendation 2:

The College of Lake County (CLC) utilizes an existing placement procedure to waive prerequisites for certain dual credit students using the same practice that allows non-dual credit students to have a prerequisite waived.

CLC allows students who do not meet the prerequisites for a course to have a review of their situation and request permission to enroll in the course through the appropriate academic division and Educational Affairs. This is true for all classes at CLC. In recognition of opportunity gaps for historically marginalized students throughout the county and the ways dual credit can help close those gaps, CLC, with support from its partner high schools, leverages this practice for dual credit students. This examination of prerequisites aligns to the work outlined in CLC's FY2021-2025 Equity in Student Access & Success Plan, which states that, "CLC is committed to ensure that all policies, procedures, and processes are free of barriers and provide a seamless experience to all who come to CLC." As part of this work, Educational Affairs will be leading curriculum mapping efforts over the four years of the plan to ensure prerequisites are set appropriately for all classes at CLC. The college will also continue to monitor the practice of waiving prerequisites to determine its impact on student success for both dual credit students and non-dual credit students. This data will help inform the work of the curriculum mapping teams and ensure all students have access to opportunities and are provided the necessary supports to succeed.

6. Assessment Plans

The institution has in place a systematic process to assess student learning in each degree and certificate program it offers. The institution utilizes a variety of methodologies to assess student learning including: monitoring of passage rates in course, licensure, and

certification exams, tracking of progression through sequence courses, monitoring program completion, placement, and transfer rates, and more. The Assessment of Student Learning Committee (ASLC) coordinates the development, revision, and adoption of learning outcomes, and the Academic Department Review Committee coordinates the department review process, conducts analysis of the prerequisites for placement, and maintains assessment plans.

Compliance Recommendation: None.

7. Student Evaluation

College of Lake County 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.

College of Lake County 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. 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 Instructional Development Center provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology and a host of other topics. The Center for Disability 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), College of Lake County 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 regard 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:

The College of Lake County (CLC) understands the importance of rigorous qualification standards for faculty. We adhere to these standards when screening and hiring faculty candidates, engaging deans and other faculty experts in carefully reviewing degrees and transcripts to ensure compliance. After receiving ICCB's recommendation, Educational Affairs staff carefully analyzed submitted materials and found that we inadvertently omitted transcripts for two instructors that verify their credentials to meet the minimum qualifications for instructors teaching 1.1 courses. We subsequently provided these transcripts to ICCB.

One instructor highlighted in the ICCB finding is working to complete a previously developed plan to meet the minimum qualifications as specified. The college, in coordination with the adjunct faculty union, created these development plans as a means for adjunct faculty to acquire necessary credentials. Educational Affairs will confirm that all faculty working on such development plans continue to make the designated progress according to the timeline specified in the resolution.

This finding has drawn us to evaluate our minimum qualifications more holistically to ensure compliance to the standard. The college will conduct a review of all minimum qualifications as related to 1.1 courses by the end of January 2021. Educational Affairs will make updates to the qualifications, discuss changes with any impacted faculty, and as needed, establish and implement professional development plans by the end of May 2021.

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. College of Lake County 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 does not participate in any additional cooperative agreements.

Compliance Recommendation: None.

Advisory Recommendation: Pursuant to article 20 of the CAREER Agreement, of which College of Lake County is a part, colleges sending students to receiving colleges will not pay chargebacks. Page 35 of College of Lake County's 2019 - 2020 course catalog states that,

“Tuition Chargebacks: Chargebacks and joint agreements are available only for programs resulting in an Associate in Applied Science degree or certificate and not for individual courses. A joint agreement is valid for one academic year and will need to be renewed upon the start of each academic year. Students who wish to renew or apply for a joint agreement or a chargeback may do so by contacting the Welcome and One Stop Center at (847) 543-2061.”

The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their course catalog and any other place it may be.

College Response:

The College of Lake County (CLC) regrets this oversight as it discontinued the practice of chargebacks but neglected to update this information in the college catalog. The college will update the information in time for publication of the mid-year addendum, which it expects to release in December 2020.

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. College of Lake County'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 College of Lake County's program review process and submissions, staff concluded 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. The college includes student and academic support services and administrative functions in their review cycle. Through the

review, it was evident that the college utilizes the program review process in its strategic planning and program improvement efforts. College of Lake County 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

College of Lake County'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. Academic advisors, counselors, and faculty provide academic advising to students according to student needs, completed credit hours, and the advising professional's expertise. Advisors work with students upon entry and through their first few semesters to help navigate their transition into the college. Advising and counseling facilities are easily accessible to students and services are available at hours and days that are convenient for students. Academic advising and career counseling are available at the Grayslake campus on a walk-in and appointment basis Monday through Thursday from 7:30 a.m. to 7:30 p.m. and Fridays from 7:30 a.m. to 4:30 p.m.

Compliance Recommendation: None.

Part B: Financial Aid

College of Lake County provided a holistic review of its Financial Aid Department. In most cases, the team gathers and reviews this information on at least an annual basis to ensure continued compliance with state and federal regulations. The Financial Aid Office utilizes several communication tools when guiding students through the necessary steps to apply for financial assistance. The Financial Aid office assists students in determining eligibility, applying for, and obtaining relevant aid through grants, loans, work-study, and scholarships offered by a variety of federal, state, and institutional programs. Additionally, the Financial Aid office helps students understand procedures and guidelines related to the appropriate use of their aid and the academic standards required to maintain financial aid eligibility. 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. The college plans to follow through on assessing and modifying the college website to ensure ADA compliance and meet quality standards for the accessibility of student services to persons with disabilities.

Compliance Recommendation: None.

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. Placement services are available through the Career and Job Placement Center (CJPC), which connects students with employment opportunities through student employment (work-study), cooperative education (internships), job fairs, and on-campus employment recruiting. The center is intentional and intrusive with internship and job placements by working with students, alumni, and faculty to build a talent pipeline for employers in Lake County and the surrounding areas.

Compliance Recommendation: None.

Part D: Support Services

CLC provides various support services to students including disability services, counseling services, TRIO programs, and veteran services, LGBTQ+ Resource Center, and a Multicultural Student Center.

The college offers academic support services including peer tutoring and 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. The college has a Women's Center that is open to all students though it provides services that are specific to women's and gender issues and targets low-income and returning adult female students. The Center offers emergency financial assistance, workshops, education and awareness programs and events, and coordinates the college's SHARE Market food pantry.

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. 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 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 college is in compliance with ICCB Rule 1501.502 regarding financial planning. College of Lake County begins the planning process by developing guiding principles and budget priorities before establishing the annual budget. All college departments are included in the process. The process begins with the establishment of goals and objectives as part of the 10-year financial plan for current and future operations. Four years ago, the college implemented a policy to increase the fund balance to a minimum of 30 percent of

the total budget in five years. The college has been able to achieve that goal in three years. The college prepares Uniform Financial Statements each month for the College of Lake County Board of Trustees. Annual interest from the working cash fund is done by a separate board resolution once a year after all working cash interest has been received or accrued. Working cash fund principle is not used as current revenue.

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 College of Lake County 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.

College of Lake County officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, College of Lake County officials have met ICCB deadlines for many submissions. Overall, College of Lake County'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 two of the five years reviewed; the fiscal year 2020, fiscal year 2019, and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. College of Lake County's A1 submission met the reporting deadline in two of the past five fiscal years; the fiscal year 2020 submission was finalized six weeks late, the fiscal year 2019 submission was four weeks late, and the fiscal year 2018 submission was finalized three weeks past the reporting deadline. The submissions took between two 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 five of the five years reviewed. The proportion of records with unknown Entry Intent and Current Intent decreased from nearly 20 percent in fiscal year 2016 to nine percent in fiscal year 2020. 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 was about 10 percent across the five years reviewed. High School Rank was unknown in nearly all records 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 four of five fiscal years reviewed; the fiscal year 2019 submission was finalized one day late.

The **Annual Completions (A2)** data submission began in fiscal year 2013. College of Lake County met the reporting deadline in four of the five years reviewed; the fiscal year 2018

submission was finalized nearly two weeks 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 less than eight 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. College of Lake County met the reporting deadline in the one year reviewed. The number of submissions needed to finalize the data was two, and there were no critical errors in the final submission.

The **Annual Course (AC)** data submission began in fiscal year 2011. College of Lake County met the reporting deadline in two of the five years reviewed; the fiscal year 2020 submission was finalized 10 days late, the fiscal year 2019 submission was six days late, and the fiscal year 2017 submission was finalized more than one month past the reporting deadline. The number of submissions needed to finalize the data ranged from one to four, and there were critical errors in final submissions in each of the five years reviewed; the fiscal year 2020 submission contained three critical errors, and the other four submissions across the five years studied contained two critical errors. This data was verified by college officials as valid and accurate; however, accurate alignment with the A1 and SUSR is an area for improvement. 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 two of the past five years; the fiscal year 2019 submission was finalized 10 days late, the fiscal year 2018 submission was three weeks late, and the fiscal year 2017 submission was finalized 11 days past the reporting deadline. The number of submissions needed to finalize the data ranged from two to seven, and there were no critical errors in the final submissions in three of the five years reviewed; the fiscal year 2020 and the fiscal year 2019 submissions each contained one critical error. This data was verified by college officials as valid and accurate. College of Lake County met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed; the fiscal year 2020 submission was finalized two days late, and the fiscal year 2019 submission was finalized four days past the reporting deadline. 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. College of Lake County data submissions met the reporting deadline in two of the last five fiscal years; the fiscal year 2020 submission was finalized one week late, the fiscal year 2019 submission was nine days late, and the fiscal year 2018 submission was finalized one and a half months past the reporting deadline. There was one critical error in final submissions

in each of the five years reviewed. This data was verified by college officials as valid and accurate. The Age variable was unknown for about 80 percent of records, and the Race/Ethnicity variable was unknown for about 85 percent of records in the five years reviewed. Coverage of Age and Race/Ethnicity is an area for further improvement. The Highest Degree Previously Earned variable was unknown for about 90 percent of the records in the one year reviewed. The variable was made optional in fiscal year 2017. Accuracy of the N1 is also an area for further improvement. Across the five years reviewed, more than 85 percent of records were in error, increasing to nearly all records in the most recent submission.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in two of the past five fiscal years; the submissions were finalized between three days and five weeks past the reporting deadline. **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 one 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: 2016 (56.38 percent).

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff, and Salary (C1)** electronic data submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between one day and thirteen days past the reporting deadline. The number of submissions required to finalize these data ranged from two to four. Providing the PCS/CIP of Primary Teaching Area is an area for further improvement. 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 each of the past five fiscal years.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. College of Lake County met the submission deadline in two of the past five years reviewed; the fiscal year 2019 submission was finalized two days late, the fiscal year 2017 submission

was four days late, and the fiscal year 2015 submission was finalized eight days past the reporting deadline. The number of submissions needed to finalize the data ranged from two 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 began in fiscal year 2013. College of Lake County 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 four of the past five fiscal years; the fiscal year 2019 submission was finalized three days late. 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 College of Lake County. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Course Data (AC)**, the **Fall Enrollment (E1)**, the **Noncredit Course Enrollment Data (N1)**, the **Summer Graduate Reporting for IPEDS GRS**, the **Annual Faculty, Faculty, Staff, & Salary Data (C1)**, and the **Annual Faculty, Staff & Salary Data (C3)**. Focused efforts are also recommended to improve the accuracy of the **AC** and **N1** submissions.

College Response:

The College of Lake County (CLC) recognizes the importance of timely, accurate, and complete ICCB data submissions. As such, the Office of Institutional Effectiveness, Planning and Research (IEPR) previously committed to reviewing and modifying internal processes for the preparation of all ICCB data submissions as one of its department goals for fiscal year 2021. The department will work with key contacts across the college to identify and remove bottlenecks and delays that may result in late submissions. Additionally, IEPR is in the process of adjusting its timelines to initiate the preparation of state reports earlier, which will provide more time for report preparation, checking for accuracy of data, and any necessary resubmissions before posted due dates.

As noted in our self-study, IEPR will continue its practice of working with the ICCB to maintain high quality reporting by addressing any noted discrepancies or errors in submitted reports. While efforts to ensure data quality may result in the repeated submission of reports or final submission after the due date, it is imperative that the college

provides reliable and trustworthy data. IEPR does its best to identify and correct errors prior to submission; however, there are often situations that occur in which errors cannot be detected prior to submission to ICCB. In these cases, IEPR is committed to collaborating with ICCB staff to address errors as quickly as possible.

College of Lake County - 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)*	07/22/19	07/25/18	08/31/17	07/14/16	07/14/15
# Submissions to Final	3	2	2	1	1
Timeliness	7 days late	9 days late	45 days late	on time	on time
Duplicated Head Count	18747	19894	20959	23169	23069
Unduplicated Head Count	17299	18446	19255	21699	21400
# Error Codes in Final Submission	8	7	6	3	3
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	96.06 percent	82.54 percent	82.75 percent	83.32 percent	81.42 percent
% Unknown Age in Final Submission no value or .	79.64 percent	82.26 percent	79.57 percent	82.54 percent	80.59 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.01 percent	0.00 percent	0.00 percent	0.01 percent
% Unknown Ethnicity in Final no value or .	76.77 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	7.64 percent	85.65 percent	83.73 percent	85.76 percent	83.70 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**	93.28 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)*	09/10/19	08/28/18	08/24/17	09/01/16	08/03/15
# Submissions to Final	8	5	4	5	2

Timeliness	40 days late	27 days late	23 days late	on time	on time
Head Count (total incl. 0 hrs enroll.)	22993	24031	24582	25262	26259
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	7	6	6	5	6
# Critical Errors in Final Submission	1	1	1	0	0
% Records with Errors in Final Sub.	1.24 percent	2.20 percent	1.59 percent	2.35 percent	2.93 percent
% 0 Cumulative GPA in Final Sub.	19.04 percent	19.13 percent	19.31 percent	20.43 percent	19.67 percent
% 0 Cumulative Hours in Final Sub.	16.81 percent	17.08 percent	16.86 percent	18.28 percent	17.67 percent
% Unknown Entry Intent in Final no value or .	0.00 percent				
% Unknown Entry Intent in Final unknown	8.92 percent	10.18 percent	12.73 percent	18.88 percent	19.03 percent
% Unknown Current Intent in Final no value or .	0.00 percent				
% Unknown Current Intent in Final unknown	8.92 percent	10.18 percent	12.73 percent	18.88 percent	19.03 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or .	0.00 percent				
% Unknown Highest Degree in Final unknown	12.36 percent	11.92 percent	10.92 percent	8.23 percent	8.37 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	98.85 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)*	09/03/19	09/04/18	09/14/17	09/13/16	08/25/15
# Submissions to Final	4	3	3	4	1

Timeliness	on time	on time	13 days late	on time	on time
Record Count (duplicate completions)	3477	3795	4084	4532	4773
Total Number of Completions from A1	3421	3734	4030	4474	4632
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	0.02 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	5.46 percent	6.30 percent	6.83 percent	6.62 percent	7.27 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)*	09/03/19	09/05/18	08/29/17	09/13/16	08/25/15
# Submissions to Final	2	3	1	3	1
Timeliness – Data Due	on time	1 day late	on time	on time	on time
Head Count in Final Submission	22993	24031	24582	25262	26259
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	4	3	1	4	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*	08/26/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
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*	1262
# 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)*	09/13/19	09/10/18	08/31/17	10/31/16	08/25/15
# Submissions to Final	4	4	2	3	1
Timeliness	10 days late	6 days late	on time	39 days late	on time
# Error Codes in Final Submission	4	3	3	3	3
# Critical Errors in Final Submission	3	2	2	2	2
% Records with Errors in Final Sub.	0.27 percent	0.29 percent	0.43 percent	0.41 percent	0.39 percent
% Dual Credit in Final	2.43 percent	2.51 percent	2.42 percent	2.10 percent	2.25 percent
% Remedial (PCS 14) in Final	6.55 percent	7.18 percent	7.70 percent	7.80 percent	8.56 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)*	09/30/19	10/11/18	10/24/17	10/28/16	09/30/15
# Submissions to Final	3	2	6	7	3
Timeliness	on time	10 days late	22 days late	11 days late	on time
Head Count in Final Submission	13743	14193	14590	14768	14964
Discrepancy between E1 & Survey	0	0	0	0	0

# Error Codes in Final Submission	5	5	3	4	6
# Critical Errors in Final Submission	1	1	0	0	0
% Records with Errors in Final Sub.	1.36 percent	1.28 percent	1.64 percent	1.57 percent	2.87 percent
Current Intent Coverage in Final Sub % coded as unknown	7.54 percent	8.53 percent	8.99 percent	10.57 percent	12.52 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	100.00 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)*	10/03/19	10/05/18	10/02/17	10/03/16	09/28/15
Timeliness	2 days late	4 days late	on time	on time	on time
Head Count	13743	14193	14590	14768	14964
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)*	10/28/19	10/23/18	10/23/17	10/27/16	10/16/15
# Submissions to Final	4	2	2	2	2
Timeliness	13 days late	8 days late	7 days late	1 day late	1 day late
# Error Codes in Final Submission	5	4	4	5	5
# Critical Errors in Final Submission	3	3	3	3	3
% Records with Errors in Final Sub.	23.72 percent	22.64 percent	20.39 percent	27.07 percent	28.23 percent
% Unknown Employment Class (8)	1.52 percent	1.33 percent	1.34 percent	1.46 percent	1.90 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*	10/19/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	2
Timeliness	N/C*	N/C*	N/C*	N/C*	4 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	10/10/18	10/11/17	10/14/16	10/15/15
# Submissions to Final	1	1	1	1	1
Timeliness	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)*	11/04/19	10/31/18	11/06/17	12/06/16	10/28/15
Timeliness	3 days late	on time	5 days late	35 days late	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)*	02/14/19	02/07/18	02/02/17	02/02/16	02/13/15
Timeliness	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	02/01/18	03/08/17	02/04/16	01/29/15
Timeliness	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	02/02/18	03/08/17	02/04/16	01/29/15
Timeliness	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*	02/06/19	02/02/18	03/08/17	02/04/16	01/29/15
Timeliness	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	02/02/18	03/08/17	02/04/16	01/29/15
Timeliness	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*	02/04/19	02/16/18	02/02/17	03/10/16	01/21/15
Timeliness	3 days late	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*	06/02/16	05/27/15
# Submissions to Final	N/C*	N/C*	N/C*	3	2
Timeliness	N/C*	N/C*	N/C*	2 days late	on time
# Error Codes in Final Submission	N/C*	N/C*	N/C*	0	2
# 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	1.63 percent
Response Rate (PBIS)	N/C*	N/C*	N/C*	56.38 percent	26.98 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	Yes	No

*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)*	06/19/19	06/13/18	06/19/17	06/13/16	06/23/15
# Submissions to Final	5	2	4	2	3
Timeliness	2 days late	on time	4 days late	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.	6.75 percent	4.56 percent	7.47 percent	8.79 percent	7.50 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	2.42 percent	2.59 percent	2.93 percent	3.67 percent	4.10 percent

*Due 06/17 in FY 19



RECOGNITION REPORT

LEWIS & CLARK COMMUNITY COLLEGE

January 2021

Illinois Community College Board

RECOGNITION REPORT
FOR
LEWIS & CLARK COMMUNITY COLLEGE
January 2021

INTRODUCTION

During fiscal year 2020, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Lewis & Clark Community College, District 536. 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 Lewis & Clark Community 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 Lewis & Clark Community 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

Lewis & Clark Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art and Musical Performance, 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. The Academic Affairs Division controls curriculum and evaluates courses using oversight from the Academic Affairs and Curriculum and Instruction committees. Academic dean completed program reviews and instructional observations, and course evaluations and climate surveys are administered regularly. The college has implemented multiple measures for placement recommendations.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Lewis & Clark Community 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 Lewis & Clark Community 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 Lewis & Clark Community 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 84 instructors taught transfer (1.1) dual credit courses. Of these instructors, nine did not have the appropriate credentials to teach transfer courses. It was reported that one of the nine instructors, who do not hold the appropriate credentials, is no longer teaching. During fiscal years 2018 and 2019, it was reported that 74 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 13 instructors did not have the appropriate credentials nor held the 2,000 hours in relevant work experience. Additionally, 30 instructors held the appropriate credentials, but did not have 2,000 hours in relevant work experience.

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: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), Lewis & Clark Community 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. 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 college noted several areas where tested experience or proficiency was observed in lieu of the required credentials cited in Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B). The ICCB does not have a policy on tested experience. Additionally, instruction does not count toward hours of work experience. 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:

Dual credit instructors are held to the same faculty qualifications as on campus faculty. High school administrators and dual credit faculty impacted by the ICCB findings will be contacted to request additional documentation to verify the dual credit faculty member's credentials. If the documentation cannot be provided, the dual credit faculty member will have the opportunity to create an agreed upon Education Improvement Plan for a period of three years (Dual Credit Quality Act) with the understanding that any required coursework, document work experience, certification examination, or documented portfolio of lived experience will be complete within the three-year

timeframe. In the event that the dual credit faculty member cannot provide the agreed upon documentation, the partnership will be removed from the high school.

6. Assessment Plans

The institution has a systematic process in place to assess student learning in each degree and certificate program. The institution assesses the six general education outcomes embedded in the curriculum during the annual program assessment, and a faculty committee monitors this process. The institution assesses learning outcomes, program completer, cost-effectiveness and quality in CTE programs are assessed during the ICCB program review process, and two interim reviews are conducted prior to the official review. The institution utilizes multiple assessment tools and accepts transitional instruction courses for placement. Placement data is collected and analyzed by the Student Success Team.

Compliance Recommendation: None.

7. Student Evaluation

Lewis & Clark Community 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.

Lewis & Clark Community 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 Instructional Development Center provides professional development opportunities for faculty in the areas of accessibility, assessment, student support, personal development, sustainability, technology, and a host of other topics. The Center for Disability 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), Lewis & Clark Community 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:

The College was able to identify and locate the three transcripts that were missing from the records and has determined that they do have the proper credentials to teach those 1.1 courses. We will continue to ensure that the rules regarding teaching qualifications are followed and documented in our records.

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. Lewis & Clark Community 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 does not participate in any other cooperative or joint educational agreements.

Compliance Recommendation: None.

Advisory Recommendation: Within the college's self-assessment, it is noted that, "The college does work with other college districts through the state CAREER agreement and chargebacks." Pursuant to article 20 of the CAREER Agreement, of which the college is a part, colleges sending students to receiving colleges will not pay chargebacks. The

CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, the college should discontinue this practice and remove this language from their course catalog and any other place it may be.

Advisory Recommendation: Within the college catalog online, under “Joint Educational Agreements” it lists the colleges that are participants in the CAREER Agreement. This list is incomplete and does not accurately represent that all 39 community college districts participate in the Agreement. Moving forward, the college should update this list to ensure accuracy of information.

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, college website, and the college’s self-assessment. Lewis & Clark Community College’s Academic Calendar includes at least 16 weeks, with at least 79 full days of instruction for the fall and 78 full days for the 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. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster, etc.), the district has developed policy and procedures around school closure.

Compliance Recommendation: None.

11. Program Review/Results

After reviewing Lewis & Clark Community College’s program review process and submissions over the last five years, 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. The college includes student and academic support services and administrative functions in their program review cycle. Detailed by the self-assessment, the college utilizes sufficient data practices and has implemented processes to ensure accurate and timely data reporting. No discrepancies between the college’s program review process, schedule, and the ICCB five-year program review manual were identified.

Recommendation: None.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising/Counseling

Lewis & Clark Community College’s advising and counseling program is comprehensive 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. Advisors then use academic progress reports from faculty and other information to remain in contact with students. Advisors also work with the local high schools and the community, which has led to an increase in minority enrollment. While overall enrollment has declined, the number of minority students has increased by 4.4 percent this year, the college stated. Based on the report, the student information system has also been upgraded to include a student planning tool that advisors and students can use to plan a student's full academic career at Lewis & Clark. Students and advisors can plan each semester for a student. This allows the student not only to see their progress but also to know which courses remain and help them see how close they are to completing their goal.

Compliance Recommendation: None.

Part B: Financial Aid

Lewis & Clark Community College provided a holistic review of its Financial Aid Department. The college offers financial assistance through federal, state, institutional, and private funds. Financial Aid advisors assist students with completing their FAFSAs and then work with students to help them understand their eligibility, costs, expected family contribution, and the responsibilities that come with accepting aid. Students are provided information and access to financial support through workshops, brochures, and the college website. The department's Veterans School Certifying Officials (SCO) explain to veterans how to apply for and maintain veterans' education benefits and certify enrollments with the Department of Veterans Affairs to receive those benefits. The SCO also works with the college's Career and Veteran Services department in assisting veterans. The college did not offer any data on the loan default rate.

Compliance Recommendation: None.

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, job identification and acquisition, and student work-study. All of these services are available during normal business hours. Current job listings are available on each campus at all times with specific contact information available through the Career Center office in addition to on-campus resources.

Compliance Recommendation: None.

Part D: Support Services

Lewis & Clark Community College provides various support services to students, which include Office of Disability, Student Life, TRiO, and veteran's services.

The student success center provides day, evening, and online tutoring services at locations throughout the campus and the Edwardsville Center. 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 college praises the work of the student success center. According to the college, success has been seen in the college's retention and completion data which shows that degree-seeking, tutored students at Lewis & Clark Community College have an average fall-to-fall retention rate of 64 percent over the past five years in comparison to the 51 percent retention rate for all degree-seeking students during the same period.

Disability support services include assistive technology, such as screen readers, continuous speech recognition, enlarged text, large monitors, alternative input devices, and career exploration and continuing education classes.

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. 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 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

Lewis & Clark Community College has practiced sound financial planning over the years as evidenced by budget management, external audits, Board of Trustee meeting minutes, strategic plans, and our various financial records and reports.

The college has an integrated financial planning tool to assist in the projection of revenues and expenditures through 2025. This model, which considers historical data and projections based on current economic conditions, was deemed solid by the Higher Learning Commission (HLC) as part of the college's 2013 reaccreditation. Currently, Lewis & Clark Community College holds an A- long-term rating with a stable outlook from Standard & Poor's (S&P) Ratings Services.

The rating reflects S&P's view of the district's participation in the diverse St. Louis metropolitan statistical area economy, a current available reserve position at a strong level, low-to-moderate debt burden, and inherent operational flexibility provided by its ability to raise tuition and fees. A copy of this report can be provided for review. The College's financial management was also commended by HLC which stated, "Lewis & Clark remains in constant contact with economic experts and state officials for advice on long-term financial projections."

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 Lewis & Clark Community 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.

Lewis & Clark Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Lewis & Clark Community College officials have met ICCB deadlines for most submissions. Overall, Lewis & Clark Community 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 two of the five years reviewed; the fiscal year 2020, fiscal year 2019, and fiscal year 2018 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Lewis & Clark Community College's A1 submission met the reporting deadline in none of the past five fiscal years; the fiscal year 2020 and fiscal year 2018 submissions were finalized one week late, the fiscal year 2019 and fiscal year 2016 submissions were seven weeks late, and the fiscal year 2017 submission was finalized three weeks 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. Coverage of Entry Intent and Current Intent was excellent in fiscal year 2017 and fiscal year 2016 with no records having unknown Entry Intent and less than one percent of records having unknown Current Intent. The proportion of records with unknown Entry Intent and Current Intent ranged between 4 percent and 88 percent in fiscal year 2020 through fiscal year 2018. The proportion of records with unknown Highest Degree Previously Earned ranged between 6 percent and 41 percent across the five years reviewed increasing each year. Coverage of Highest Degree Previously Earned is an area for further improvement. The proportion of records with unknown High School Rank was about 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 three of five fiscal years reviewed; the fiscal year 2019 submission was finalized one-half month late, and the fiscal year 2016 submission was finalized eight days past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Lewis & Clark Community College met the reporting deadline in two of the five years reviewed; the fiscal year 2019 submission was finalized two weeks late, and the fiscal year 2017 and fiscal year 2016 submissions were finalized 13 days 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 three of the five years reviewed; the fiscal year 2020 submission contained one critical error, and the fiscal year 2017 submission contained two critical errors. This data was verified by college officials as valid and accurate. The proportion of records with unknown Race/Ethnicity was less than six 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. Lewis & Clark Community College did not meet 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. Lewis & Clark Community College met the reporting deadline in two of the five years reviewed; the fiscal year 2020 submission was finalized two days late, and the fiscal year 2019 and fiscal year 2016 submissions were finalized three weeks late. The number of submissions needed to finalize the data ranged from one to two, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission 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 one day late, and the fiscal year 2016 submission was finalized nearly three weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions in three of the five years reviewed; the fiscal year 2018 and the fiscal year 2017 submissions each contained one critical error. This data was verified by college officials as valid and accurate. Lewis & Clark Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed: 149 records in fiscal year 2017 and 57 records in fiscal year 2016.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Lewis & Clark Community College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with less than two percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between 18 percent and 28 percent across the five years reviewed. The Highest Degree Previously Earned variable was unknown for 60 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 neither of the two submissions reviewed.

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 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 four of the past five fiscal years; the fiscal year 2016 submission was finalized one day late.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Lewis & Clark Community College met the submission deadline in four of the past five years reviewed; the fiscal year 2015 submission was finalized two days late. The number of submissions needed to finalize the data ranged from one 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. Lewis & Clark Community College met the reporting deadline in four of the five years reviewed for all four surveys; the fiscal year 2018 submission was finalized three days late 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: 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 Lewis & Clark Community College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)**, the **Annual Completions Data (A2)**, and the **Annual Course Data (AC)**.

College Response:

Lewis and Clark Community College appreciates the compliments regarding our submission record.

A1 has been late as it is a report that requires the most input and updates from multiple facets of the college, Enrollment, Financial Aid, Academics, etc. It is also a report that changes year to year. For instance, this year Covid-19 information was requested from ICCB on the A1 report.

The A2 report is dependent of the A1. This is not an excuse but if the A1 is late, then A2 will most likely also be late. Looking at the positive side of this, by virtue of resolving the submission time of the A1 report, we should resolve the submission timeliness of the A2 report.

The two very late AC submissions were due to the A1 errors not caught until weeks late and having to be resubmitted. Making A2 also late and subsequently AC very late.

It looks like the key here is the A1 report. Getting it submitted correctly and on time will go a long way in alleviating the late submissions on A2 and AC.

To rectify the late submissions, Lewis and Clark Community College's ICCB reporting team are going to start working on the A1 report as soon as the guidelines are received. This is usually on June 1. The reporting team has already scheduled a meeting with all members to start looking at the A1 report guidelines on that date with the goal to have the report submitted correctly by the 8/1/2020 due date.

Lewis & Clark Community 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)*	07/15/19	07/10/18	07/14/17	07/14/16	07/15/15
# Submissions to Final	2	2	2	1	2
Timeliness	on time				
Duplicated Head Count	6819	6162	6708	6706	6496
Unduplicated Head Count	3181	2802	3003	3190	2865
# Error Codes in Final Submission	3	2	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	1.73 percent	1.46 percent	1.95 percent	2.04 percent	1.46 percent
% Unknown Age in Final Submission no value or .	0.01 percent	0.02 percent	0.00 percent	0.00 percent	0.02 percent
% Unknown Age in Final Submission unknown	1.26 percent	1.07 percent	1.60 percent	1.37 percent	1.09 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	27.63 percent	28.38 percent	23.94 percent	21.31 percent	18.18 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**	60.45 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)*	08/09/19	09/18/18	08/08/17	09/22/16	09/21/15
# Submissions to Final	3	2	2	3	6

Timeliness	8 days late	48 days late	7 days late	21 days late	49 days late
Head Count (total incl. 0 hrs enroll.)	8920	9660	10253	11099	10879
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	2	4	6	2	3
# Critical Errors in Final Submission	1	1	1	0	0
% Records with Errors in Final Sub.	0.06 percent	0.13 percent	0.49 percent	0.05 percent	0.68 percent
% 0 Cumulative GPA in Final Sub.	6.94 percent	8.39 percent	7.39 percent	9.09 percent	6.98 percent
% 0 Cumulative Hours in Final Sub.	5.95 percent	6.88 percent	6.85 percent	8.60 percent	6.75 percent
% Unknown Entry Intent in Final no value or .	0.00 percent				
% Unknown Entry Intent in Final unknown	15.27 percent	31.44 percent	87.61 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final no value or .	0.00 percent				
% Unknown Current Intent in Final unknown	4.39 percent	20.71 percent	74.51 percent	0.04 percent	0.06 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or .	0.00 percent				
% Unknown Highest Degree in Final unknown	41.40 percent	36.94 percent	17.57 percent	13.57 percent	5.85 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	N/C**	N/C**	72.48 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)*	08/16/19	09/18/18	08/24/17	09/28/16	09/14/15
# Submissions to Final	1	1	1	2	4

Timeliness	on time	14 days late	on time	13 days late	13 days late
Record Count (duplicate completions)	1256	1537	1486	1469	1668
Total Number of Completions from A1	1208	1447	1484	1467	1668
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	1	1	1	3	0
# Critical Errors in Final Submission	1	0	0	2	0
% Records with Errors in Final Sub.	0.64 percent	0.13 percent	0.06 percent	0.20 percent	0.00 percent
% Unknown Ethnicity in Final no value or .	0.00 percent				
% Unknown Ethnicity in Final unknown	5.57 percent	5.27 percent	3.43 percent	2.59 percent	4.68 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)*	08/29/19	09/19/18	08/31/17	09/01/16	09/09/15
# Submissions to Final	1	1	1	1	3
Timeliness – Data Due	on time	15 days late	on time	on time	8 days late
Head Count in Final Submission	8920	9660	10253	11099	10879
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	1	1	1	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*	09/08/15

# Submissions to Final	N/C*	N/C*	N/C*	N/C*	3
Timeliness – Data Due	N/C*	N/C*	N/C*	N/C*	7 days late
Head Count in Final Submission	N/C*	N/C*	N/C*	N/C*	324
# 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)*	09/05/19	09/26/18	09/01/17	08/31/16	09/23/15
# Submissions to Final	2	1	1	1	2
Timeliness	2 days late	22 days late	on time	on time	22 days late
# Error Codes in Final Submission	0	1	1	1	1
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.03 percent	0.02 percent	0.00 percent
% Dual Credit in Final	27.10 percent	26.87 percent	24.89 percent	22.83 percent	22.19 percent
% Remedial (PCS 14) in Final	3.77 percent	3.44 percent	3.15 percent	5.35 percent	5.75 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)*	09/27/19	10/02/18	10/02/17	10/04/16	10/21/15
# Submissions to Final	1	3	2	2	3
Timeliness	on time	1 day late	on time	on time	20 days late
Head Count in Final Submission	6413	6698	7000	7272	7914
Discrepancy between E1 & Survey	0	0	0	-149	-57

# Error Codes in Final Submission	1	3	2	2	1
# Critical Errors in Final Submission	0	0	1	1	0
% Records with Errors in Final Sub.	0.15 percent	0.07 percent	0.20 percent	0.06 percent	0.17 percent
Current Intent Coverage in Final Sub % coded as unknown	11.73 percent	6.57 percent	77.41 percent	0.07 percent	0.00 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	98.04 percent	98.13 percent	98.21 percent	98.36 percent	98.58 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)*	09/30/19	09/27/18	09/28/17	09/28/16	09/30/15
Timeliness	on time				
Head Count	6413	6698	7000	7421	7971
Discrepancy between E1 & Survey	0	0	0	+149	+57

*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)*	10/15/19	10/15/18	10/16/17	10/17/16	10/15/15
# Submissions to Final	2	2	3	2	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	10.33 percent	5.92 percent	8.16 percent	12.52 percent	17.44 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	11.25 percent	0.00 percent	2.65 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*	10/16/15
# Submissions to Final	N/C*	N/C*	N/C*	N/C*	1
Timeliness	N/C*	N/C*	N/C*	N/C*	1 day 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	10/15/18	10/16/17	11/03/16	10/16/15
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	1 day 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)*	10/25/19	10/18/18	10/30/17	10/28/16	10/29/15
Timeliness	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)*	02/06/19	02/09/18	02/10/17	02/11/16	02/12/15
Timeliness	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*	02/01/19	02/05/18	03/07/17	02/02/16	01/29/15

Timeliness	on time	3 days late	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*	02/01/19	02/05/18	03/07/17	02/02/16	01/29/15
Timeliness	on time	3 days late	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	02/05/18	03/09/17	02/02/16	01/29/15
Timeliness	on time	3 days late	1 day late	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	02/05/18	03/07/17	02/02/16	01/29/15
Timeliness	on time	3 days late	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	02/14/18	02/07/17	03/09/16	01/29/15
Timeliness	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*	05/24/16	05/27/15
# Submissions to Final	N/C*	N/C*	N/C*	1	1
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*	42.24 percent	29.91 percent
Met Minimum Response Rate***	N/C*	N/C*	N/C*	No	No

*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)*	06/13/19	06/15/18	06/14/17	06/14/16	06/17/15
# Submissions to Final	2	2	1	3	4
Timeliness	on time	on time	on time	on time	2 days late
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	7.71 percent	6.34 percent	9.49 percent	10.40 percent	11.21 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	1.75 percent	1.41 percent	1.09 percent	1.38 percent	1.44 percent

*Due 06/17 in FY 19

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UNAPPROVED

Minutes of the 442nd
Meeting of the
Illinois Community College Board

Join Zoom Meeting

<https://us02web.zoom.us/j/83790757898?pwd=YVNoOUY1Q3h1KzEwVUV4QWZ6ZUNGZz09>

Meeting ID: 837 9075 7898

Passcode: 3E78SH

One tap mobile

+13126266799,,83790757898#,,,,,0#,,478671# US (Chicago)

+13017158592,,83790757898#,,,,,0#,,478671# US (Washington D.C)

Dial by your location

+1 312 626 6799 US (Chicago)

Meeting ID: 837 9075 7898

Passcode: 478671

December 4, 2020

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the December 4, 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 Teresa Garate. Enrique Velazquez, Student Board member, was absent. A quorum was declared.

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

Dr. Lopez began by acknowledge the passing of Jerry Weber. Jerry was a tireless advocate for the community college system here in Illinois, where he was formerly the president at Kankakee Community College and the College of Lake County. From 2017 to 2020 he served as the President of Bellevue College in Washington. He worked tirelessly for Diversity, Equity and Inclusion and was an advocate for Green programs, establishing The Illinois Green Economy Network (IGEN), which is a consortium of Illinois community colleges working together to share resources, common experiences and best practices to help grow the new green economy. On behalf of the Board, Dr. Lopez wanted to express our condolences to his family.

Dr. Lopez went on to speak about the continued status of working remotely, in light of the still surging pandemic. The agency is doing very well and staff have adjusted to remote work. The agency has protocols in place in order to try to keep everyone safe. Though it is likely to take some time, vaccines are forthcoming.

One of the first things we can hope for from the new administration is some serious consideration of a state COVID relief package. Biden has already endorsed the idea, put forward by a bipartisan group of Senators, for 900 billion in relief as a down payment toward the countries recovery.

There have been numerous expressions of commitment and interest about community colleges from this administration. Including:

- **Free Community College.** One proposal calls for the federal government covering 75 percent of the cost and states contributing the remaining obligation.
- **Expansion of PELL**
 - Double PELL funding
 - Expand eligibility to PELL for dual credit students
- **Significant investments (\$50 billion) in CTE and workforce training, with community college as the main workforce provider**
 - Apprenticeship programming
 - Community college facilities and technology (\$8 billion)
 - Employer and union partnerships
 - Specific investments in Information Technology and AI
- **Investing in Diversity and Equity**
 - Dual credit as a strategy for equity and diversity in key workforce shortages (specifically teaching)
 - Additional funding for supporting individuals with disabilities across the education continuum (including full funding for IDEA implementation)
 - Investments in MSIs
- **Other Priorities that will Indirectly Impact Community Colleges**
 - Universal Pre-K
 - Investments in Climate and Renewable, Sustainable Energy: increase demand for renewable energy and solar programming, manufacturing, and auto-related jobs
 - Policies that will incentive manufacturers to stay in the States
 - Modernizing Infrastructure: highway and commercial construction programming demand
 - Investments in Community Health Workers and Caregivers

Board member Teresa Garate will give an update on the IBHE Strategic planning efforts, but Board member Paige Ponder was asked to represent the ICCB on an advisory committee and other members will likely be asked to participate on the working groups over the next month or two. Ms. Ginger Ostro, IBHE Executive Director, will be asked to present at the ICCB January Board meeting to provide an update on those planning efforts. I know that Brian has been very involved as well.

Item #3 – Board Member Comments

There were no comments.

Item #3.1 – Illinois Board of Higher Education Report

Dr. Teresa Garate reported there are several important developments since the strategic plan work was kicked off:

- The Executive committee have met and affirmed a preliminary vision for the work that is centered on equity and student success.
- The IBHE has developed a set of core principles and priorities for strategic planning.
- The Executive Directors for IBHE and ICCB have worked to pull together the IBHE Strategic Planning Advisory Committee that will have its first meeting in the next couple of weeks.

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- In addition to ICCB Board member Paige Ponder, there are three community college presidents represented on this advisory committee. The trustees, students, and faculty will also have a voice.
 - This committee will meet five times between now and the end of March.
 - There will also be working groups convened around specific topics that are pertinent to the plan and these working groups will be providing that information back to the Advisory Committee
- Over 9500 individuals throughout Illinois responded to a survey that helped identify what some of these priorities are.
 - Nearly 20 different focus groups were conducted with stakeholders (including some ICCB members) to identify priority areas.
 - The goal is for the IBHE to approve this in March / April, and for the ICCB and ISAC to endorse the plan thereafter. IBHE Executive Director, Dr. Ginger Ostro, is being invited to come to the ICCB meeting in January to provide an update to the Board.

Item #4 – Executive Director Report

Dr. Brian Durham began by echoing Chair Lopez's condolences to the family of Jerry Weber. This is really a true loss to the community college system here in Illinois. Dr. Durham went on to congratulate a number of ICCB staff on their time at the agency:

- Tricia Broughton, who has been at the agency for 20 years
- Jeff Newell who also has been with the agency for 20 years
- Jennifer foster has been with the agency as well for 20 years

There are some real opportunities coming out of the Biden administration that's about to take over in January. Nationally, in many conversations, the community college world buzzing with excitement about Joe Biden being in the White House and his administration being in support already for community colleges.

P20 Council Revised Focus on COVID-19: ICCB staff are participating in P20 Council efforts to address COVID 19 effect on students. This effort is focused on planning for the use of federal relief dollars for the full P-20 educational continuum, in the event that funds ever materialize.

Many are very interested in the budget but as of right now there is not a lot to say. ICCB is prepared for reserves if necessary and provided scenarios to the Governor's Office of Management and Budget. ICCB staff has been able to identify reserves that will not touch the base operating or equalization if there is a situation where the agency will need to return any money for this current fiscal year.

The ICCB in partnership with Illinois Department of Human Services (IDHS) provided approximately \$3 million in federal funding to 61 Adult Education providers and 15 Workforce Equity Initiative colleges. The funds must be used to remove barriers to remote learning for those students currently enrolled, or who are going to enroll, in coursework to earn a degree, credential, High School Equivalency certificate, or to increase basic skills to enter employment. Allocations are posted on the ICCB website at: <https://www.iccb.org/iccb/grant-opportunities/>.

At the end of September, ICCB staff attended and presented at the Forum for Excellence, which is Illinois' premier career and technical education (CTE) and adult education professional development event. Conference sessions amplified the equity goals of the ICCB with topics ranging from universal design for learning to considering equity and inclusion in online teaching. The conference boasted 800 attendees, a phenomenal feat, especially considering the virtual delivery.

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Dr. Durham along with Deputy Executive Director Jennifer Foster were interviewed on the topic of enrollment in adult education and literacy programs. Ms. Foster led the conversation, highlighting the changing nature of adult education, from a purely literacy focused program to a program much more connected to workforce training. She also emphasized changes to the high school equivalency test and the impact of the economy on adult students. This was one of several interviews where we were provided the opportunity to highlight the \$500,000 in scholarship funds for High School Equivalency made available last month.

Led by Chief of Staff Matt Berry, the ICCB submitted its Diversity, Equity, and Inclusion plan to the Governor's Office. This plan, required by the Governor's Office, includes four goals: Goal 1: ICCB employees understand, are committed to, and have the infrastructure needed to operationalize diversity, equity, and inclusion in the workplace. Goal 2: ICCB workforce reflects the diversity of the state by focusing on diversity, equity, and inclusion in recruitment and retention. Goal 3: ICCB policies and procedures reflect the Board's commitment to diversity, equity, and inclusion. Goal 4: Community college system goals are data driven and promote equity and access for all students.

The first of three Student Advisory Committee (SAC) meetings occurred at the beginning of October. The first meeting of the fiscal year focused on an overview of the community college system.

* * * * *

The advisory organizations will give their reports ahead of the Board committee reports beginning with Jacob Winters speaking on behalf of the ICCFA.

* * * * *

Item #6 - Advisory Organizations

Item #6.5 - Illinois Community College Faculty Association

Jacob Winters began by announcing this will be his last report. Faculty have been working insane hours to support their students. For this reason, the committee has not been very active this year and due to the pandemic, the annual conference was cancelled. Still, the Association was able to give out grants to faculty and scholarships to students. For the student scholarships, there were 7 applicants and all were issued scholarships. Six scholarships were for \$1000 and one scholarship for \$1500. The faculty grants given out included four grants. The committee voted on the following:

- Mahesh K Gurung, Harry S Truman College (CCC), Experiential Learning: collaborative research activity at West Ridge Nature preserve (WRNP) for Truman biology students
- Mia Hardy, Elgin Community College, The Impact of Adaptive Learning Technology on Student Learning in Online and Face to Face Sociology Classes
- Antonio Ramirez, Elgin Community College, Chicagolandia: Oral Histories of Chicago's Latino Suburbs
- Carolyn J Stephens, Lake Land College, Research and Map Historic Old York Road from Charleston to West York

As the ICCFA president for the past 2+ years, Mr. Winters stated it has been a great experience and he has learned so much about how the local colleges and the state work together. On Tuesday, the Association will have an executive vote to appoint an interim president and treasurer.

Mr. Winters appreciates the work that ICCB members and staff do and expressed his thanks for always inviting the ICCFA to the table.

Item #6.1 - Illinois Council of Community College Presidents

Dr. Sylvia Jenkins reported the Council's last meeting was held on November 12th. Council will be conducting a joint meeting with the CAOs and CSSOs on January 28th virtually. The focus of the agenda will be on the topic of equity, diversity and inclusion on the community college campuses.

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The Council will be discussing their legislative agenda which includes MAP grants, and using the funds for short term certificate programs, continued funding for base operating and equalization grants and will continue to spread the word of how important the community college education is to the workforce. Dr. Josh Bullock will be the new president of the ICCCP beginning on July 1, 2021.

Item #6.2 - Student Advisory Council

Enrique Velazquez, Student Board member, was unable to attend the Board meeting.

Item #6.3 - Illinois Community College Trustees Association

Jim Reed report their last meeting was held on November 13-14th. The schedule included a webinar titled “Community Colleges + Diversity = The Future; What Role Will You Play as a Trustee?” Based on ACCT’s recently released implementation guide, national and local panelists will discuss strategies to create an equity-minded board and institution, suggest recommendations to monitor and evaluate the college’s progress on equity goals, and encourage meaningful changes on campus.

The Association adopted their 2021 Legislative Goals, which include a special focus on equity on higher education:

- Local control of community colleges: Illinois community college boards are locally elected or appointed to make decisions affecting their local districts and are directly responsive to the electorate. A 2007 Judicial Circuit Court decision reaffirmed the concept that community colleges are units of local government. ICCTA will protect local control of community colleges and oppose any legislation that infringes on this autonomy.
- Equitable funding for community college operations: ICCTA strongly advocates for funding to expand job-training programs in high-demand fields. Illinois community colleges will continue to provide critical educational services, including to the nation’s veterans, and to improve student outcomes at a low cost.
- Equity in higher education: In tandem with efforts taking place on individual campuses to promote equitable participation and foster a welcoming learning environment, ICCTA supports policies aimed at closing educational and economic gaps of underrepresented populations and eliminating historic barriers to higher education.
- MAP funding set-aside: The Governor has indicated strong support for the Monetary Award Program, which was reflected in an additional \$50 million in funding in Fiscal Year 2020. MAP resources are essential for community college students, who are often the first in their family to attend college or come from families with distressed financial conditions. We believe that a portion of new money allocated to MAP should be earmarked for community college students.
- Baccalaureate degrees: Allowing community colleges to offer bachelor’s degrees in limited fields of study enables development of more talent for the workforce, including technical fields that are changing and growing in geographically remote areas where employers struggle to hire employees with the needed qualifications. These degrees also provide an opportunity for employed adults to advance in their careers, addressing the interests and needs of adult learners who are unlikely to pursue a transfer pathway that requires relocating from their current home and employment.
- Funding for capital construction projects: Community colleges have capital and deferred maintenance needs that approach more than \$1 billion statewide. ICCTA will pursue the efficient and timely distribution of community colleges in capital construction proposals that are brought before the General Assembly.

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The Association also analyzed the results of the November 3 general election. Failure of the graduated income tax amendment will place tremendous pressure on the state's finances. Governor Pritzker has asked state agencies to trim their budgets by 5 percent to fill a potential \$4 billion shortfall over the next two fiscal years. The Illinois community college system could see 5-8 percent cuts

Due to COVID-19 concerns, the General Assembly's fall 2020 veto session has been cancelled and the February 2021 Community College National Legislative Summit will be conducted virtually.

The Association also:

- Shared ideas on how to reach out to lawmakers remotely, such as inviting them to serve as guest lecturers, appear at virtual town halls, and participate in Zoom issue briefings;
- Heard that the Illinois Community College Board plans to offer a webinar on enrollment strategies, in response to the system's 13.7 percent drop in fall 2020 enrollment;
- Were informed that the Illinois Community College Marketing Collaborative has selected a consultant to develop a statewide media campaign for fall 2021;
- The Trustee Roundtable participants shared 1) how their colleges are responding to possible budget reductions following the failure of the "Fair Tax" amendment, and 2) how colleges responding to the COVID-19 pandemic;
- Approved several "housekeeping" amendments to the ICCTA Bylaws and Operations Manual; and
- Noted the November 11 passing of Dr. Jerry Weber, former president of Kankakee Community College and the College of Lake County.

Item #6.4 - Adult Education and Family Literacy Council

Ms. Ginger Harner reported that the Adult Education Advisory Council finished last year with the recruitment and retention focus and got that flipped upside down to COVID. The focus was dealing directly with the enrollment issue but needed to be more responsive to the remote learning environment. The focus of the council changed to remote intake and onboarding of students to remote support services for students, as well as, an equity subcommittee. Some of the issues that have been prevalent surround remote testing and proctoring. So there is preimposed testing that takes place. Rather than making this a long-term goal, the council decided to look at both long term recommendations, but also get some emergency advice out to the field. Surveys were sent out to the field to learn what approaches were working, what the action plans for remote learning are, and what the students were responding to. The council then shared these responses to the field. Most of the work has centered around the students:

- how to relate to the students and give them the personal touch that they are used to getting in the classrooms while now on a zoom meetings;
- how to keep the students engaged;
- how to reach out to the students;
- how to keep the students enrolling in the classes;
- what are the things that the staff are seeing in terms of responses from students;
- how the students feel engaged during remote learning;
- what tools are working best in the virtual classrooms; and
- are there platforms that are particularly helpful for students who want to do independent work outside the classroom?

Those kinds of topics have enabled staff to do a very good job in addressing students needs and being sure that they are being heard. As the Council moves forward this fiscal year, there will be great work recommendations to follow in terms of how does the council move forward and turn this into an opportunity.

Item #5 - Committee Reports

Item #5.1 - Academic, Workforce, and Student Support

Paige Ponder reported the Committee had a continued discussion on the requirement of the Constitution Test based on research from the staff. The Committee decided to temporarily waive the Constitution requirement for everyone until further notice or for a specified period of time (e.g. January 1, 2022) and will be brought to the January 2021 Board Meeting. Any person passing the HSE exam with the required score, would be issued a high school equivalency, adult diploma, or an HSE diploma for alternative methods of credentialing. Board Member Nick Kachiroubas made a motion on behalf of the AWS Committee to have staff move forward with waiving the Constitution requirement through January 1, 2022.

Committee members also directed ICCB staff to develop a course that is on a Google Platform or Black Board for test-takers to meet the requirement. This would be taken as a part of HSE process but will be at the test-takers leisure in order to meet the requirements but would not need to be proctored. Based on the GED and the HiSet Exam and the level of coverage of information on the Federal Democratic Process, the Committee was comfortable moving forward with the removal of the federal constitution requirement and the development of a course via the google platform to meet the state requirements. The idea of this is to reduce the barriers to the employment and to entering postsecondary education. A formal approval will be brought to the Board in January 2021.

Staff provided an update on the Diversity, Equity and Inclusion Plan. The plan is a required by the Governor's Office and includes goals on both internal and external elements. A DEI Committee is in process of being established that will be utilized to look at process and policy to ensure inclusion of diversity and equity. A goal of the plan is also to develop a framework for colleges in development of their DEI plan. Most colleges have a plan.

Staff also provided an update on the Workforce Equity Initiative (WEI) which added two more colleges for a total of 17 colleges for Year 2.

Dr. Marcus Brown also discussed the New Units of Instruction with Committee.

* * * * *
BREAK at 10:22 a.m.
RETURNED at 10:32 a.m.
* * * * *

Item #5.2 - Finance, Budgeting, Accountability and External Affairs

It was reported the committee met this morning at 8:00 a.m. with Terry Bruce, Larry Peterson and Lynette Stokes in attendance and discussed the following items: Timeliness of State Payments – community colleges have not received most of 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; a Public Relations and Marketing Update; the Administrative Rules Regulatory Agenda; and the Fall 2020 Enrollment Report.

Item #5.2a - Finance, Budgeting, Accountability and External Affairs

Mr. Nathan Wilson shared data from the ICCB Fall 2020 Enrollment report. This data highlighted enrollment trends in Illinois and nationally. Fall 2020 student headcount, full-time equivalent (FTE) enrollment, and online instruction enrollment was examined and compared to the previous year's data.

Preliminary disaggregated data was provided as well during the presentation. The powerpoint presentation will be provided on the ICCB website.

Item #7 – New Units of Instruction

Item #7.1 – John A. Logan College, Lake Land College, Rock Valley College, Shawnee Community College

Nick Kachiroubas made a motion, which was seconded by Teresa Garate, 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

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)

A roll call vote was taken with the following results:

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

The motion was approved.

Item #8 – Illinois Community College Board Recognition of Community Colleges

Item #8.1 - Southeastern Illinois College and Spoon River College

Nick Kachiroubas made a motion, which was seconded by Doug Mraz, to approve the following motion:

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

Southeastern Illinois College
Spoon River College

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea

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Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #9 – Adoption of Minutes

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

Item #9.1 – Minutes of the June 12, 2020 Executive Session

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

Item #9.2 – Minutes of the September 11, 2020 Board Meeting

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

Item #9.3 – Minutes of the September 11, 2020 Executive Session

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

A roll call vote was taken with the following results:

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

The motion was approved.

Item #10 - Consent Agenda

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

Item #10.1 - Illinois Community College Board January 2021 Regulatory Agenda

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
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

Item #10.2 - Proposed High School Equivalency Exam Amendment

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”.

A roll call vote was taken with the following results:

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

The motion was approved.

Item #11 – Information Items

There was no discussion.

Item #11.1 - Fiscal Year 2021 Financial Statements

Item #11.2 - Fall 2020 Enrollment Report

Item #11.3 - Diversity, Equity and Inclusion (DEI) Plan

Item #11.4 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director

Item #12 - Other Business

There was no other business.

Item #13 - Public Comment

There was no public comment.

Item #14 - Executive Session

Item #14.1 - Employment/Appointments Matters and Item #14.2 - Review of Minutes of Closed Sessions

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

Item #9.1
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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	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. The Board will take a break before entering into executive session. The Board entered into executive session at 11:35 a.m.

* * * * *

Doug Mraz made a motion, which was seconded by Lynette Stokes, to reconvene Public Session at 11:48 a.m.

A roll call vote was taken with the following results:

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

The motion was approved.

Item #15 - Renewal of the Executive Director Employment Agreement

Suzanne Morris made a motion, which was seconded by Teresa Garate, to approve the following motion:

The Board hereby approves the proposed revisions to the Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

A roll call vote was taken with the following results:

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

The motion was approved.

Item #16 - Approval of Confidentiality of Executive Session Minutes

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

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

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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.

A roll call vote was taken with the following results:

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

The motion was approved.

Item #17 - Executive Session Recommendations

Item #17.1 - Employment/Appointments Matters

There were no recommendations

Item #18 - Adjournment

Larry Peterson made a motion, which was seconded by Paige Ponder, to adjourn the Board meeting at 11:53 a.m.

A roll call vote was taken with the following results:

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

The motion was approved.

Illinois Community College Board

FISCAL YEAR 2022 CAPITAL BUDGET REQUEST

The Illinois Community College Board fiscal year 2022 capital budget request is made up of three components: support for allocating funds to all projects that have been appropriated but have not been funded, Capital Renewal Grants, and college specific projects.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2022 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Authorizes the submission of the request to the Governor's Office of Management and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and
3. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

Three components of the fiscal year 2022 capital request are as follows:

1. **Support for allocating funds to the projects appropriated in the fiscal year 2020 Rebuild Illinois Capital Plan (Public Act 101-0029)**: After going nearly a decade without new capital funding, last year the legislature passed and the Governor signed the Rebuild Illinois capital program. This six-year program, the largest program ever for higher education, includes \$479 million for new capital projects and statewide deferred maintenance at community colleges. The appropriated projects included 37 projects from ICCB's fiscal year 2020 capital list, capital renewal funds, and legislative initiatives. The legislature also provided 224.9 million in re-appropriation for projects funded in prior years but never released. While these projects have been appropriated, the State must still issue bonds to finance the projects and authorize the release of funding before the projects can commence. **Table 1** summarizes the Rebuild Illinois projects and the re-appropriation projects.
2. **Capital Renewal/Deferred Maintenance**: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities. Historically, capital renewal grants were allocated to each community college based on the amount of owned gross square feet of each district, however CDB and GOMB may choose to fund projects of need submitted by districts that do not correlate with gross square footage. The first project on **Table 2** is the Capital Renewal/Deferred Maintenance request.
3. **College Specific Projects**: Colleges request state funding for construction projects in their Resource Allocation and Management Plan (RAMP) which is submitted annually to the ICCB. This year the ICCB received 98 requests which totaled over \$956.8 million. Community colleges are required to match state resources with a twenty five percent local match for each project. **Table 2** summarizes the 40 projects prioritized on the ICCB capital list that will be submitted to the Governor's Office of Management and Budget, the Illinois General Assembly, and the Illinois Board of Higher Education for inclusion in the higher education capital budget request. Projects were evaluated using criteria established in the Administrative Rules of the Illinois Community College Board. The result of this staff evaluation process is a selection, or ranking, of projects for the capital budget request. This is the first year of the new list. In subsequent years inflationary increases or technical amendments are the only changes allowed until a new list is prioritized. Narratives follow to support the 40 specific college project requests. **Table 3** lists the Capital Renewal/Deferred Maintenance request and all projects submitted by the colleges as part of their FY2022 RAMP requests.

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Table 1
Illinois Community College Board
Fiscal Year 2022 Capital Budget Recommendation for Release of Funds

College	Project	State Funding	Local Match	Project Total
Black Hawk College	Energy Efficient Upgrades	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Carl Sandburg College	Customer service renovations and other improvements	\$ 200.0	\$ 66.7	\$ 266.7
City Colleges of Chicago	Misc. capital improvements	\$ 27,613.4	\$ 9,204.5	\$ 36,817.9
City Colleges of Chicago Kennedy King College	Culinary Arts Facility	\$ 12,020.0	\$ 4,006.7	\$ 16,026.7
City Colleges of Chicago Olive Harvey College	Funding for New Building	\$ 533.7	\$ 177.9	\$ 711.6
City Colleges of Chicago Olive Harvey College	Additional funding for new building	\$ 1,943.2	\$ 647.7	\$ 2,590.9
City Colleges of Chicago Truman College	Capital improvements	\$ 5,000.0	\$ 1,666.7	\$ 6,666.7
City Colleges of Chicago- Wilbur Wright College	Feasibility study for expansion of the Humboldt Park Vocational Ctr	\$ 1,000.0	\$ 333.3	\$ 1,333.3
City Colleges of Chicago Wright College	Humboldt Park Ed Center Improvements	\$ 5,255.0	\$ 1,751.7	\$ 7,006.7
College of DuPage	Instructional Center Noise Abatement	\$ 1,560.0	\$ 520.0	\$ 2,080.0
College of DuPage	Temporary Facilities Replacement	\$ 20,000.0	\$ 6,666.7	\$ 26,666.7
College of DuPage	Science , Technology, Engineering, Mathematics Center *	\$ 125.0	\$ 41.7	\$ 166.7
College of Lake County	Student Services Building	\$ 35,274.0	\$ 11,758.0	\$ 47,031.9
College of Lake County	Construction of a classroom building and other capital improvements	\$ 26,713.1	\$ 8,904.4	\$ 35,617.5
College of Lake County	Classroom Building at Grayslake Campus	\$ 6,143.1	\$ 2,047.7	\$ 8,190.7
College of Lake County	Building Renovations	\$ 800.0	\$ 266.7	\$ 1,066.7
Elgin Community College	Optician laboratory technology space	\$ 300.0	\$ 100.0	\$ 400.0
Elgin Community College	Capital improvements for mechatronics	\$ 200.0	\$ 66.7	\$ 266.7
Harper College	Engineering and Technology Center Renovations	\$ 619.7	\$ 206.6	\$ 826.3
Harper College	Upgrading parking lots and other improvements	\$ 1,410.0	\$ 470.0	\$ 1,880.0
Heartland Community College	Challenger Learning Center construction costs	\$ 86.1	\$ 28.7	\$ 114.8
IL Eastern Community Colleges Lincoln Trail College	Refrigeration and Sheet Metal Technology Building	\$ 1,660.0	\$ 553.3	\$ 2,213.3
IL Eastern Community Colleges Olney Central College	Collision Repair Technology Center	\$ 120.0	\$ 40.0	\$ 160.0
IL Eastern Community Colleges Wabash Valley College	Student Center	\$ 4,460.0	\$ 1,466.7	\$ 5,946.7
IL Eastern Community Colleges Frontier College	Student education and support center renovation	\$ 2,642.9	\$ 881.0	\$ 3,523.9
Illinois Central College	Classroom renovations and other improvements	\$ 80.0	\$ 26.7	\$ 106.7
Illinois Central College	Sustainability Education Center	\$ 2,920.0	\$ 973.3	\$ 3,893.3
Illinois Central College	Renovations, panel replacement, and entryway relocation at Edwards Building	\$ 5,163.8	\$ 1,721.3	\$ 6,885.1
Illinois Valley Community College	Agriculture facility building	\$ 150.0	\$ 50.0	\$ 200.0
Illinois Valley Community College	Community Technology Center	\$ 210.0	\$ 70.0	\$ 280.0
Joliet Junior College	Renovation of Utilities	\$ 320.0	\$ 106.7	\$ 426.7
Joliet Junior College	Infrastructure improvements	\$ 50.0	\$ 16.7	\$ 66.7
Kankakee Community College	Laboratory Classroom Facility	\$ 47.0	\$ 15.7	\$ 62.7

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Table 1
Illinois Community College Board
Fiscal Year 2022 Capital Budget Recommendation for Release of Funds

College	Project	State Funding	Local Match	Project Total
Kankakee Community College	Infrastructure improvements	\$ 1,494.1	\$ 498.0	\$ 1,992.1
Kaskaskia	Vandalia Campus Infrastructure Improvements	\$ 8,200.0	\$ 2,066.7	\$ 8,266.7
Lake Land College	Rural Development Technology Center	\$ 8,400.0	\$ 2,800.0	\$ 11,200.0
Lake Land College	Workforce Relocation Center	\$ 10,930.0	\$ 3,643.3	\$ 14,573.3
Lake Land College	Student Services Building Addition	\$ 8,950.0	\$ 2,983.3	\$ 11,933.3
Lewis & Clark Community College	Daycare and Montessori	\$ 1,850.0	\$ 550.0	\$ 2,200.0
Lewis & Clark Community College	Engineering Annex	\$ 1,700.0	\$ 566.7	\$ 2,266.7
Lewis & Clark Community College	Greenhouse renovations	\$ 875.0	\$ 291.7	\$ 1,166.7
Lewis & Clark Community College	Main Complex renovations	\$ 37,500.0	\$ 12,500.0	\$ 50,000.0
Lewis & Clark Community College	Erickson Hall renovations	\$ 200.0	\$ 66.7	\$ 266.7
Lincoln Land Community College	Sangamon Hall Renovations	\$ 3,315.0	\$ 1,105.0	\$ 4,420.0
Lincoln Land Community College	Exterior repairs and other improvements	\$ 335.0	\$ 111.7	\$ 446.7
McHenry County College	Greenhouse	\$ 750.0	\$ 250.0	\$ 1,000.0
McHenry County College	Pump house	\$ 120.0	\$ 40.0	\$ 160.0
Morton College	Emergency Generator	\$ 195.0	\$ 65.0	\$ 260.0
Morton College	Construction of a new facility	\$ 660.0	\$ 220.0	\$ 880.0
Moraine Valley Community College	Renovation of buildings A, B, and L and health careers center	\$ 43,063.4	\$ 14,354.5	\$ 57,417.9
Oakton Community College	Skokie Campus Improvements	\$ 100.0	\$ 33.3	\$ 133.3
Oakton Community College	Addition and remodeling of Des Plaines Campus	\$ 31,866.5	\$ 10,622.2	\$ 42,488.7
Oakton Community College	Classroom Renovations	\$ 125.0	\$ 41.7	\$ 166.7
Parkland College	Student Services Center Addition	\$ 215.0	\$ 71.7	\$ 286.7
Parkland College	Safety Improvements to Chemistry Lab	\$ 100.0	\$ 33.3	\$ 133.3
Prairie State College	Capital Improvements*	\$ 2,839.4	\$ 946.5	\$ 3,785.8
Prairie State College	Roof repairs and high voltage system repairs	\$ 5,600.0	\$ 1,866.7	\$ 7,466.7
Prairie State College	Roof Replacement	\$ 2,100.0	\$ 700.0	\$ 2,800.0
Richland Community College	Student Success Center Renovation and Addition	\$ 330.9	\$ 110.3	\$ 441.2
Richland Community College	Student Success Center Renovation and Addition additional funds	\$ 391.6	\$ 130.5	\$ 522.1
Rock Valley College	Infrastructure Improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Arts Instructional Center	\$ 8,600.0	\$ 2,866.7	\$ 11,466.7
Rock Valley College	Classrooms Building II	\$ 17,000.0	\$ 5,666.7	\$ 22,666.7
Rock Valley College	Renovation and Expansions	\$ 1,766.1	\$ 588.7	\$ 2,354.8
Rock Valley College	Science Lab Improvements and campus improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Reconstruction and Improvements to the Stenstrom Center	\$ 200.0	\$ 66.7	\$ 266.7
Shawnee Community College	Metropolis facility improvements	\$ 70.0	\$ 23.3	\$ 93.3

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Table 1
Illinois Community College Board
Fiscal Year 2022 Capital Budget Recommendation for Release of Funds

College	Project	State Funding	Local Match	Project Total
South Suburban College	Construction of Allied Health Addition in addition to funds previously appropriated	\$ 35,776.3	\$ 11,925.4	\$ 47,701.7
South Suburban College	Allied Health Building	\$ 15,747.0	\$ 5,249.0	\$ 20,996.0
South Suburban College	Gym and Maintenance Facility renovations	\$ 1,040.0	\$ 346.7	\$ 1,386.7
South Suburban College	Infrastructure improvements	\$ 100.0	\$ 33.3	\$ 133.3
South Suburban College	Roofing and exterior repairs	\$ 145.0	\$ 48.3	\$ 193.3
Southeastern Illinois College	Construction of a Vocational Building	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Southwestern Illinois Community College	Site improvements at Central Quad	\$ 880.0	\$ 293.3	\$ 1,173.3
Triton College	Technology Building	\$ 330.0	\$ 110.0	\$ 440.0
Triton College	Infrastructure improvements	\$ 400.0	\$ 133.3	\$ 533.3
Triton College	ADA Compliance	\$ 20.5	\$ 6.8	\$ 27.4
Triton College	Infrastructure improvements	\$ 105.0	\$ 35.0	\$ 140.0
Waubonsee Community College	Replace Building A	\$ 2,900.0	\$ 966.7	\$ 3,866.7
Waubonsee Community College	Construction & Renovation of CTE building	\$ 12,669.7	\$ 4,223.2	\$ 16,892.9
TOTAL \$=Thousands		\$ 435,225.4	\$ 145,075.1	\$ 580,300.5

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Table 2
Illinois Community College Board
Fiscal Year 2022 New Capital Budget Recommendation

Rank	District	Project Title	State Funding Request	Local Funding Match	Project Total
	Statewide	Capital Renewal Grants/Deferred Maintenance	\$ 188,750.0	\$ 56,250.0	\$ 225,000.0
1	508 City Colleges	Biology Labs Renovation	\$ 2,962.5	\$ 987.5	\$ 3,950.0
2	515 Prairie State	Allied Health Building	\$ 14,326.0	\$ 4,776.0	\$ 19,102.0
3	513 IL Valley	Library / Student Success Center	\$ 3,939.5	\$ 1,313.1	\$ 5,252.6
4	517 LakeLand	Rehabilitation of Kluthe Center	\$ 3,296.3	\$ 1,098.8	\$ 4,395.0
5	524 Moraine Valley	Career & Technical Education Lab Expansion	\$ 6,563.2	\$ 2,187.8	\$ 8,751.0
6	527 Morton	Allied Health Technology Center	\$ 57,177.3	\$ 19,059.1	\$ 76,236.4
7	504 Triton	Window Replacements Student Resource Buildings	\$ 1,524.1	\$ 508.0	\$ 2,032.1
8	528 LLCC	Menard Hall Renovations	\$ 9,015.2	\$ 3,005.1	\$ 12,020.3
9	540 Heartland	Agriculture Building/Complex	\$ 22,349.4	\$ 7,449.8	\$ 29,799.2
10	507 Danville	Healthcare Professions Center	\$ 4,271.3	\$ 1,423.8	\$ 5,695.1
11	504 Triton	Window Replacements Line Buildings Phase 2	\$ 1,778.3	\$ 592.8	\$ 2,371.1
12	503 BlackHawk	CTE Building at the Quad-Cities Campus	\$ 31,834.5	\$ 10,611.5	\$ 42,446.0
13	525 Joliet	EASTERN PORTION OF DISTRICT CAMPUS CONSTRUCTION	\$ 17,236.0	\$ 5,745.5	\$ 22,981.5
14	529 IL Eastern	ADA Improvements to Restrooms and Other Capital	\$ 4,043.1	\$ 1,347.7	\$ 5,390.8
15	505 Parkland	Biological/Chemical and Physical Sciences Training Center	\$ 16,919.1	\$ 5,643.1	\$ 22,562.2
16	532 Lake County	Wellness and Health Sciences Center	\$ 13,665.0	\$ 4,555.0	\$ 18,220.0
17	520 Kankakee	Phase II of the Technology Center Building Renovation	\$ 2,836.8	\$ 945.6	\$ 3,782.4
18	512 Harper	New Construction and Remodeling	\$ 52,006.9	\$ 17,355.7	\$ 69,362.6
19	513 IL Valley	Center for Excellence in Teaching, Learning, and Assessment	\$ 2,181.5	\$ 727.2	\$ 2,908.7
20	506 Sauk Valley	CTE Expansion	\$ 7,500.0	\$ 2,500.0	\$ 10,000.0
21	539 Wood	Parking Lot Repairs - Main Campus	\$ 300.0	\$ 100.0	\$ 400.0
22	510 South Suburban	Parking lot Roadway Storm Water Management	\$ 9,005.8	\$ 3,001.9	\$ 12,007.7
23	523 Kishwaukee	Art and Floral Design Program Space Consolidation	\$ 3,150.2	\$ 1,050.0	\$ 4,200.2
24	531 Shawnee	Main Campus Parking	\$ 239.9	\$ 80.0	\$ 319.8
25	530 Logan	First & Second Floor Student Life Building C and Library Remodel	\$ 10,950.0	\$ 3,650.0	\$ 14,600.0
26	508 City Colleges	Main Building Roof Replacement	\$ 2,475.0	\$ 825.0	\$ 3,300.0
27	528 McHenry	First Responder Training Center	\$ 6,802.4	\$ 2,267.5	\$ 9,069.9
28	516 Waubensee	Collins Hall Remodel	\$ 10,800.0	\$ 3,600.0	\$ 14,400.0
29	522 Southwestern	Allied Health Sciences Building	\$ 42,579.7	\$ 14,193.2	\$ 56,772.9
30	502 DuPage	S.T.E.M. Center	\$ 42,682.0	\$ 14,227.3	\$ 56,909.3
31	536 Lewis Clark	Roadway Parking lot, Sidewalk Improvement	\$ 4,036.4	\$ 1,345.4	\$ 5,381.8
32	535 Oakton	Eastern District Expansion – Building Addition	\$ 21,165.0	\$ 7,055.0	\$ 28,220.0
33	521 Rend Lake	Applied Sciences Center Addition	\$ 2,898.3	\$ 966.1	\$ 3,864.4

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Table 2
Illinois Community College Board
Fiscal Year 2022 New Capital Budget Recommendation

Rank	District	Project Title	State Funding Request	Local Funding Match	Project Total
34	521 Rend Lake	Student Center addition	\$ 8,909.1	\$ 2,969.7	\$ 11,878.7
35	514 IL Central	Architecture panel window door replacement	\$ 1,907.2	\$ 635.7	\$ 2,542.9
36	537 Richland	Master Plan Phase II (Innovative Learning Arts)	\$ 11,173.4	\$ 3,724.5	\$ 14,897.9
37	518 Sandburg	Asphalt Sidewalk Replacement Project	\$ 319.5	\$ 106.5	\$ 426.0
38	534 Spoon River	Drama Auditorium/Theatre Addition MultiPurpose Facility	\$ 9,657.0	\$ 3,219.0	\$ 12,876.0
39	528 McHenry	Multi-Purpose Addition	\$ 9,598.4	\$ 3,199.4	\$ 12,797.8
40	501 Kaskaskia	Parking Lot Drainage	\$ 4,113.8	\$ 1,371.3	\$ 5,485.0
TOTAL \$=Thousands			\$ 646,939.0	\$ 215,670.5	\$ 862,609.5

PROJECT DESCRIPTIONS:

Statewide Capital Renewal Grants/Deferred Maintenance: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities.

Priority # 1: City Colleges of Chicago Biology Labs Renovation: The project scope includes the completion of design/ bid documents from the renovation of Microbiology Labs, Anatomy & Physiology, and Prep Areas. The remodeling of the 6,600 sq. ft. lab spaces will include demolition and abatement of the 40 year old casework, equipment and fixtures. New insulated partitions, doors, solid surface flooring, upgraded mechanical and venting to meet biosafety level II requirements, new lighting & power, adequate plumbing fixtures and glass piping, ceiling, laboratory casework, student benches, AV systems and biology laboratory equipment. In addition to the lab spaces supporting IDF closets will require additional switches and venting to meet new requirements.

Priority #2 Prairie State Allied Health Building: The Allied Health building will add 27,840 gross square feet of laboratory, classroom and faculty office space to the College's physical plant. The two remaining temporary bungalows that are in poor condition will be demolished and the new Allied Health Building will be constructed between the Health Training Center and the Wellness Center. Another 10,000 gsf of space in the Main Building will be renovated and reassigned to other academic programs after the nursing and nursing assistant programs move to the new building.

Priority #3 Illinois Valley Library / Student Success Center: Jacobs Library is situated in Buildings A and C on the IVCC Oglesby Campus. Currently, the space occupied by the library functions solely as a library. Remodeling the library has the potential to allow IVCC to establish and grow a comprehensive student success center, which would integrate library services with academic support services, specifically the Writing Center, the Peer Tutoring Center, and the Student Technology Help Desk. In order to renovate the existing Library and create a new Student Success Center within this space for Illinois Valley Community College, the existing 15,720 sf Library currently located on the middle level of Buildings A and C along with the immediately adjacent corridor space will require complete renovation.

Priority #4 Lake Land Rehabilitation of Kluthe Center: The Kluthe Center was completed in the mid-1990s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems, but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

Priority #5 Moraine Valley Career & Technical Education Lab Expansion: This project will consist of a renovation of the existing building. The current programs exist within Building T located at the southwest portion of the academic core of the campus. The expansion requirements for the programs include approximately 11,000 square feet. Instructional spaces will also accommodate hands-on labs, and audio-visual/technical equipment will be designed to allow for various types of teaching and learning configurations to be developed. A major accommodation will include access drives for the Automotive Technology Lab and the Welding Lab to accommodate deliveries and vehicle access. Storm water management strategies will also be implemented to account for the additional impervious area being added to the campus footprint. This project will be designed in accordance with LEED standards and will incorporate energy-efficient mechanical systems. Additionally, renewable energy systems will be considered and may be incorporated into the project to support the programmatic components within the building.

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Priority #6 Morton Allied Health Technology Center: The New Allied Health Technology Center at Morton College will provide 99,960 SF of additional space for the college and will renovate approximately 13,600 SF of existing space. The new building will be constructed to the east of the existing buildings on campus and will be a stand-alone facility. It is envisioned as a two-story structure, constructed of a steel frame with a combination masonry / glass envelope in order to blend in with the rest of the campus aesthetic. In keeping with the College's commitment to sustainability, the new building will also incorporate "green" design strategies consistent with LEED certification requirements.

Priority #7 Triton Window Replacements Student Resource Buildings: Triton College's Line Buildings are comprised of four buildings. These buildings were constructed in the late 1960's and still have the original windows which are now over 50 years old. The windows leak and offer no thermal rating. New windows would eliminate the leaks as well as greatly improve the energy efficiency of the buildings.

Priority #8 Lincoln Land Menard Hall Renovations: Renovation to areas on the 1st floor and lower level of Menard Hall to improve student services and college function. The renovation will include mechanical updates to lighting, heating and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radius, etc.

Priority #9 Heartland Agriculture Building/Complex: The new Agriculture building/complex project consists of a new stand-alone building of approximately 48,400 gross square feet, along with site utility work and other site improvements. The project will include classrooms, laboratories, offices, general use spaces, and support facilities spaces for the instruction of Agriculture and Horticulture programs. The laboratories provided will accommodate plant science, soils, precision agriculture, Ag-mechanics, and general computer work. The special use facilities will consist of a fully functioning greenhouse with related ancillary spaces.

Priority #10 Danville Healthcare Professions Center: Danville Area Community College has acquired the former Army Reserve Center adjacent to the campus. This facility was built in 1958 and remodeled in 2004. The facility consists of 3.53 acres and has a two story 22878 sq ft main building and a 3-bay 4,356 sq ft garage / storage building. The main building is a two story masonry structure with a block and drywall interior. The main former administrative building will be renovated and converted into the new Healthcare Professions Center. The Current Healthcare Professions program is located in the basement of the Marry Miller center. This space is approximately 5000 sq ft. with every sq ft being used limiting expansion.

Priority #11 Triton Window Replacements Line Buildings Phase 2: Replace existing original windows in Triton College's Line Buildings which are comprised of four buildings. In order to install new windows in the Line Buildings, a thorough site analysis needs to be completed. The following lists activities, which will be related to proper installation of new windows: A detailed site analysis of the windows will be required. The site analysis will determine what interior work is required as well as whether or not any of the window caulking needs to be abated; A detailed set of construction documents will then be prepared for bidding; and replacement of windows.

Priority #12 Black Hawk CTE Building at the Quad-Cities Campus: Based on the research and data collection gathered and looking at innovative business "startups" in the region, Black Hawk College is looking to develop a Career and Technical Education Center on its Quad-Cities campus in Moline, Illinois. This new CTE facility will allow existing programming to be updated/modernized (manufacturing is offered in spaces that were built in the 1960's), and accommodate programming that has not been offered on the QC campus (automotive). New programming will be accommodated in this new space as well, including automotive body repair, diagnostic medical sonography, occupational therapist assistant, HVAC/Refrigeration, and micro brewing/craft distillery.

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Program support spaces including program specific classroom space, shared classroom space, and faculty/staff offices will allow for students to have convenient access to support their success.

Priority #13 Joliet Eastern Portion Campus Construction: Location and acquisition of an acceptable new site for the Eastern portion of the district Campus. This would involve identifying an available property within the desired service area of the district. Additionally the selected location will need to meet the accessibility needs of the college in terms of public and private modes of transportation. Construct a new facility of approximately 40,000 square feet to serve all students in the district. The facility will be designed to provide a full range of credit and non-credit classes, including all of the required courses for an Associate in Arts transfer degree as well as GED, ESL, special interest, youth, adult and life-long learning classes and provide space for proctored testing. Within the structure will be general education classrooms, labs space for biology and chemistry, computer lab space, conference space, food service, resource center, student lounge space, faculty/staff and administrative support office space, mechanical and custodial operations and storage space. An appropriately sized utility building will be provided for grounds maintenance equipment and operation.

Priority #14 Illinois Eastern ADA Improvements to Restrooms and Other Capital: The District has an estimated 19,500 square feet of restroom space at its existing locations. However, the District has a limited number of ADA compliant restrooms on its campuses. This remodel project will take our current restroom space located on each campus and ensure accessibility exists in every building. The work necessary to accomplish this would consist of a re-design of the current floor plan(s) of the existing restrooms. This re-design would include the removal and reduction of commode stalls to accommodate individuals in wheelchairs and other physical limitations. Washing sinks would require adjustment to necessary minimum heights to ensure proper access. Some of our existing wash sinks currently have exposed plumbing that require insulation or other protective barriers. Entryways to restrooms would require reconfiguration to allow for minimum width and clearance requirements as well as purchase and installation of automatic door openers to accommodate entrance to the restrooms.

Priority #15 Parkland Biological/Chemical and Physical Sciences Training Center: The new Science Addition will be a 2-story, ~ 44,000 gross square feet structure located on available land immediately adjacent to the existing L-Wing on the north side of the Parkland College campus. The building will connect to the L-Wing on both floor levels and be designed to meet the specific programmatic needs identified below. It will also be designed to be compatible with the existing campus architecture in terms of form and materials usage.

Priority #16 Lake County Wellness and Health Sciences Center: Fifty years ago, the average person was under the care of one or two health-care professionals. Now, the average healthy person relies in upwards of 5-6 professionals for their overall health care. Consequently, integrated patient care is increasingly necessary for the future of health sciences. The College of Lake County (CLC) has over 12 high-demand, health career academic programs delivered across three campuses, including Grayslake, Lakeshore, and Southlake. However, programs on the Grayslake campus are scattered across various buildings and in spaces that lack a dynamic learning environment reflective of the professional settings in healthcare and limit an ability to design learning that models the integrated delivery of healthcare today. The Wellness and Health Sciences Center would bring health and wellness programming into a single state-of-the-art learning environment. The Center will provide students with opportunities to work seamlessly in a setting that better mirrors the way they will be engaging in patient care as professionals at area hospitals and other healthcare facilities. The Center will be designed with a specific focus to train on nursing, allied health and wellness professions. The Wellness and Health Sciences Center will be an integrated training facility where students will learn patient care using the tools and techniques used in top-notch healthcare facilities.

Priority #17 Kankakee Phase II of the Technology Center Building Renovation: The renovation of the Technology Center at Kankakee Community College will enhance program space that has been in use since the 1970's. The Scope of Work associated with Phase II of this project includes the renovation of approximately 13,600 SF of existing space located on the First Floor and Second Floor of Building V at Kankakee Community College. The primary purpose of this project is to upgrade and expand the following programs: Automation / Hydraulics, Automotive Technology, and Criminal Justice, Electrical Engineering Technology, and Innovation Lab.

Priority #18 William Rainey Harper New Construction and Remodeling: Social Science Center (Buildings I and J). As one of the largest divisions of the College, the Business and Social Science Division houses all of the Social Science programs including Anthropology, Early Childhood Education, Economics, Geography, History, Political Science, and Psychology as well as the Business programs including Business Administration and Accounting. The Childcare Center is also housed under the division and resides in the Business and Social Science Center. Additionally, these buildings will be the home of the future Regional Entrepreneurship and Innovation Center that will house both students and community members looking to start and grow their businesses. It will also be home of the Small Business Development Center.

Priority #19 Illinois Valley Center for Excellence in Teaching, Learning, and Assessment: The Learning Commons is situated in Building D on the IVCC Oglesby Campus. Currently, the large open space is occupied by the Writing Center, the Student Help Desk, and the Peer Tutoring Center. The space also houses six offices. Four of the offices are occupied by academic support staff and two offices are currently occupied by full-time faculty from the science department. Changes to the Learning Commons have the potential to allow IVCC to establish and grow a larger space that will serve professional development and instructional technology needs of IVCC faculty. Paired with the potential of renovating the current library into a comprehensive student success center, remodeling and changes in the current Learning Commons would include relocating the Student Technology Help Desk, the Writing Center and the Peer Tutoring Center from the Learning Commons to the current library to create a student success center. Once the Help Desk, Writing Center and Peer Tutoring Center are relocated to the student success center, considerations should be made to remodel the current Learning Commons into a new space to house and expand services and programs provided by IVCC's Center for Excellence in Teaching, Learning, and Assessment (CETLA).

Priority #20 Sauk Valley CTE Expansion: The project planning phase will encompass a College-wide assessment to determine critical enhancements necessary to ensure SVCC's CTE space and equipment is suitable to serve the District's students. Additionally, the College will engage a certified architect/engineer to assist with project planning and construction oversight. The CTE expansion at SVCC will require a 10,000sqft addition to the west-end of the SVCC main facility. The expansion will make room for SVCC's CTE programs, including but not limited to, Agriculture, Welding, Multi-craft Technology, HVAC, and Electrical Engineering. Site preparations for the expansion footprint will require the demolition of two existing substandard structures and excavation of existing employee parking. The expansion will also require additions to SVCC's main facility's electrical and HVAC infrastructure.

Priority #21 John Wood Parking Lot Repairs - Main Campus: Portions of main driving lanes constructed in 2001 are used daily for deliveries by Tractor-Trailer style trucks in addition to large Box Trucks and waste/recycling trucks. Additionally, several areas have developed "alligatoring" due to fluctuations of the subsurface, primarily from ground water beneath with seasonal changes. Finally, we have many "seams" unraveling in the pavement in our oldest asphalt parking lot, circa 1996, that serves our Science and Technology building. All of these areas create potential risks to pedestrians and vehicles.

Priority #22 South Suburban Parking lot Roadway Storm Water Management: The scope of the project involves but is not limited to the demolition/removal of existing asphalt paving and existing gravel base approximately 831,000 gross square feet, damaged concrete and curbing.

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The material will be taken off site. If possible, the material will be recycled and used on the project. Upgrade/improve existing subgrade drainage to divert rainwater runoff away from the new surfaces.

Priority #23 Kishwaukee Art and Floral Design Program Space Consolidation: The Project Scope includes the relocation of the existing Art Program and Floral Design Program from the B1400 Wing into existing vacant space within the A Wing. Once this relocation consolidation work is complete, the B1400 Wing will be completely vacant and no longer required to support the College's long-term needs. As a result, the College will demolish the existing B1400 Wing and restore the site in an effort to reduce ongoing operating costs for the College.

Priority #24 Shawnee Main Campus Parking: The main campus entrance, parking lot, and driveway around campus needs rehabilitation and upgrading due to the lifecycle condition and need of ADA upgrades. Existing pavement needs to be replaced and new pedestrian walkways and features need to be constructed. Project will consist of pavement rehabilitation and resurfacing for facility entrances and facility access ways. Project will also include new sidewalk/walking path construction. Included will also be pavement maintenance for parking areas and adjoining site facility areas at the main campus facility.

Priority #25 John Logan First & Second Floor Student Life Building C and Library Remodel: The spaces in lower and upper "C" building have gone largely unchanged for 40 years, though the delivery of services to students has changed dramatically. The spaces are no longer functional. The proposed renovations provide additional and properly designed office, meeting/conference, and facility space for Student Services and auxiliary services such as the student life areas and food services. The available 47,996 square feet area for the renovation provides offices, testing areas, tutoring areas, waiting area, and administrative staff spaces to support the college.

Priority #26 City Colleges Main Building Roof Replacement: The existing membrane is 20 plus year old and beyond its usable life span. There are multiple areas where water intrusion is evident and causing interior damage. Work is necessary to restore water-tight building envelope and prevent further damage to building interiors.

Priority #27 McHenry First Responder Training Center: A First Responder Training Center at McHenry County College is needed to accommodate and expand existing programs and to be able to develop new ones that will serve the residents of the larger McHenry County area needs. Current space restrictions limit the ability and type of training current programs can offer, in particular Fire Science and Criminal Justice.

Priority #28 Waubensee Collins Hall Remodel: This building has not been significantly remodeled since it was built in 1970. This building contains a large portion of student services i.e., tutoring, supplemental education, and the library. This is a critical resource to the college and needs to be updated. The building suffers from many technological deficiencies as well as accessibility and general safety concerns. The scope of the Collins renovation includes a full interior renovation. Primary areas and offices in Collins that will be impacted by the renovation of the building include the library, tutoring, and other academic support areas which provide direct support to students. Other areas in Collins include training and support for faculty and online instruction, a TV studio, information technology support spaces and administrative offices.

Priority #29 Southwestern Allied Health Sciences Building: In 2019, the District requested an Environmental Scan and GAP Analysis report be produced as part of its Strategic Planning Process. The group preparing the report analyzed the area's economy and projected job openings between 2018-2028. The report indicated Hospitals as a Key Industry subsector in the District, with a projected 9.7% growth in the job market over the next decade.

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Several programs were identified as areas in which a gap needed to be filled within the area including Nursing Assistant / Aide and Patient Care Assistant / Aide, Emergency Medical Technology as well as Phlebotomy Technicians. The District assessed the capacity and utilization of the current facilities and compared the results against space needs, concluding that the utilization of the facilities for allied health science programs and educational venues were well beyond capacity. Programs proposed for this facility include Health Information Technology, Medical Assistant, Medical Laboratory, Nursing Education, Nursing Assistant, Emergency Medical Technology, Pharmacy Tech, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care. Considering the anticipated growth in these allied health science fields and the district population, along with the age of the current facilities, there remains a need to expand the campus facilities.

Priority #30 College of DuPage S.T.E.M. Center: This new facility would consist of 105,000 square feet within three stories located on west side of the College of DuPage main campus. The building will create a learning environment designed to meet evolving S.T.E.M. educational needs of today as well as enable the College to creatively address the needs of the future. The S.T.E.M. Center will serve as the foundation for the College of DuPage efforts to create interactive blended learning in Science, Technology, Engineering and Mathematics. The new facility will include space to address the following:

Priority #31 Lewis and Clark Roadway Parking lot, Sidewalk Improvement: This project includes pervious pavers to lots such as the Wade faculty/staff parking lot, Ringhausen and Gilman parking areas and the Math and Science building parking lots. Construction of the final phases of bioswales in the Hatheway parking lot will promote further sustainable practices by controlling storm water runoff. The campus sees steady traffic during the spring and fall semesters and through events hosted throughout the year of nearly 200,000 visitors. In addition, delivery trucks are routinely on campus adding wear and tear on the roads over time. This has led to deterioration of the asphalt roadway. Extensive patching of roadways is no longer adequate and requires replacement. Civil Engineers have identified the most severely damaged roadways and parking lots that need immediate attention and this project addresses those concerns.

Priority #32 Oakton Eastern District Expansion – Building Addition: The College is looking to construct and renovate a building approximately 50,000 gross square feet for the Eastern Campus that will serve as the new entrance to the College, coordinate services most needed by students and the community, and better connect with the Des Plaines and Skokie campuses. It will include the construction of interior spaces highlighted in the next section. The final result is a campus that is student and community centered, while enhancing the ability of the faculty to provide the highest quality environment for teaching and learning.

Priority #33 Rend Lake Applied Sciences Center Addition: Growth centered in the Applied Science Center shop and classroom area is most conspicuous in the Diesel, Agricultural Mechanics, and Heavy Equipment. The new Applied Sciences Center Addition will be an extension of the existing facility. Spaces planned for the addition include three new service bays, a combine bay, two classrooms for instruction, a diesel laboratory, a small student lounge, restrooms, and storage spaces. Site Improvements to consist of accessible walks, site lighting, aprons and drives, connection to the facility storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, and HVAC controls system. A sub-surface investigation will be performed along with soil borings for building suitability.

Priority #34 Rend Lake Student Center Addition: Building an addition to the existing Student Center will enhance Rend Lake College student life and expand institutional opportunities. The addition would expand the Student Center to include a student commons area, bookstore, and conference center. Currently, there is no central location on campus for students to gather, interact, eat, relax, and participate in recreational activities. Over half of the original Student Center space has been converted to house the addition and growth of the Culinary Arts program; thus, the Student Center space has dwindled in size and functionality.

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At present, the bookstore is housed in the Academic Building; eating facilities are in the Student Center; and, student recreation is housed in the South Oasis in close proximity to faculty and staff offices. Relocating these facilities to one central location would expand student gathering spaces, encourage student interaction and provide an opportunity for the existing bookstore space to be reclaimed as classroom space.

Priority #35 Illinois Central Architecture panel window door replacement: The current AHUs are proximately 45 years old and have reached their serviceable life -span. The current HVAC system continually has maintenance issues and is frequently under repair. The system is not energy efficient and would be replaced by Air Handlers and new duct work that would be significantly more reliable and energy efficient. The current air handlers are still on pneumatic controls, we would upgrade these to electronic controls allowing us better control resulting in more efficiency of the system. We would also upgrade the control sequences to improve efficiency also. Additionally, if we added cooling to areas that don't currently have it, we would significantly increase comfort to the students and staff. We would maximize comfort and efficiency of the building as it pertains to HVAC.

Priority #36 Richland Master Plan Phase II (Innovative Learning Arts): The scope of this project reflects the future space needs and incorporates utilizing the DIRTT System for interior partitions. Refinements to the specific scope of this project will be addressed once funding for planning has been determined. In following with College efforts to increase sustainability, the project's estimate has been adjusted to reflect current building costs necessary to meet LEED criteria.

Priority #37 Carl Sandburg Asphalt Sidewalk Replacement Project: This project includes a topographic survey of the existing asphalt sidewalks and concrete ramps to determine their compliance with ADA and establish a base map for the replacement of the asphalt walkways. This project will replace approximately 33,000 square feet of existing asphalt sidewalks with new 5" concrete sidewalks. Site work will include regarding the existing surfaces to address areas that are found to be out of compliance with accessibility requirements.

Priority #38 Spoon River Drama Auditorium/Theatre Addition Multipurpose Facility: The plans for the Multipurpose Facility originally included a 16,200 square foot drama theater, classrooms for physical education classes, a student-athlete study center and additional storage space, making-g it truly a "multi-purpose" facility,, but the theater and classrooms were removed from the revised plans in 2015 due to lack of available funding. This project would construct a Drama Theater connected to the existing Multipurpose Facility so they would share the common entryway, lobby, restrooms, and concession stand: In addition to the theater, the College would construct two 600 square foot classrooms' an 800 square foot athletic study center, two offices for athletic/student services staff and additional storage space for athletics.

Priority #39 McHenry Multi-Purpose Addition: In order to address the lack of large meeting space on campus to support events such as career fairs, college fairs, and industry-related events, as well as to create space to support the health and wellness of the college community and the community-at-large, a new addition and a series of renovations to the existing facilities will need to be implemented.

Priority #40 Kaskaskia Parking Lot Drainage: The scope of work includes removal and replacement of the existing West, East, ST Annex and Agricultural Education Center (AEC) parking lots on the Main Campus and includes drainage improvements. The parking lot improvements involve the replacement of approximately 468,850 square feet of parking area. The work includes removing the existing concrete pavement, constructing stone sewers (including concrete gutters, inlets and pipe), grading the subgrade, and constructing the proposed pavement (hot-mix asphalt pavement on aggregate subgrade on lime modified soil), and completing all miscellaneous work, including the restriping of the parking lots.

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District	Project Title	State Funds	Local	Total Funds
501 Kaskaskia	Parking Lot Drainage	\$ 4,113.8	\$ 1,371.3	\$ 5,485.0
501 Kaskaskia	Fine and Performing Arts addition	\$ 5,610.0	\$ 1,870.1	\$ 7,480.1
502 DuPage	S.T.E.M. Center	\$ 42,682.0	\$ 14,227.3	\$ 56,909.3
502 DuPage	Student Success Center Renovation and Expansion	\$ 11,635.1	\$ 3,878.4	\$ 15,513.5
502 DuPage	Cleve Carney Museum Expansion	\$ 7,177.3	\$ 2,392.4	\$ 9,569.7
502 DuPage	Community Education and Training Center	\$ 8,464.2	\$ 2,821.4	\$ 11,285.7
503 BlackHawk	CTE Building at the Quad-Cities Campus	\$ 31,834.5	\$ 10,611.5	\$ 42,446.0
503 BlackHawk	New Student Center at the East Campus	\$ 18,800.0	\$ 6,266.7	\$ 25,066.7
504 Triton	Career Discovery Center Building	\$ 28,161.4	\$ 9,387.1	\$ 37,548.5
504 Triton	Window Replacements Student Resource Buildings	\$ 1,524.1	\$ 508.0	\$ 2,032.1
504 Triton	Window Replacements Line Buildings Phase 2	\$ 1,778.3	\$ 592.8	\$ 2,371.1
504 Triton	New Health Career Building	\$ 22,489.4	\$ 7,496.5	\$ 29,985.9
504 Triton	Industrial Careers 2nd Floor Addition	\$ 53,002.4	\$ 17,667.5	\$ 70,669.9
504 Triton	Construction of Physical Plant	\$ 32,324.9	\$ 10,775.0	\$ 43,099.9
504 Triton	Rehabilitation of Potable Water	\$ 1,846.1	\$ 615.4	\$ 2,461.5
504 Triton	Cernan Earth & Space Center Expansion	\$ 1,636.2	\$ 545.4	\$ 2,181.6
505 Parkland	Biological/Chemical and Physical Sciences Training Center	\$ 16,919.1	\$ 5,643.1	\$ 22,562.2
506 Sauk Valley	CTE Expansion	\$ 7,500.0	\$ 2,500.0	\$ 10,000.0
506 Sauk Valley	Community and Corporate Space	\$ 7,387.5	\$ 2,462.5	\$ 9,850.0
506 Sauk Valley	Learning Commons Upgrades	\$ 3,487.5	\$ 1,162.5	\$ 4,650.0
506 Sauk Valley	Student Life Space	\$ 2,610.0	\$ 870.0	\$ 3,480.0
506 Sauk Valley	General Education Classroom Upgrades	\$ 2,523.8	\$ 841.3	\$ 3,365.0
507 Danville	Healthcare Professions Center	\$ 4,271.3	\$ 1,423.8	\$ 5,695.1
508 City Colleges	Biology Labs Renovation	\$ 2,962.5	\$ 987.5	\$ 3,950.0
508 City Colleges	Main Building Roof Replacement	\$ 2,475.0	\$ 825.0	\$ 3,300.0
508 City Colleges	HW Replacement of Water Heater and Domestic Water Piping	\$ 1,875.0	\$ 625.0	\$ 2,500.0
508 City Colleges	West Side Learning Center Community Center	\$ 5,062.5	\$ 1,687.5	\$ 6,750.0
508 City Colleges	HVAC Program Relocation and Expansion	\$ 11,250.0	\$ 3,750.0	\$ 15,000.0
508 City Colleges	Wright Tech Labs	\$ 1,781.3	\$ 593.8	\$ 2,375.0
508 City Colleges	Harold Washington College Elevator and Escalator Modernization	\$ 5,250.0	\$ 1,750.0	\$ 7,000.0
508 City Colleges	Daley College Elevator Modernization	\$ 622.5	\$ 207.5	\$ 830.0
508 City Colleges	Bathroom Renovations	\$ 2,100.0	\$ 700.0	\$ 2,800.0
508 City Colleges	Demolition of temporary structures, and parking lot renovation & exp	\$ 4,500.0	\$ 1,500.0	\$ 6,000.0
508 City Colleges	Main Building Roof Restoration	\$ 1,312.5	\$ 437.5	\$ 1,750.0
508 City Colleges	Ring road and Parking Lot Repaving	\$ 2,062.5	\$ 687.5	\$ 2,750.0
508 City Colleges	MDF/IDF Infrastructure Upgrades	\$ 2,090.6	\$ 696.9	\$ 2,787.5
509 Elgin	No Submission	\$ -	\$ -	\$ -
510 South Suburban	Parking lot Roadway Storm Water Management	\$ 9,005.8	\$ 3,001.9	\$ 12,007.7

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District	Project Title	State Funds	Local	Total Funds
511 Rock Valley	No Submission	\$ -	\$ -	\$ -
512 Harper	New Construction and Remodeling	\$ 52,008.9	\$ 17,355.7	\$ 69,362.6
513 IL Valley	Library / Student Success Center	\$ 3,939.5	\$ 1,313.1	\$ 5,252.6
513 IL Valley	Center for Excellence in Teaching, Learning, and Assessment	\$ 2,181.5	\$ 727.2	\$ 2,908.7
513 IL Valley	New Ag Center	\$ 3,131.9	\$ 1,044.0	\$ 4,175.9
514 IL Central	Architecture panel window door replacement	\$ 1,907.2	\$ 835.7	\$ 2,542.9
514 IL Central	AIT AHU Replacement	\$ 967.5	\$ 322.5	\$ 1,290.0
514 IL Central	Pre-Engineered Metal Building	\$ 2,213.2	\$ 737.7	\$ 2,950.9
515 Prairie State	Allied Health Building	\$ 14,326.0	\$ 4,776.0	\$ 19,102.0
515 Prairie State	New Student Life and Campus Center	\$ 27,286.0	\$ 9,095.0	\$ 36,381.0
515 Prairie State	Lighting Improvement Parking lot A B C D and E	\$ 10,084.0	\$ 3,361.0	\$ 13,445.0
515 Prairie State	Music and Fine Arts	\$ 7,980.0	\$ 2,660.0	\$ 10,640.0
516 Waubensee	Collins Hall Remodel	\$ 10,800.0	\$ 3,600.0	\$ 14,400.0
517 LakeLand	Rehabilitation of Kluthe Center	\$ 3,296.3	\$ 1,098.8	\$ 4,395.0
517 LakeLand	Remodel of Northeast Classroom Building	\$ 4,897.5	\$ 1,632.5	\$ 6,530.0
517 LakeLand	Remodel of Northwest Classroom Building	\$ 8,246.3	\$ 2,748.8	\$ 10,995.0
518 Sandburg	Asphalt Sidewalk Replacement Project	\$ 319.5	\$ 106.5	\$ 426.0
519 Highland	No Submission	\$ -	\$ -	\$ -
520 Kankakee	Phase II of the Technology Center Building Renovation	\$ 2,836.8	\$ 945.6	\$ 3,782.4
520 Kankakee	Renovation of the east portion of the existing third floor of the L Builc	\$ 5,163.5	\$ 1,721.2	\$ 6,884.7
520 Kankakee	Relocation of Book Store	\$ 1,271.6	\$ 423.9	\$ 1,695.5
521 Rend Lake	Applied Sciences Center Addition	\$ 2,898.3	\$ 966.1	\$ 3,864.4
521 Rend Lake	Student Center addition	\$ 8,909.1	\$ 2,969.7	\$ 11,878.7
522 Southwestern	Allied Health Sciences Building	\$ 42,579.7	\$ 14,193.2	\$ 56,772.9
523 Kishwaukee	Art and Floral Design Program Space Consolidation	\$ 3,150.2	\$ 1,050.0	\$ 4,200.2
524 Moraine Valley	Career & Technical Education Lab Expansion	\$ 6,563.2	\$ 2,187.8	\$ 8,751.0
525 Joliet	EASTERN PORTION OF DISTRICT CAMPUS CONSTRUCTION	\$ 17,236.0	\$ 5,745.5	\$ 22,981.5
525 Joliet	Health Professions Expansion	\$ 11,666.2	\$ 3,888.4	\$ 15,554.6
526 LLCC	Menard Hall Renovations	\$ 9,015.2	\$ 3,005.1	\$ 12,020.3
526 LLCC	Sangamon and Menard Hall Renovations	\$ 6,549.6	\$ 2,183.2	\$ 8,732.8
526 LLCC	Millennium Center Renovations	\$ 2,666.3	\$ 888.8	\$ 3,555.1
527 Morton	Allied Health Technology Center	\$ 57,177.3	\$ 19,059.1	\$ 76,236.4
527 Morton	Community Instructional Center	\$ 33,824.4	\$ 11,274.8	\$ 45,099.2
527 Morton	Campus Operations Building	\$ 8,046.3	\$ 2,682.1	\$ 10,728.4
527 Morton	Building Envelope Upgrades	\$ 2,895.9	\$ 965.3	\$ 3,861.2
528 McHenry	First Responder Training Center	\$ 6,802.4	\$ 2,267.5	\$ 9,069.9
528 McHenry	Library / Student Success Center Renovations	\$ 5,887.9	\$ 1,962.6	\$ 7,850.5
528 McHenry	Multi-Purpose Addition	\$ 9,598.4	\$ 3,199.4	\$ 12,797.8

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District	Project Title	State Funds	Local	Total Funds
529 IL Eastern	ADA Improvements to Restrooms and Other Capital	\$ 4,043.1	\$ 1,347.7	\$ 5,390.8
530 Logan	First & Second Floor Student Life Building C and Library Remodel	\$ 10,950.0	\$ 3,650.0	\$ 14,600.0
530 Logan	Upper "C" Wing Instructional Renovations	\$ 1,500.0	\$ 500.0	\$ 2,000.0
530 Logan	Parking Lots A, C, and Adjacent Roadways Resurfacing	\$ 2,482.4	\$ 827.0	\$ 3,309.4
531 Shawnee	Main Campus Parking	\$ 239.9	\$ 80.0	\$ 319.8
532 Lake County	Wellness and Health Sciences Center	\$ 13,885.0	\$ 4,555.0	\$ 18,220.0
532 Lake County	Student Center	\$ 9,990.0	\$ 3,330.0	\$ 13,320.0
532 Lake County	Conference and Professional Development Center	\$ 3,540.0	\$ 1,180.0	\$ 4,720.0
532 Lake County	Deferred Maintenance	\$ 25,762.5	\$ 8,587.5	\$ 34,350.0
532 Lake County	Automotive Technician/Collision Repair Expansion	\$ 12,112.5	\$ 4,037.5	\$ 16,150.0
532 Lake County	Fine and Performing Arts Expansion	\$ 15,585.0	\$ 5,195.0	\$ 20,780.0
533 Southeastern	No Submission	\$ -	\$ -	\$ -
534 Spoon River	Drama Auditorium/Theatre Addition MultiPurpose Facility	\$ 9,657.0	\$ 3,219.0	\$ 12,876.0
535 Oakton	Eastern District Expansion – Building Addition	\$ 21,165.0	\$ 7,055.0	\$ 28,220.0
536 Lewis Clark	Roadway Parking lot, Sidewalk Improvement	\$ 4,038.4	\$ 1,345.4	\$ 5,381.8
536 Lewis Clark	Automotive and Diesel Technology Center	\$ 8,611.5	\$ 2,870.5	\$ 11,482.0
536 Lewis Clark	Student Success Center	\$ 4,437.7	\$ 1,479.2	\$ 5,916.9
537 Richland	Master Plan Phase II (Innovative Learning Arts)	\$ 11,173.4	\$ 3,724.5	\$ 14,897.9
537 Richland	Agriculture Program	\$ 6,173.8	\$ 2,057.9	\$ 8,231.7
539 Wood	Parking Lot Repairs - Main Campus	\$ 300.0	\$ 100.0	\$ 400.0
539 Wood	Learning Center (B Building) Roof Replacement	\$ 270.0	\$ 90.0	\$ 360.0
539 Wood	Ag Center Heat Pumps Replaced	\$ 67.5	\$ 22.5	\$ 90.0
539 Wood	HVAC Upgrade Needs - Workforce Development Center	\$ 150.0	\$ 50.0	\$ 200.0
539 Wood	D3 Entrance Vestibule	\$ 45.0	\$ 15.0	\$ 60.0
539 Wood	Restroom Stall Partition Replacements - Main Campus & Ag Educat	\$ 75.0	\$ 25.0	\$ 100.0
540 Heartland	Agriculture Building/Complex	\$ 22,349.4	\$ 7,449.8	\$ 29,799.2
TOTAL \$=Thousands		\$ 956,832.7	\$ 318,967.1	\$ 1,275,799.9

Illinois Community College Board

**ADOPTION OF TRANSITIONAL INSTRUCTION COMPETENCIES FOR ENGLISH
LANGUAGE ARTS AND MATHEMATICS**

As part of the Postsecondary Workforce Readiness (PWR) Act, (110 ILCS 148), the Illinois Community College Board has been engaged in the development of Transitional Instruction. Transitional Math and English courses are built around a set of competencies that increase readiness for college-level coursework. Courses are submitted for approval to the Statewide Portability Panel. Students receive guaranteed placement at any Illinois community college upon successful completion of a transitional course that has been approved for statewide portability. The procedures for statewide portability require demonstration that the relevant competencies are addressed, and the required policies are met. Success is based on the mastery of the process and content competencies, which demonstrates readiness for college courses, instead of a single test score.

ICCB staff have worked with staff from The Illinois Board of Higher Education and the Illinois State Board of Education to define and update competencies for each area. The competencies for Transitional Math have been updated and Transitional English competencies have been defined. Both areas deployed a similar process of using faculty and administrators from community colleges, universities and K-12 to design and vet the competencies and policies to ensure alignment with gateway courses in Math, English and Communication. Course parameters, competencies and policies can be updated as needed using this statewide process and through feedback from each Statewide Portability Panel, respectively.

This agenda item presents the recommendations for approval of competencies, policies and course parameters for Transitional Math and Transitional English.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the Statewide Transitional Math Competencies and Policies and the Statewide Transitional English Course Parameters, Competencies and Policies documents.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
Time Limits on Statewide and Regional Curricula**

These proposed rule changes limit approval of Statewide and Regional Curricula to three years. Currently, these programs are approved to be offered indefinitely, even as conditions that warranted the program to be approved in such a format have changed. In addition, the rules are being amended to specify that a pandemic classifies as an emergency for purposes of exemption from academic calendar day requirements.

This proposed rulemaking was published in the *Illinois Register* (44 Ill. Reg. 17524; November 6, 2020) for the formal public comment period. No public comments have been received in response to the proposed rules. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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
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
1501.308	Reporting Requirements

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- 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 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

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- 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.

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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 C: PROGRAMS

Section 1501.303 Program Requirements

- a) **Comprehensive Program.** The programs of a college shall be comprehensive and shall include: pre-baccalaureate, occupational, and general studies curricula, and public service programs.
- b) **Degrees and Certificates.** A college shall award associate degrees and certificates in accordance with units of instruction approved by ICCB. This authority is not extended to administrative units of the college.
- c) **Honorary Degrees.** Honorary degrees awarded by a board shall be limited to the associate degree.
- d) **Review and Evaluation of Programs.**
 - 1) A college shall have a systematic, collegewide program review process for evaluating all of its instructional, student services, and academic support programs at least once within a five-year cycle.
 - 2) The minimum review criteria for program review shall be program need, program cost, and program quality, as defined by each college.
 - 3) The review of academic disciplines, student and academic support, cross-disciplinary instruction (remedial education, adult education and vocational skills), and career and technical education shall be scheduled according to the published ICCB schedule. A college shall follow the published schedule set by ICCB that shows when each program will be reviewed during a five-year cycle. If a college seeks an exception to the published schedule, the college must receive written approval from ICCB.
 - 4) The five-year schedule of program review is determined through a combination of several factors, including but not limited to:
 - A) National trends that consider high need, high demand sectors;

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- B) Accreditation requirements in specific occupational areas;
 - C) Areas that the agency has determined are in specific need of review based upon industry trends;
 - D) Feedback from local community colleges;
 - E) Changes in federal priorities, including specific updates to CIP classifications;
 - F) Other factors as appropriate.
- 5) ICCB may request the college to include special reviews of programs that have been identified as a result of State-level analyses, legislative resolutions, or Illinois Board of Higher Education policy studies by notifying the college of this request before January 1 of the year the special review is to be conducted.
- 6) A college shall keep on file for ICCB recognition purposes a copy of the current program review process, its five-year schedule for program review, and complete reports of program reviews conducted during the past five years.
- 7) A college shall submit to ICCB by September 1 each year a summary report of its previous year's program review results in a format designated by the ICCB and a copy of the current five-year schedule of program reviews. If an institution cannot meet this deadline, a written request for an extension shall be submitted to ICCB for approval.
- e) Academic Calendar.
- 1) A college shall operate on an academic calendar that provides at least two academic terms consisting of at least 15 weeks (at least 75 days of instruction each), three academic terms consisting of at least 10 weeks (at least 50 days of instruction each) or a different combination of academic terms consisting of at least 30 weeks (at least 150 days of instruction).
 - 2) The days of instruction prescribed in subsection (e)(1) shall include all days when there is a full schedule of classes and support services, but will exclude holidays, Saturdays, Sundays, and days scheduled exclusively for registration, orientation, collegewide placement or assessment testing, faculty workshops, and final examinations.
 - 3) Colleges may include terms during the summer or any other time during the year, in addition to the ones identified in subsection (e)(1).
 - 4) Courses/classes may be scheduled between academic terms, spanning academic terms, for a shorter time frame than the academic term, or for a longer time frame than the academic term, if the schedule provides sufficient duration and contact hours to meet the requirements in Sections 1501.309(b) and 1501.507(b)(10).

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- 5) If an emergency such as a fire, flood, [pandemic](#), or strike makes it necessary for the college to shorten one of its academic terms, the college may request that the Executive Director approve a shorter term. In such cases, the length of the term may be shortened, but only to the extent that enables all courses to meet the contact hours specified in Section 1501.309(b).
- 6) Colleges must have a plan in place to address modifications to the academic terms in the event of an emergency. This plan must be approved by the Board of Trustees.
- f) Preparation of Professional Staff. 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 those areas in which the work experience and related training is the principal learning medium.
- g) Library. A college shall maintain a library or learning resource center with a collection of reference works and other learning resources to meet the specific needs of its curricula and students. This collection shall be kept up to date through a planned program of acquisition and deletion.
- h) Supplies and Equipment. Classrooms, laboratories, and shops shall be provided with equipment and supplies that are adequate for effective teaching and learning.
- i) General Education. Organized curricula leading to an associate degree shall include general education courses designed to contribute to the liberal education of each student.
- j) Apprenticeships. A college that participates in apprenticeships coordinated by the Office of Apprenticeship, U.S. Department of Labor and/or other programs related to business, industrial, or trade groups or organizations shall meet applicable federal, State, and local governmental rules, regulations, and guidelines.

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

Section 1501.304 Statewide and Regional Planning

- a) Program planning is based on an assessment of program needs within districts, regions, and the State as a whole. Program approval shall be based, in part, on the labor market and economic needs of the district or regional consortium of colleges requesting authority to offer specific curricula.
- [b\) Approval of Statewide and Regional Curricula is limited to three years after which the program must be reapproved by the Board or it is automatically converted to district approval.](#)
- [cb\) Admission of Students to Regional Curricula. Regions, or regional consortia of colleges, may comprise a community college district and one or more adjacent districts; e.g., some or all surrounding districts or the regional university/community college consortium. A](#)

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college that offers approved regional curricula shall admit qualified students from throughout the Region on the same priority basis as in-district students.

- de) Admission of Students to Statewide Curricula. A college that offers approved statewide curricula shall admit qualified students from throughout the State on the same priority basis as in-district students.

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

BACKGROUND

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

Illinois Community College Board

FISCAL YEAR 2021 FINANCIAL STATEMENTS

Illinois Community College Board				
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT				
July 1, 2020 - December 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	\$ 9,077,977	18.7%
ADULT EDUCATION		33,887,700	13,419,875	39.6%
GED TESTING PROGRAM		1,148,000	319,545	27.8%
CAREER & TECH EDUCATION		18,069,400	8,834,830	48.9%
OFFICE ADMINISTRATION		2,083,900	982,155	47.1%
	TOTAL	\$ 103,649,000	\$ 32,634,382	31.5%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		\$ 145,574,100	\$ 72,762,255	50.0%
	TOTAL	\$ 145,574,100	\$ 72,762,255	50.0%
<u>SPECIAL STATE FUNDS *</u>				
CONTRACTS AND GRANTS FUND		\$ 29,000,000	\$ 1,298,185	4.5%
GED TESTING FUND		100,000	4,159	4.2%
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	\$ 54,087,344	40.1%
<u>FEDERAL FUNDS*</u>				
FEDERAL ADULT EDUCATION FUND		\$ 28,769,183	\$ 2,867,832	10.0%
FEDERAL CAREER & TECH ED FUND		19,124,798	1,963,432	10.3%
ICCB FEDERAL TRUST FUND		525,000	8,518	1.6%
	TOTAL	\$ 48,418,981	\$ 4,839,782	10.0%
	GRAND TOTAL, ALL FUNDS	\$ 432,412,081	\$ 164,323,763	38.0%
* See detail on following pages				

Illinois Community College Board			
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT			
State General Funds			
July 1, 2020 - December 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	146,392	26.1%
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	1,750,000	58.3%
Transitional Math and English Development	1,000,000	-	0.0%
Bridge and Transition	4,194,400	-	0.0%
Workforce Equity Initiative	19,600,000	499	0.0%
TOTAL	\$ 48,460,000	\$ 9,077,977	18.7%
OFFICE ADMINISTRATION			
	\$ 2,083,900	\$ 982,155	47.1%
TOTAL	\$ 2,083,900	\$ 982,155	47.1%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 22,651,000	\$ 9,060,399	40.0%
Adult Education Performance Grants	11,236,700	4,359,476	38.8%
TOTAL	\$ 33,887,700	\$ 13,419,875	39.60%
GED TESTING PROGRAM			
	\$ 1,148,000	\$ 319,545	27.8%
TOTAL	\$ 1,148,000	\$ 319,545	27.8%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	173,500	34.7%
CTE Administration	575,000	229,524	39.9%
CTE Formula	15,400,000	7,799,999	50.6%
CTE Early School Leavers Grants	615,000	184,582	30.0%
CTE Early School Leavers Administration	84,950	-	0.0%
CTE Corrections	894,450	447,225	50.0%
TOTAL	\$ 18,069,400	\$ 8,834,830	48.9%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 74,370,200	\$ 37,185,100	50.0%
Equalization	71,203,900	35,577,155	50.0%
TOTAL	\$ 145,574,100	\$ 72,762,255	50.0%
GRAND TOTAL	\$ 249,223,100	\$ 105,396,637	42.3%

Illinois Community College Board			
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT			
Special State Funds			
July 1, 2020 - December 31, 2020			
<u>SPECIAL STATE FUNDS*</u>			
	FY 2021 Appropriation	Year-to-Date Expenditures	%Expended
CONTRACTS AND GRANTS FUND			
GRANTS			
NGA		-	
NGA - early care		-	
Apprenticeship Grant		3,534	
ILCCO		-	
Cares ACT		-	
Advance CTE		-	
Governor's Emergency Education Relief (GEER)		1,251,650	
		<u>\$ 1,255,185</u>	<u>4.3%</u>
ADMINISTRATION			
NGA		-	
NGA - early care		43,000	
ILCCO		-	
Advance CTE		-	
		<u>\$ 43,000</u>	<u>0.1%</u>
TOTAL	<u>\$ 29,000,000</u>	<u>\$ 1,298,185</u>	<u>4.5%</u>
GED TESTING FUND	\$ 100,000	\$ 4,159	4.2%
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	<u>\$ 134,770,000</u>	<u>\$ 54,087,344</u>	<u>40.1%</u>
<i>* Expenditures from these funds cannot exceed receipts.</i>			

Illinois Community College Board				
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT				
Federal Funds				
July 1, 2020 - December 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	\$ 3,184,381	\$ 1,657,649	8.5%
Federal Basic Leadership	2,332,643	861,639	537,624	16.8%
EL Civics Grants	2,720,690	1,806,276	256,108	5.7%
	\$ 21,259,060	\$ 5,852,297	\$ 2,451,381	9.0%
ADMINISTRATION				
Federal Basic	\$ 982,165	\$ 271,890	\$ 416,452	33.2%
EL Civics	143,194	137,806	-	0.0%
Leadership	122,771	-	-	0.0%
	\$ 1,248,130	\$ 409,696	\$ 416,452	25.1%
TOTAL	\$ 22,507,190	\$ 6,261,993	\$ 2,867,832	10.0%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,447,475	\$ 1,785,925	\$ 1,793,577	10.4%
Perkins Leadership	1,409,880	-	165,105	11.7%
Perkins Corrections	363,470	(5,272)	-	0.0%
Reserve	-	-	-	0.0%
	\$ 17,220,825	\$1,780,653.28	\$ 1,958,682	10.3%
ADMINISTRATION				
CTE Federal	\$ 908,675	\$ (785,355)	\$ 4,750	3.9%
TOTAL	\$ 18,129,500	\$ 995,298	\$ 1,963,432	10.3%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 8,518	1.6%
TOTAL	\$ 525,000	\$ -	\$ 8,518	1.6%
GRAND TOTAL, FEDERAL FUNDS	\$ 41,161,690	\$ 7,257,291	\$ 4,839,782	10.0%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**FY2020 ILLINOIS ADULT EDUCATION & LITERACY FEDERAL
NARRATIVE AND PERFORMANCE REPORT**

Adult Education and Literacy is one of four core partner programs under the Workforce Innovation and Opportunity Act (WIOA). Under WIOA, the Department of Education (DOE) requires the Illinois Community College Board to submit annually the following:

- Adult Education Narrative that summarizes key Adult Education and Literacy Activities;
- Federal Financial Reports which describes the uses of funds;
- Adult Education and Literacy Assessment Policy that outlines the process for assessing adult learners enrolled in programs;
- Aggregate programmatic performance summary which includes approximately 16 tables of information collected by all ICCB funded adult education programs using the approved AEL data system (DAISI); and
- Data Quality Checklist, which describes the validity, reliability and accuracy of the Illinois data submission.

The Office of Career and Technical Adult Education (OCTAE) provided guidance to states to ensure the narrative reports described the impact of COVID-19 on statewide programmatic outcomes. The full FY2020 Annual Report of Adult Education and Literacy Activities highlights the following activities:

- State Leadership Activities (Section 223 of WIOA: Title II – Adult Education)
 - Includes information about the professional development and technical assistance response to COVID-19 as well as the release of funds to support remote learning
- Annual Performance Data Analysis Summary
 - Includes a discussion about the impact of COVID-19 on performance outcomes
- Integration with the WIOA One-Stop Partners
- Integrated English and Civics Education (Section 243 of WIOA: Title II - Adult Education)
- Adult Education Standards
- Programs for Correction Education and the Education of Other Institutionalized Individuals (Section 225 of WIOA: Title II – Adult Education)

The data reports were submitted in October 2020, and the narrative and fiscal reports were submitted on December 22, 2020, prior to the deadline of December 31, 2020.



**ILLINOIS NARRATIVE REPORT
2019 - 2020
NATIONAL REPORTING SYSTEM
FOR
ADULT EDUCATION AND LITERACY**

2019 - 2020



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1. State Leadership Funds (AEFLA Section 223)

Describe how the State has used funds available under 223 (State Leadership Activities for each of the following activities:

- a) *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

Throughout FY20, the Senior Director for Adult Education joined key staff members from the Illinois Department of Commerce & Economic Opportunity, The Illinois Department of Employment Services, and the Illinois Department of Human Services in the Department of Labor's Evaluation Peer Learning Cohort (EPLC) designed to provide states with mentoring and technical assistance to develop an evaluation process for service integration across all WIOA core partners. While the initial work was successfully completed in FY20, the EPLC evolved into a workgroup under the Continuous Improvement Committee which reports to the state IWIB. Furthermore, the ICCB Adult Education Leadership staff remains engaged in all Illinois Workforce Innovation Board (IWIB) policy workgroups and state-level committees such as the IWIB Service Integration policy workgroup, the Integrated Business Services Committee, the Certification Policy Workgroup, and the WIOA Summit Planning Group.

The state- Interagency Work Group (IWG), with representation from the ICCB and Adult Education, met monthly to address issues such as service integration activities; the development and review of consistent policies; one-stop certification implementation; review and approval of MOUs; and the provision of training and technical assistance to local one-stop centers in areas of organization, coordination, and delivery of key services. At the onset of the pandemic, all core partners continued to meet - discussing the needs of one-stop partners, identifying strategies for remote services, and creating guidelines and recommendations for returning to in-person services. All core partners, which includes Adult Education, were represented on the Workgroup. Additionally, the ICCB convened an Adult Education and Literacy Advisory Council.

ICCB Leadership continues to participate as part of the state WIB and other committee's such as the Continuous Improvement Committee, Apprenticeship Committee, the Executive Committee as well as the Executive Leadership Committee.

Adult Education and Literacy Advisory Council

The ICCB convened an Adult Education Advisory Council consisting of WIOA state agency core and required partners as well as selected adult education providers representing community colleges, community-based organizations, public schools and regional offices of education from each region of the state. The Advisory Council Committees were tasked with developing guidance and resources focusing on key areas of Retention and Recruitment in Adult Literacy Education.

- **Retention in Adult and Literacy Education:** After exploring the data and trends in student retention as well as examining retention rates of adult learners transitioning to distance learning due to COVID-19, the Adult Learner Retention Advisory Committee made the recommendation to create a shared public facing resource for programs to share and discuss emerging practices. The ICCB Professional Development Network created virtual learning communities and a discussion board to meet this field driven request while sharing evidence-based information.
- **Recruitment:** the Adult Learner Recruitment Committee was originally tasked with developing and disseminating a recruitment guide but this committee's structure allowed for members to quickly pivot to discussions on recruiting during the current national health crisis. The outcome was the development of a web-based resources supported by the Professional Development

Network where promising and emerging practices were gathered and shared. This resource is continually growing as new ideas and practices are shared.

Recommendations from the Adult Education Advisory Committee laid the foundation for the work to be completed in FY21, which is to explore Recruiting and Onboarding as well as Remote Support Services to ensure emerging practices are disseminated and field driven recommendations are provided to the Illinois Community College Board Adult Education and Literacy Department.

- *Establishment or operation of a high quality professional development programs as described in section 223(1) (b).*

ICCB Adult Education utilized the expertise of the Professional Development Network (PDN) to provide statewide training and technical support for adult education programs consisting of community colleges, public schools, and community based organizations spanning 57,914 square miles. The PDN follows the evidence-based Applied Learning Model where participants are required to implement learned content in their professional role, reflect on the effectiveness of the practice, and submit a summary of their experience. This process increases the transference of knowledge to professional application. Key focus areas this past year included standards based instructional practices, emerging practices in digital literacy, Student Achievement in Reading (STAR)/Evidence Based Reading Instruction, Special Learning Needs, English Language Acquisition, Assessments, Workplace Literacy, IETs in IELCE, Career Pathways, and Bridge programming.

The existing infrastructure of the PDN ensured a rapid, strategic, and effective pivot of professional development topics as a result of the current health crisis. Illinois responded to a state-wide shelter in place order on March 15, 2020. At this time, there were 5,170 Adult Education ongoing classes taught by over 1,526 educators across the state. Shifting staff to remote work and learners to remote instruction with as little disruption to instructional services as possible was the priority of the ICCB, the PDN, and Program Administrators. By March 20, 2020, resources related to remote learning practices were being disseminated. The first webinar, *Tech Learn & Share: Keeping Students Engaged with Online Learning* launched a weekly series of professional development opportunities ranging in topics from *Online Resources to Effective Ways to Serve No Tech/Low Tech Students* that occurred throughout the remaining months of FY20. Resources and professional development also included *Providing Support Services at a Distance* and *Training Partnerships for ICAPS/IETs*.

Furthermore, the PDN supported the iLEARN system, a catalogue of over 139 relevant web-based on-demand learning opportunities. Through the combination of traditional face-to-face training, conferences, webinars, online courses, and technical assistance, program administrators, instructors, career navigators, and other support staff had access to relevant and research-based practices that are geared to improve program and instructional effectiveness in the areas of learner retention, increased measurable skill gains, transition to postsecondary education, credential attainment, and sustainable employment.

- b) *Provision of technical assistance to funded providers as described in section 233(1)(c).*

WIOA 223 Leadership funds were used to provide technical assistance to all funded providers through the Professional Development Network and the i-Pathways project, multi-year initiatives which result in a continuity of services aligned with the ICCB Strategic Plan and the WIOA State Plan. The focus of the Professional Development Network is to provide high quality training designed to improve instructional effectiveness in the areas of Math, Language Arts, Reading (STAR), English Language Acquisition, Digital Literacy and Technology, Integrated Education and Training, Bridge Programming, Transitions,

Assessments, and Comprehensive Student Support Services. The i-Pathways Project is the ICCB funded distance-learning project. Led by instructional design and adult education experts, this project was able to respond immediately to the increased needs of programs as a result of COVID-19. Their team was ready to support adult educators and learners suddenly thrust into remote learning.

Finally, the ICCB released an additional \$2,000,000.00 in funding for adult education programs to ensure learner access to technology. This included the creation of lending libraries, the purchase of additional laptops, tablets, hot-spots, and consumable materials to establish or improve on program level technology infrastructure and tools for remote learning. This funding was released in conjunction with state-wide professional development and technical assistance in how to optimize these tools to maintain and improve student outcomes.

Instructional Effectiveness: ABE/ASE

The expectation of instructional effectiveness occurs through intentional and expert delivered professional development beginning with a New Teacher Orientation (NTO) course required of all new instructional hires. This course offers an overview of the Illinois Adult Education system including policies, instructional methodology for adult learners, program design, and the introduction to professional development resources. Professional development courses support the development of Instructional Staff Professional Pathways with the goal of sustaining a systematic development of Standards Proficient Instructors and the development of Content Specialists and Master Teachers to provide instructional leadership, coaching, and curriculum improvement in all adult education content areas.

In FY2019, the American Institute for Research, AIR, conducted research on student outcomes when taught by instructors who were certified in the ICCB Instructional Pathways. AIR's research concluded that students taught by the ICCB credentialed instructors had higher level gains. Building on this success, it is the ongoing mission of the ICCB and the Professional Development Network to create a system of Standards Proficient Professionals across all ICCB funded programs. Professional Pathways for ABE/ASE instruction include Standards Proficient Instructors, ABE/ASE Specialist, and ABE/ASE Master Teachers.

As a part of the standards-based instruction, the PDN continued the STAR training and integrated this training as a foundational component of the Evidence Based Reading Instruction, ERBI, Content Specialist Pathway. As a result of COVID-19, the professional development pathways were modified to be delivered virtually while maintaining the high quality and integrity of the content.

English as-a-Second Language (ESL)

The ICCB through its PDN focused sustained efforts across multiple fiscal years to ensure continuous improvement of English Language Acquisition (ELA) instruction and to deliver training to develop ESL Proficient, Specialist and Master Teachers. This sustained initiative ensures instructors have the tools, resources, and training to align classroom curriculum and instruction with rigorous academic content standards. The PDN provided technical assistance related to curriculum selection that is standards aligned for programs moving to remote learning due to COVID-19.

The PDN also supports an ESL Provider Group consisting of AEL instructors, coordinators, and administrators which meets quarterly. The purpose of the group is to identify critical areas of need and to develop targeted, evidence-based professional development and to disseminate specific resources. Additionally, the PDN supports a catalogue of web-based on demand learning opportunities through their iLEARN system with 22 specific ELL topics.

Assessments

The ICCB Adult Education and Literacy Program authorizes local programs to use the following OCTAE approved tests in assessing the skills of learners enrolled in Adult Basic Education, Adult Secondary Education and English Language Acquisition instruction.

- TABE 11/12
- CASAS
- BEST Plus and BEST Literacy

Staff administering these assessments must be trained in test administration with an understanding of how forms, levels, and content ranges play a role in interpreting test results. ICCB Adult Education and Literacy and the Illinois Professional Development Network (PDN) provide required training on each of the assessment instruments to ensure valid programs adhere to standardized processes that ensure validity of the assessment process. As a result of COVID-19 and the allowance of remote testing, the PDN developed on-demand training for the implementation of remote testing. This training is ongoing and required for all test proctors who deliver virtual assessments.

Distance Education and Technology

FY20 brought significant advancement in distance education and technology usage throughout the state. Distance education has been a priority in Illinois since 2002 with the statewide deployment of i-Pathways, the ICCB supported web-based ASE project. To ensure equity and access in distance learning services, the ICCB supported the statewide deployment of Burlington English, a web-based English Learning Curriculum, in 2019 based on recommendations from the Adult Education Advisory Committee; this continued in 2020. The continuity of service, priorities, and professional development aided in the rapid pivot of adult educators and adult learners to 100% remote learning beginning in late March 2020. To further assist in this suddenly increased need for technology-based remote instruction, the ICCB released an additional \$2,000,000 in April to enable programs to purchase technology tools such as laptops, tablets, and hotspots used on loan to aid learners lacking the technology resources to be successful. The release of these funds, coupled with targeted professional development related to remote instruction and use of technology tools ensured programs were able to serve adult learners throughout the shelter in place directive.

Finally, the ICCB continued participation in the Improving Education for Adult Learner (IDEAL) Consortium project sponsored through the Ed Tech Center at World Education to provide leadership, professional development and technical assistance.

IET/ICAPS

The PDN network continued to expand training opportunities and support Integrated Education and Training (IET) programs through the Integrated Career and Academic Preparation System (ICAPS) as well as through Bridge programs. Instructional pathways for educators to be credentialed as Proficient Career Navigators, Career Navigator Specialist Pathways, and Transitions Specialists were facilitated throughout the year.

IET and Bridge programs are supported by the PDN and the ICCB Adult Education and Career and Technical Education Divisions through an annual, year-long Transitions Academy. The Academy convened with an in-person conference where programs modeled their emerging practices. Then, a year-long series of professionally developed resources and webinars guided programs through their continued development. The focus of the Transitions Academy shifted with program needs and priorities resulting from COVID-

19. Webinars and technical assistance focusing on Providing Support Services at a Distance for Career Navigators and How the ICAPS Band Played on During COVID-19 were offered.

Finally, the ICCB staff and PDN participated in a year-long NRS Evaluation Learning Community (ELC) to evaluate the effectiveness of professional development and technical assistance on ICAPS/IETs. The results of the ELC validated the professional development through the Transitions Academy and ongoing technical assistance had a positive impact on programs developing sustainable ICAPS/IETs and leading to higher student enrollment and credential attainment.

FY 2019-2020 IET/Bridge Career Pathways

<i>ICAPS/IET Programs</i>		<i>Bridge Programs</i>	
Health Sciences	20	Health Sciences	12
Manufacturing	17	Education and Training	1
Information Technology	5	Manufacturing	14
Transportation, Distribution, & Logistics	3	Transportation, Distribution, & Logistics	6
Business Management & Administration	6	Hospitality & Tourism	3
		Information Technology	3
		Business Management & Administration	1

Special Learning Needs and ADA Coordinator Training

To ensure all providers have the resources and high quality services to serve all students with special learning needs, the PDN continues to offer systematic Special Learning Needs (SLN) professional development to adult education providers. In FY20, trainers participated in an online course on Universal Design for Learning provided by CAST. The UDL Framework will be integrated into the SLN training to ensure the training content remains evidence-based. Americans with Disabilities Act (ADA) Coordinator online training courses, in-person workshops, and ongoing technical support is continuously offered to ensure each program has at least one SLN Resource Specialists on staff. These required trainings ensure that equity and access are at the forefront of instructional design.

Statewide Meetings, and Conferences

Statewide meetings and conferences were facilitated throughout FY20 to disseminate critical information, expand innovative Bridge, IET, and IELCE models, provide practitioners with evidence based tools and resources, and connect individuals for peer to peer support to ensure programs demonstrate continuous improvement for the outcomes of adult education and English Language learners.

The year began with the mandatory training where the ICCB staff presented a full day workshop for 100% of all AEL program administrators who were led through a guided discussion on how to use their NRS data for continuous improvement. Conferences included the annual Forum for Excellence in partnership with the postsecondary Career and Technical Education partners emphasized Bridge and IET development, the ALRC Fall Conference which focused on best instructional practices, IELCE development and implementation, and the Transitions Academy which provided an opportunity for peer to peer exchanges of promising practices. The year concluded with the Spring Administrator’s Meeting with a focus on remote

instruction, remote onboarding of students, and equity issues related to student access to instruction as a result of COVID-19.

The strategic and coordinated planning of the statewide meetings and conferences by ICCB staff, the Professional Development Network, and stakeholders provided extensive opportunities for providers to network with state staff, receive high quality professional development aligned with OCTAE priorities, and connect with staff members from the PDN to schedule program specific technical assistance.

- *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).*

The ICCB Adult Education staff consists of an IET expert, compliance expert, and regional support. Managing the adult education programs to ensure high quality services aligned with WIOA is an ongoing process led by the Senior Director for Adult Education and Literacy and the ICCB executive staff. Weekly staff meetings and quarterly staff retreats allow staff to jointly review program data, discuss program needs, and direct Adult Education program staff to appropriate professional development resources and opportunities. Program level monitoring is determined by risk assessments and is conducted either virtually or face to face by the ICCB Adult Education leadership, compliance, and fiscal staff.

Regional Support staff oversee adult education programs through on-site virtual and face to face visits, desk-top monitoring, regular review of data, and communication with administrators. Real-time data analysis of instructional units, student attendance hours, post-test scores and educational skill gains are routinely conducted to ensure the quality of adult education activities. In FY20, the Probation and Watch Lists were waived due to COVID-19.

2. Performance Data Analysis

On March 13th 2020, IL Governor Pritzker issued a shelter-in-place order, limiting all in-person NRS assessment and HSE testing in the state. Remote testing options for approved NRS assessments were released between mid-May and late June. However, the necessary training for testing proctors and limitations in the number of students who could be virtually assessed with a 1:1 ratio for Best Plus and a 1:5 ratios with both the TABE 11/12 and CASAS led to a significant decrease in post-testing rates and documentation of level gains. Additionally, all High School Equivalency Testing was stopped between March and June 15, 2020. The adult education outcomes were significantly impacted because an overwhelming portion of level gains and high school equivalency attainments are typically made during the final quarter of the fiscal year.

As demonstrated by the visuals below, historically roughly half of all level gains in the given fiscal year have occurred between the months of March through June, the time period of Illinois' shelter-in-place order. This means the shelter-in-place order interrupted adult education assessment and HSE attainment during a time period when nearly half of the annual measurable skill gains should have been documented or completed.

Gained Level Mar-Jun vs Rest of Year

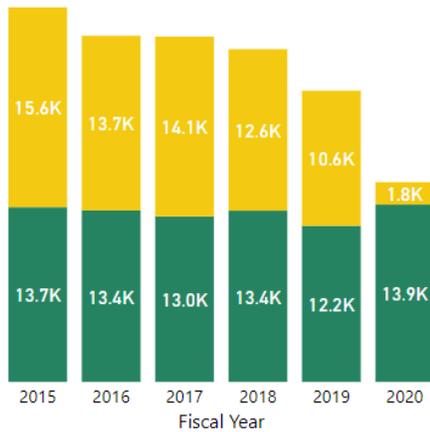


Figure 1

Figure 1 illustrates the portion of annual measurable skill gains made during March through June (shown in yellow), the timeframe of the shelter-in-place order, compared to the rest of the year (shown in green).

In Fiscal Year 2015 through Fiscal Year 2019, there were over 10,000 level gains compared to the 1,800 gains made in FY20. Prior to the shelter-in-place order, Illinois was documenting the highest performance level in the past 5 years.

HSE Achieved Mar-Jun vs Rest of Year

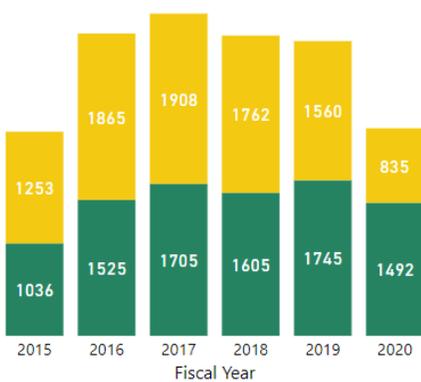


Figure 2

Figure 2 illustrates the portion of High School Equivalency attainment achieved March through June (shown in yellow), the same timeframe as the shelter-in-place order, compared to the rest of the year (shown in green).

Table 2 summarizes the NRS targets and actual performance for each education functioning level. However, as demonstrated by Figures 1 and 2, prior to the shelter-in-place order, measurable skill gains were on par with those made in prior fiscal years during the same timeframe. Therefore, one can assume that had the pandemic not occurred, it is much more likely the state targets would have been met.

Table 2

Education Functioning Level	PY 2019 NRS Target	Actual Performance
ABE 1	61%	44.09%
ABE 2	51%	33.61%
ABE 3	44%	30.28%
ABE 4	37%	29.68%
ABE 5	41%	39.11%
ASE 6	21%	39.67%
ESL 1	55%	46.64%
ESL 2	56%	44.78%
ESL 3	59%	44.44%
ESL 4	50%	36.62%
ESL 5	47%	34.25%
ESL 6	27%	18.78%

Six NRS Core Indicators of Performance

In FY19 through FY20, Illinois Adult Education providers' performance were measured for outcomes by the following NRS Core Indicators of Performance:

1. **Employment Rate 2nd Quarter:** Of the total 30,247 participants who exited programs, 27.60% of those were in unsubsidized employment during second quarter.
2. **Employment Rate 4th Quarter:** Of the total 31,993 participants who exited programs, 27.38% were in unsubsidized employment during fourth quarter.
3. **Median Earnings:** The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was \$4,791.00.
4. **Credential Obtainment:** 34.03% of program participants obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.
5. **Measurable Skill Gains:** 32.26% of 49,746 participants during FY2020 who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment.
6. **Effectiveness in Serving Employers:** The rate of retention with the same employer during FY2020 was 66.8% of 48,968 employers. 2. **Employer Penetration Rate:** The employer penetration rate for FY2020 is 4.2%.

3. Integration with One-Stop Partners

The ICCB is the state-level entity responsible for Title II, is a member of the state Illinois Workforce Innovation Board (IWIB), and is represented on all state-level major Workforce Innovation and Opportunities Act workgroups and committees. Working in collaboration with core WIOA partners, the ICCB had representation on the Department of Labor's Evaluation Peer Learning Cohort designed to develop evaluation processes related to WIOA implementation.

Title II funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB). A state-level Interagency Technical Assistance Team includes Title II representation and provides direct technical assistance to strengthen the Memorandum of Understanding process which includes negotiations of infrastructure costs and shared local one-stop delivery costs among partners. The Technical Assistance Team also develops regional and local plans within the twenty-two Local Workforce Investment Boards (LWIB). The ICCB continues to work with other partners around service integration in order to reduce duplication and ensure effective collaboration. Information is continually updated and made available on the Illinois WorkNet website www.illinoisworknet.com. Additionally, webinars are hosted regularly for all workforce partners (core and required), and state-level partners collaboratively send updates via email to respective partners. Finally, joint professional development for all ICCB funded programs is provided by the PDN, WIOA partners, and Career and Technical Education partners.

The ICCB staff remained a core partner within the Comprehensive One-Stop Service Centers (COSC)/American Job Centers. Services delivered include outreach, intake, orientation, skills and supportive needs assessments, program coordination and referrals, training provider performance, cost information, information on the availability of supportive services and referrals, and classroom instruction. These services are offered either on-site or via a direct linkage to a site near the COSC. Additionally, Title II partners contribute infrastructure and shared delivery system costs related to meeting their partner responsibilities.

4. Integrated English Literacy and Civics Education (IELCE) programs (AEFLA Section 243)

- *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

The ICCB held its first IELCE 243 competition for eligible providers in April 2017 under WIOA for FY18 provision of IELCE activities. While the original grant period for the approved programs was from July 1, 2018 until June 30, 2020, the grant period was extended through FY21 due to COVID-19. A total of 29 programs across the state received IELCE funding.

- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.*

The ICCB continues to provide guidance, research, professional development, and technical assistance to IELCE funded adult education programs to ensure the state IELCE services meet the guidelines of WIOA 243 regulations. In 2019, the Adult Education Advisory Committee developed a logic model for the development of high quality IELCE programs. Throughout FY20, the IELCE logic model was disseminated with ongoing technical assistance provided by the PDN.

- *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

IELCE providers were required to collaborate with WIOA partners to ensure IELCE programs were aligned with regional and local job sector needs that lead to unsubsidized employment in in-demand industries and occupations that lead to economic sufficiency for students. While the number of IELCE learners achieving unsubsidized employment were impacted by the economic downturn resulting from COVID-19, 23.02% IELCE learners were employed the second quarter after exit with a median earning of \$7,30300 and 23.72% employed the fourth quarter after exit. These outcomes reflect the coordinated efforts of the ICCB and the PDN that focused on technical assistance designed to aid IELCE programs to prepare adults, including professionals with degrees and credentials in their native countries who are ELLs, to transition to unsubsidized employment in in-demand industries. The technical assistance utilized the IELCE Logic Model developed in 2019 and the expectation of continuous improvement to guide program administrators and instructors through the steps to design, implement, and evaluate their IELCE program.

The ICCB will continue to research effective national IELCE models and work with WIOA partners to implement comprehensive support services and provide technical assistance to scale effective strategies and models to meet the needs of all ELLs transitioning into postsecondary education and careers.

- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

The State enforces policies to ensure that IELCE providers participate in regular meetings with local workforce boards and Area Planning Councils (APC) to ensure program activities are aligned with local workforce demand and economic needs. The state has developed a process for local boards to review provider applications to ensure alignment efforts at the local and regional level. This encompasses IELCE programs. The ICCB continued to work with stakeholders in FY20 to conduct a full analysis of IELCE

programs and to strengthen integration of Civics Education, workforce preparation, and occupation training that led to employment. The outcome of this analysis was connected to the ongoing professional development and technical assistance provided to local professional staff on how to align instructional and program activities and how each plays a critical role in helping learners achieve their goals.

IELCE programs are required to engage with their local boards to ensure they are addressing local workforce needs and are in alignment with key industry sectors as identified in local planning efforts. The ICCB has all of the components, including Adult Education activities, Civics competencies, and the IET, and are working toward a deliberate integration of these activities as well as meeting the needs of the local workforce. In FY20, the ICCB increased training efforts to ensure a complete understanding of IELCE requirements.

5. Adult Basic Education, Adult Secondary Education, and ELL Standards

Illinois' strategic plan for implementing standards aligned curriculum and instruction began in 2014 with the integration of the Illinois Adult Education ABE/ASE Content Standards with the College and Career Readiness (CCR) Standards released by the Illinois State Board of Education as well as the Office of Career, Technical and Adult Education (OCTAE). The ICCB Adult Education Policy requires that every adult education program incorporates content standards in curricula and instruction through the use of Standards Proficient instructors. Building on these pathways, there are Specialists and Master Teacher Pathways to ensure there is specialized training for the accomplishment for standards proficient instruction throughout the state. In FY20, the professional development for these pathways continued and a Virtual Learning Community comprised of Standards Proficient Instructors across the state, from both recent and former training cohorts, was initiated. Trained staff had the opportunity to network with peers to revise lessons and assignments to be standards-aligned. Standards-aligned instruction through comprehensive professional development has been an ongoing priority for the ICCB and maintains a priority in all professional development delivery.

The ICCB published The Illinois State ABE/ASE Content Standards aligned with the Adult Education College and Career Readiness (CCR) Standards and the Illinois K-12 standards. The standards can be located at the following links:

- http://www.iccb.org/pdf/adulted/publications_reports/LA_Content_Standards_5-2014.pdf
- http://www.iccb.org/pdf/adulted/publications_reports/Math_Content_Standards_7-2014.pdf
- https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/IL_ESL_Content_Standards_FINAL_6-8-17.pdf

6. Programs for Corrections Education and the Education of Other Institutionalized individuals (AEFLA Section 225)

The most current data available from the Illinois Sentencing Policy Advisory Council (2018) indicates only 39% of the adult inmates released from the Illinois Department of Corrections (IDOC) return within three years. Adult Basic Education is attributed as a factor in this low rate of recidivism. At the onset of COVID-19, the IDOC began a unique remote learning program where offenders received customized instructional packets which included teacher feedback and guidance. These instructional packets utilized vetted and standard aligned curriculum.

Additionally, the Safer Foundation, a leading community-based organization focusing on reentry efforts, served returning individuals through their Adult Transitions Center. Their Integrated Education and Training program partnered with employers in the Career Pathways for Construction and Architecture. Upon release, close to 70% of program participants entered sustainable employment.

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

Heartland Community College

- Agriculture Business Certificate (16 credit hours)
- Agronomy Certificate (19 credit hours)
- Precision Agriculture Certificate (18 credit hours)
- Regenerative Agriculture Certificate (16 credit hours)

Highland Community College

- Advanced Nursing Assistant Certificate (16 credit hours)

College of Lake County

- Pharmacy Technician Certificate (22 credit hours)

Lewis & Clark Community College

- Pharmacy Technician Certificate (17 credit hours)



Final Report: Update on Implementation of Developmental Education Models in Public Community Colleges and Universities in Illinois

Illinois Board of Higher Education

Illinois Community College Board

December 31, 2020

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Executive Summary

Public universities and colleges continue to address student placement into, and student completion of developmental education. In addition, Illinois' public higher education institutions, whether two-year or four-year, have been engaged in a continuous and ongoing effort to produce more equitable outcomes in developmental education for historically underserved populations including Latinx and African American students. The Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) will continue to collect and evaluate both information on how Illinois colleges and universities are leading change at their institutions and highlight national, evidence-based models that can enhance student performance and outcomes, especially where equity gaps persist. Meeting the needs of students is of paramount importance to the state's education agencies, Illinois' community colleges and universities, and policymakers across the state. The work of the Senate Joint Resolution 41 Advisory Committee and the reports related to that work, including this report, are a part of the effort to address developmental education rates and disparities.

This report provides an update on developmental education reform described in earlier reports (listed below) developed in response to Illinois Senate Joint Resolution (SJR) 41. Per SJR 41, this update report must be transmitted to the Illinois Governor and Legislature by January 1, 2021. Copies of the report must also be made available to the IBHE and the ICCB.

- March 31, 2020 SJR 41 report titled *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois*, and
- June 30, 2020 SJR 41 report titled *Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council*.

The report is required to include “an update on the implementation of co-requisite remediation and alternative evidence-based developmental education models at every college and university, and include data on enrollment and throughput, defined as the percent of students initially enrolled who have progressed through gateway-level courses, by institution and disaggregated by race, ethnicity, gender, and Pell status...(SJR 41)”

Thus, this report provides the most recent information on the implementation of co-requisite and other alternative evidence-based developmental education models, as well as student outcomes within the models.

This report describes results of an inventory and implementation of models employed by all public community colleges and universities in Illinois for students placed into developmental education or otherwise determined to need additional skills development in mathematics or English/Language Arts.

Finally, this report provides current implementation and student success within developmental education models and builds on the critical work and baseline information collected via the SJR 41 Advisory Council. This evidence-based approach builds on past and current Illinois and higher

education efforts and studies conducted on effective and equitable outcomes within developmental education models.

In analyzing the data and developing the report, several notable inferences emerge. These include:

- **Public institutions across Illinois are continuously engaged in reviewing, modifying, and making more effective their delivery of developmental education.** All public universities and community colleges are responding to a rapidly changing environment. In this context, Illinois public universities and community colleges have made significant progress on the implementation of new, evidence-based model of developmental education instructional delivery. As the data indicates, public institutions have made significant changes in how they offer developmental education. System data indicates that it is having an impact on how students place and complete gateway courses and the need for enrollment in developmental education course. While there is a lag in how data is reported, even within this data set, there are clear indications that reform efforts are having an impact. Graduation rates for students in community colleges are higher for those who are enrolled in models other than the “traditional” model. In addition, completion and progression rates at public universities continue to increase for students enrolled in developmental education.
- **Non-traditional models of developmental education are helping students progress into gateway courses.** Non-traditional models of developmental education seem to increase access to gateway/credit-bearing course in a shorter time frame. In community colleges, longitudinal data show that developmental models outside the Traditional model may accelerate students into gateway/credit-bearing courses. However, current evidence suggests that there is not a significant difference between the non-traditional models and their impact on graduation rates. This is an area for further research and inquiry to determine the validity of this inference.
- **Student support and wrap-around services are critical to producing student success in the developmental course as well as progression toward graduation.** Colleges reported that where students are provided services such as strong academic advising, focused tutoring, financial literacy, bridge programming, and just-in-time assistance, they perform better. Using strategies such as summer bridge programs, focused diagnostic testing as part of placement testing, and review and assistance with placement testing/retesting further allows students to improve placement results and reduce the need for developmental education classes. Developmental education models and courses do not stand on their own. There are a number of other supports that are necessary in order for students to be successful. It is imperative that the education community consider how to enhance these supports. It is critical that the state consider ways to support institutions as they work to build upon these support mechanisms, further enhancing the student support options across the higher education system.
- **Public universities and community colleges have shifted how they place students.** Thirty-one community colleges have fully adopted the [Statewide Placement Recommendations](#) that were formerly adopted by the Council of Community College Presidents on June 1, 2018. Some public universities use some form of multiple measure

placement. In addition, data suggests a need for more capacity around Math Pathways and differentiated strategies based on selection of major or degree program. Community colleges have begun implementing this strategy, and all public universities have multiple math pathways based on major. These impressions suggest that these are promising areas of investment for the state. More research is necessary to identify effective pathways, courses and outcomes.

- **Completion of courses within each model vary by race/ethnicity and equity gaps persist.** In the community college data set, Latinx and African American students perform better in the co-requisite model while White and Asian students appear to perform better in traditional, emporium, and compressed development models. Interestingly, the same results are seen for Pell-eligible students: they perform better in the co-requisite model while those who are non-Pell eligible perform better in traditional, emporium, and compressed development models. In the data set for public universities, African American and Latinx students appeared to perform better in traditional courses for English Language Arts where white students tended to perform better in co-requisite courses. Further study, beyond the timeframes represented in this report, is needed to analyze the impact of non-traditional models on student outcomes. Racial/ethnic gaps in achievement continue to persist with graduation rate regardless of developmental model. Among other things, this highlights the importance of student and academic supports beyond entry and completion of a gateway course.

Introduction

This report responds to Senate Joint Resolution (SJR) 41 of the state of Illinois and provides an update and the most recent information on several aspects of developmental education model reform included in the March 31, 2020 SJR 41 report titled *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois* and June 30, 2020 SJR 41 report titled June 30, 2020 report titled *Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council*. This report begins by summarizing SJR 41 and the expectations for the report. The data collection methods utilized by IBHE and ICCB in capturing updates from each public higher education are described followed by an update on the implementation and student outcomes of co-requisite and other alternative evidence-based developmental education models. The SJR 41 Resolution is provided in Appendix A.

Senate Joint Resolution (SJR) 41

In 2019, the Senate of the General Assembly of the State of Illinois passed a Senate Joint Resolution (SJR) 41 that called for the Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) to establish the SJR 41 Advisory Council. This advisory council was charged with:

- Compiling and submitting a developmental education model benchmarking (inventory) report to the General Assembly on or before April 1, 2020
 - The report titled *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois* was filed on March 31, 2020
- Compiling and submitting a developmental education model scaling and implementation reform report to the General Assembly on or before July 1, 2020.
 - The report titled *Scaling Developmental Education Reform in Illinois: A Report of the Senate Joint Resolution 41 Advisory Council* was filed on June 30, 2020

On January 1, 2021, the SJR 41 requires a report on progress made since the required reports on April 1, 2020 and July 1, 2020 as it relates to developmental education model implementation and student outcomes.

Information and Data Collection Methods

Data were gathered using a survey instrument and standardized summary-level data collection template distributed to all public community colleges and universities in Illinois in November and continued through mid-December 2020. The data collection templates were modeled after templates developed collaboratively by researchers and leaders of the Illinois Board of Higher Education (IBHE) and Illinois Community College Board (ICCB) and reviewed by members of the SJR 41 Advisory Council in January 2020.

In this report, the implementation of co-requisite and other alternative evidence-based developmental education models represent the fall 2020 term and provide an update from the

information provided in the March 31, 2020 report (based on early-spring 2020 term). The summary-level student outcome data for the developmental education models represent a longitudinal cohort analysis (fall 2017 cohort for Illinois community colleges and fall 2018 cohort for Illinois public universities. The student outcome analysis also provides an update to the March 31, 2020 report but includes another academic year of longitudinal analysis as well as student subgroup data (race/ethnicity, gender, age, Pell status). The inclusion and analysis of student subgroup data are critical in this report as Illinois examines efforts to reduce racial/ethnic gaps and reducing inequities for students across higher education.

Inventory and Implementation Results

This section summarizes inventory findings on the implementation of developmental (instructional) models at the end of fall term 2020 for all public community colleges and universities in Illinois, as required by SJR 41. The findings and discussion begin with definitions of the developmental models that may be implemented on some level by the public community colleges and universities. After this section, there are three additional sections that focus on: 1) developmental models in public community colleges, 2) developmental models in public universities, and 3) placement for community colleges and universities. The findings on developmental models refer to implementation of the eight models included in the inventory instrument: traditional, co-requisite, compressed, modularized, emporium, contextualized, stretch, and studio. The community colleges and universities could also report on other models to represent the full array of developmental education in both English/Language Arts and Mathematics

Developmental Models

The inventory instrument used by the ICCB and IBHE used common definitions for reporting on implementation of eight developmental models in English/Language Arts and Mathematics, “other” models, and Gateway Courses. These models are defined as follows:

- 1) Traditional developmental instruction places a student into a course level and the student completes the course sequence that leads to the course required for their respective degree. Courses are typically a semester long each.
- 2) Co-requisite developmental instruction or tutoring supplements credit instruction while a student is concurrently enrolled in a credit-bearing course. For example, a student would be enrolled in a credit-bearing course and take a related lab/course to supplement their learning.
- 3) Compressed developmental instruction accelerates student progression from developmental instruction to college-level coursework by reducing the length of the course. Course delivery is more intense, and courses are offered in a variety of shortened timeframes to allow students to progress quickly. For example, a course that was originally scheduled to meet once a week for 16 weeks could meet twice a week for 8 weeks.
- 4) Modularized developmental instruction is customized and targeted to address specific skills gaps through courses that are technology-based and self-paced. Course material is divided into sub-unit parts and allows students to master targeted skill area deficiencies. For example, one three-credit course could be converted into three one-credit courses, each targeting a different set of concepts to master.

- 5) Emporium developmental instruction eliminates all lectures and replaces them with a learning resource center model featuring interactive software and on-demand personalized assistance, including interactive tutorials, practice exercises, solutions to frequently asked questions, and online quizzes and tests. Students choose what types of learning materials to use depending on their needs, and how quickly to work through the materials. This model is typically applied to mathematics [[National Center for Academic Transformation \(NCAT\), 2020](#)].
- 6) Contextualized developmental instruction is content related to a student's program of study or meta-majors. For example, if a student were studying business or education, their writing prompts and or math would be related to those areas.
- 7) Stretch developmental instruction is where students complete the college-credit-bearing course over two semesters instead of one because of the educational assumption that some students need more time and guidance based on their previous academic backgrounds and experiences. It is typically used in writing.
- 8) Studio developmental instruction involves students who would have normally been placed in the traditional developmental education course taking a credit-bearing gateway course. The sub-set of students in the credit-bearing course requiring developmental education is provided with additional supports in a lab-like setting. The supports usually come in the form of ad hoc interventions from the same instructor, a different instructor, or an academic support professional. It is typically used in writing.

Another model that was not included in the inventory that emerged in the qualitative data that were gathered from all institutions is Direct Self-Placement. This model enables students to place themselves into the developmental course – in association with placement in writing, for example – based on a battery of questions related to their academic background and experience, and sometimes in conjunction with advising done in person or online (National Council of Teachers of English, 2016).

Two additional definitions used in the inventory instrument are:

- Other developmental instruction may vary by institution and approach. If your institution is not using one of the models specified above, please provide an explanation and context for how developmental instruction is being deployed at your institution through this specific model.
- Gateway Course is defined as a first-year, college-level math or English course that applies to course requirements for a certificate or degree.

Community Colleges Inventory and Implementation of Developmental Education Models

As illustrated in Table 1 below, community colleges employ a variety of models to deliver developmental education. As colleges continue to analyze the effectiveness of these models, it is anticipated that additional changes will occur over time.

Table 1: Developmental Education Models Used in Community Colleges

Traditional	41
Co-requisite	38
Modularized	5
Emporium	12
Contextualized	13
Studio	3
Compressed	11
Other	10

Developmental Models in Public Community Colleges

This section presents descriptive results on the developmental models implemented on some level in English/Language Arts and mathematics in the public community colleges. In addition to reporting on implementation of developmental models, the inventory requested enrollment, developmental course completion, and gateway course completion for two cohorts: a) Academic Year 2017-2018 (AY17-18) for community colleges and b) Academic Year 2018-2019 (AY18-19) for public universities. For community colleges, graduate rate is also provided for each developmental model. These aggregate results provide a snapshot of two recent student cohorts on enrollment and completion at a time when developmental models are evolving in higher education institutions across the state of Illinois, as the quantitative results will show.

English/Language Arts

Beginning with English/Language Arts instruction, this section describes results reported by all public community colleges (N=48) on implementation of the developmental models. Table 1 summarizes the number and percentage of colleges implementing each model in conjunction with English/Language Arts instruction in spring and fall 2020. Table 2 also shows the number and percentage of all public community colleges on level of implementation using a “not implemented”, “implemented” or “not reported”. Implemented results may include those that are in development or pilot phase, while those in the not-implemented phase may include those that are not being used or being phased out.

In fall 2020, there was little change in the Traditional and Co-Requisite models. However more than 90 percent of colleges reported having a Co-requisite model for English and approximately 16 percent of colleges reporting that they had phased out a traditional model or did not use it currently. There was a slight uptick in compressed, Modularized and Emporium models. There was significant increase in the number of colleges who implemented some “Other” model of developmental English course. These models may have included things like the Stretch model, a different national model or a hybrid developed and deployed by the college.

Table 2: Summary of Developmental Model Implementation in English/Language Arts by All Public Illinois Community Colleges

<u>Term</u>		<u>Spring 2020</u>		<u>Fall 2020</u>		
English/ Language Arts Model	Implementation Status	Number Colleges (n=48)	Percentage of Colleges	Implementation Status	Number Colleges (n=48)	Percentage of Colleges
Traditional	Not Implemented	9	18.75	Not Implemented	8	16.97
	Implemented	39	81.25	Implemented	39	81.25
	Not Reported		0.00	Not Reported	1	2.08
Co-Requisite	Not Implemented	3	6.25	Not Implemented	3	6.25
	Implemented	45	93.75	Implemented	44	91.67
	Not Reported		0.00	Not Reported	1	2.08
Compressed	Not Implemented	39	81.25	Not Implemented	36	75.00
	Implemented	9	18.75	Implemented	11	22.92
	Not Reported		0.00	Not Reported	1	2.08
Modularized	Not Implemented	48	100.00	Not Implemented	46	95.83
	Implemented	0	0.00%	Implemented	1	2.08
	Not Reported		0.00	Not Reported	1	2.08
Emporium	Not Implemented	47	97.71	Not Implemented	43	89.58
	Implemented	1	2.08	Implemented	4	8.33
	Not Reported	0	0.00	Not Reported	1	2.08
Contextualized	Not Implemented	47	97.71	Not Implemented	43	89.58
	Implemented	1	2.08%	Implemented	4	8.33
	Not Reported	0	0.00	Not Reported	1	2.08
Studio	Not Implemented	46	95.83	Not Implemented	45	93.75
	Implemented	2	4.16	Implemented	2	4.16
	Not Reported	0	0.00	Not Reported	1	2.08
Other	Not Implemented	46	95.83	Not Implemented	39	81.25
	Implemented	2	4.16	Implemented	8	16.67
	Not Reported	0	0.00	Not Reported	1	2.08%

Overall enrollment and completion results for English/Language Arts are shown for the fall 2017 first-time, full-time entering cohort in Table 3. Detailed enrollment and outcomes by student subgroups (Race/Ethnicity, Pell Recipient, Age, and Gender) for each developmental education model appear in Appendix D respectively. Cell suppression in Appendix D tables are applied as applicable to prevent student identification for achievement outcomes. Any outcomes differing from the March 31, 2020 SJR 41 report titled *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois* are due to more recent data being available at a particular community college.

Table 2 provides fall 2017 first-time, full-time entering outcomes at different momentum points and eventual attainment of a community college credential. The cohort is tracked over three academic years (2017-18 through 2019-20). Students are followed longitudinally over three years to measure developmental model completion and entry into a related gateway course. Credential completion is measured within 150% of catalog time (e.g. 3 years for an associate degree) at the same institution.

Table 3: Illinois Community College Fall 2017 First-Time, Full-Time Entering Student Outcomes by English/Language Arts Developmental Model

	<u>Cohort Enrollment</u>	<u>Students Complete Model and Enroll in Related Gateway Course within Three Years*</u>				<u>Students Enrolling in the Model that Earned a Credential within 150% Catalog Time</u>	
		Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
		Number of FT/FT Fall 2017 Enrollment of students in any part model					
Traditional	4,796	2,615	54.5%	2,057	78.7%	711	14.8%
Co-requisite	948	831	87.7%	715	86.0%	265	28.0%
Compressed	108	68	63.0%	49	72.1%	13	12.0%
Contextualized	154	92	59.7%	64	69.6%	24	15.6%
Other	101	71	70.3%	58	81.7%	14	13.9%

Fall 2017 ELA Cohort Enrollment

Overall – The traditional developmental model has the highest enrollment count at 4,796 students, followed by co-requisite (n = 948), contextualized (n = 154), compressed (n = 108), and other (n = 101) developmental models.

Race/Ethnicity – Within three of the five developmental models, White has the highest enrollment among the race/ethnicity categories. For the other developmental model, White comprises the highest proportion at 45.5% (n = 46), followed by co-requisite at 42.1% (n = 399), and contextualized at 40.3% (n = 62). For co-requisite, the race/ethnicity with the next highest proportion of enrollment is Latinx at 33.3% (n = 316) while for other the next highest proportion of enrollment after White is African American at 33.7% (n = 34). It is similar for contextualized at 35.7% (n = 55).

For the traditional developmental model, the race/ethnicity category with the largest proportion of students is Latinx at 37.6% (n = 1,801), followed by White at 30.8% (n = 1,478) and African American at 23.4% (n = 1,120). Within the compressed developmental model, African American students represent the race/ethnicity with the highest proportion of students at 45.4% (n = 49), followed by White at 25.0% (n = 27) and Latinx at 25.0% (n = 27).

Pell Recipient – Pell recipients make up a larger proportion of students as compared to Non-Pell recipients in each of the five developmental models. The compressed model has the largest proportion of Pell recipient of students at 74.1% (n = 80), followed by traditional at 59.9% (n =

2,871), co-requisite at 56.9% (n = 539), contextualized at 55.8% (n = 86), and other at 55.4% (n = 56).

Age – Students less than 25 years of age account for the largest proportion by a large margin and are very similar in distribution across all developmental models. The other developmental model has the highest proportion of students less than 25 years of age at 97.0% (n = 98), followed by co-requisite at 96.5% (n = 915), contextualized at 96.1% (n = 148), compressed at 95.4% (n = 103), and traditional at 94.0% (n = 4,506).

Gender – Females comprise a larger proportion in all developmental models albeit by a very small margin in many. The compressed developmental model has the highest proportion of Female students at 61.1% (n = 66), followed by other at 52.5% (n = 53), contextualized at 50.6% (n = 78), traditional at 50.5% (n = 2,423), and co-requisite at 50.1% (n = 475).

Fall 2017 ELA Cohort Completing Model and Gateway Course Enrollment and Completion

Overall – The co-requisite developmental model has the highest percent of students completing the model and enrolling in a gateway course within three years at 87.7% (n = 831), followed by other at 70.3% (n = 71), compressed at 63.0% (n = 68), contextualized at 59.7% (n = 92), and traditional at 54.5% (n = 2,615).

The percent of students completing a gateway course with “C” or higher within three years is highest with the co-requisite developmental model at 86.0% (n = 715), followed by other at 81.7% (n = 58), traditional at 78.7% (n = 2,057), compressed at 72.1% (n = 49), and contextualized at 69.6% (n = 64).

Race/Ethnicity – Within the traditional developmental model, the race/ethnicity with the highest rate of students completing a model and enrolling in a gateway course within three years is Asian at 63.4% (n = 106), White at 59.6% (n = 880), Latinx at 57.0% (n = 1,026), and African American at 43.5% (n = 487). In the co-requisite model, the race/ethnicity with highest percent of students completing the model and enrolling in a gateway course is Latinx at 94.6% (n = 299), followed by Asian at 87.1% (n = 27), African American at 85.5% (n = 142), and White at 83.0% (n = 331).

In the co-requisite developmental model, the rate of students successfully completing a gateway course with a “C” or higher is greatest among White at 92.4% (n = 306), followed by Asian at 85.2% (n = 23), Latinx at 84.6% (n = 253), and African American at 74.6% (n = 106). For the traditional developmental model, the race/ethnicity with the highest rate of success completing a gateway course with a “C” or higher is White at 84.2% (n = 741), followed by Latinx at 80.4% (n = 825), Asian at 79.8% (n = 85), and African American at 66.5% (n = 324). The remaining models have data suppression in one or more categories.

Pell Recipient – For both the traditional, co-requisite, and other developmental models there is not much of a performance gap between Pell Recipients and Non-Pell Recipients in rate of students completing a model and enrolling in a gateway course. In the traditional developmental model Pell Recipients complete a model and enroll in a gateway course at a rate of 54.4% (n = 1,562) compared to 54.7% (n = 1,053) for Non-Pell Recipients. For co-requisite, the Pell recipient

rate of success is 86.5% (n = 466) compared to Non-Pell Recipients at 89.2% (n = 365). In the other developmental model Pell Recipients have a success rate of 69.6% (n = 39) as compared to Non-Pell Recipients at 71.1% (n = 32).

For the compressed and contextualized developmental models, the performance gap is starker among Pell Recipients and Non-Pell Recipients in rate of students completing a model and enrolling in a gateway course. In the compressed developmental model Pell Recipients have a success rate of 70.0% (n = 56) compared to Non-Pell Recipients at 42.9% (n = 12). In contrast, within the contextualized developmental model, Non-Pell Recipients at 72.1% (n = 49) have a higher success rate than Pell Recipients at 50.0% (n = 43).

There is not much of a performance gap in rate of students successfully completing a gateway course with a “C” or higher is greater with Pell Recipients and Non-Pell Recipients students among traditional, co-requisite, or compressed developmental models. Among those three models, co-requisite has the highest rate of Pell Recipient students successfully completing a gateway course with a “C” or higher at 84.1% (n = 392), followed by traditional at 78.6% (n = 1,227) and compressed at 71.4% (n = 40).

There is a larger gap between Pell Recipients and Non-Pell Recipients students in successfully completing a gateway course with a “C” or higher in the contextualized and other developmental models. In the contextualized developmental model, Non-Pell Recipients have a higher success rate than Pell Recipients at 77.6% (n = 38) compared to 60.5% (n = 26) and in the other developmental model at 87.5% (n = 28) compared to 76.9% (n = 30).

Age – For the co-requisite developmental model, there is not much of an achievement gap between the less than 25 age category as compared to age 25 and over students in rate of completing a model and enrolling in a gateway course. Students in the less than 25 age category complete a model and enroll in a gateway course at a rate of 87.5% (n = 801) compared to the 25 or over category at 90.9% (n = 30).

Within the traditional model, there is a larger performance gap between the less than 25 age category as compared to age 25 and over students in rate of completing a model and enrolling in a gateway course. Students in the less than 25 age category complete a model and enroll in a gateway course at a rate of 55.0% (n = 2,479) compared to the 25 and over category at 47.1% (n = 136).

The rate of students successfully completing a gateway course with a “C” or higher is fairly similar across the traditional and co-requisite developmental models. The co-requisite model has a higher success rate across both age categories with 86.1% (n = 690) among the less than 25 age category as compared to 83.3% (n = 25) for 25 and older students. For the traditional model, in the less than 25 age category the rate of success is 78.6% (n = 1,948) as compared to the 25 and over students at 80.1% (n = 109).

The remaining models have data suppression in one or more categories.

Gender – The rate of students completing a model and enrolling in a related gateway course is higher among the Female category as compared to Male in four of the five developmental models. The co-requisite model has the highest rate of completion among Female students at 88.0% (n = 418), followed by the other developmental model at 75.5% (n = 40), contextualized at 61.5% (n = 48), and traditional at 56.8% (n = 1,376). Within the compressed developmental model, Male students at 73.8% (n = 31) have a higher rate of completing a model and enrolling in a related gateway course.

The rate of students successfully completing a gateway course with a “C” or higher is slightly more for Female students as compared to Male students in four of the five developmental models. The other developmental model has the highest success rate among Females at 82.5% (n = 33), followed by traditional at 80.1% (n = 1,102), contextualized at 79.2% (n = 38), and compressed at 73.0% (n = 27).

Fall 2017 ELA Cohort Graduating within 150% Catalog Time

Overall – Graduation rate provides the percentage of first-time, full-time students that graduate within 150% of catalog time (e.g. 3 years for an associate degree) at the same institution. The rate of graduation is highest within the co-requisite developmental model at 28.0% (n = 265), followed by contextualized at 15.6% (n = 24), traditional at 14.8% (n = 711), other at 13.9% (n = 14), and compressed at 12.0% (n = 13).

Race/Ethnicity – Within both the co-requisite and traditional developmental models, White and Asian students have the highest graduation rate as compared to Latinx and African American students. For the co-requisite developmental model, White students have the highest graduation rate at 36.1% (n = 144), followed by Asian at 35.5% (n = 11), Latinx at 22.8% (n = 72), and African American students at 18.7% (n = 31). In the traditional developmental model, the Asian category has the highest graduation rate at 20.2% (n = 34), followed by White at 19.1% (n = 282), Latinx at 14.6% (n = 263), and African American at 8.8% (n = 98). The remaining models have data suppression in one or more categories.

Pell Recipient – In the co-requisite and traditional developmental models, Non-Pell Recipients have a slightly higher graduation rate than Pell Recipients. In the co-requisite developmental model, the Non-Pell Recipients have a graduation rate of 30.3% (n = 124) compared to Pell Recipients at 26.2% (n = 141). The traditional developmental model has a graduation rate of 15.8% (n = 305) among Non-Pell Recipient students as compared to 14.1% (n = 406) for Pell Recipients. The remaining models have data suppression in one or more categories.

Age – For the co-requisite developmental model, students in the less than 25 age category have a slightly higher graduation rate at 28.0% (n = 256) compared to students 25 and over at 27.3% (n = 9). Within the traditional developmental model, students in the 25 and over category have a higher graduation rate at 18.7% (n = 54) compared to students less than 25 years of age at 14.6% (n = 657). Within the other developmental model, the graduation rate is at 14.3% (n = 14) for students in the less than 25 age category.

Gender – In the co-requisite and traditional developmental models, Female students have a higher graduation rate than Male students. For the co-requisite developmental model, the Female students have a graduate rate of 30.9% (n = 147) compared to Male students at 24.9% (n = 117). The traditional developmental model has a graduation rate of 16.4% (n = 398) among Female students as compared to 13.2% (n = 313) for Male students.

In the contextualized and other developmental models, Male students have a higher graduation rate than Female students. For the contextualized developmental model, the Male students have a graduate rate of 19.7% (n = 15) compared to Female students at 11.5% (n = 9). The other developmental model has a graduation rate of 16.7% (n = 8) among Male students as compared to 11.3% (n = 6) for Female students.

Mathematics

In spring 2020 results on implementation of developmental model in mathematics show the vast majority of public community colleges (93.75%) are implementing the traditional model for mathematics. Only two community colleges reported not implementing the traditional model, and only one community college is phasing the traditional model out. The results in Table 4 also suggests the traditional model remains very prevalent in mathematics in the community colleges. However, by fall 2020, four other colleges had moved away from the traditional model in favor of one of the other design models.

In spring 2020, the level of implementation in the Co-requisite model was similar to that seen in the English/Language Arts area. In fall 2020, the same proportion of colleges continued to actively implement or pilot Co-requisite model. The model is currently implemented or being piloted at two-thirds of all community colleges in the state.

The inventory also shows the emporium model and the compressed model are being implemented on some level by approximately one-quarter of the community colleges in spring 2020. However, there is some variation in the compressed model as of fall 2020. Many colleges that employ this model noted that they offer it as an option, but also have a number of other models that they employ. It is noted that many colleges offer the compressed model for a certain set or level of course, but not necessarily all that are included in the developmental sequence. There was a small increase in the number of schools who use the Emporium model.

By fall 2020, there was a small number of the community colleges reported implementing the studio model. However, there was a significant jump in the number of colleges who reported using “Other” as a model. This may have included models like the Stretch model, a different national model or a hybrid developed and deployed by the college. This model grew to encompass one-fifth of all colleges.

Table 4. Summary of Developmental Model Implementation in Mathematics by All Public Illinois Community Colleges

Term	Spring 2020			Fall 2020		
<u>Mathematics Model</u>	<u>Implementation Status</u>	<u>Number Colleges (n=48)</u>	<u>Percent of Colleges</u>	<u>Implementation Status</u>	<u>Number Colleges (n=48)</u>	<u>Percent of Colleges</u>
Traditional	Not Implemented	3	6.25	Not Implemented	7	14.58
	Implemented	45	93.75	Implemented	40	83.33
	Not Reported		0.00	Not Reported	1	2.08
Co-Requisite	Not Implemented	16	33.33	Not Implemented	15	31.25
	Implemented	32	66.67	Implemented	32	66.67
	Not Reported		0.00	Not Reported	1	2.08
Compressed	Not Implemented	32	66.67	Not Implemented	36	75.00
	Implemented	16	33.33	Implemented	11	22.92
	Not Reported		0.00	Not Reported	1	2.08
Modularized	Not Implemented	44	91.67	Not Implemented	43	89.58
	Implemented	4	8.33	Implemented	4	8.33
	Not Reported		0.00	Not Reported	1	2.08
Emporium	Not Implemented	38	79.16	Not Implemented	35	72.92
	Implemented	10	20.83	Implemented	12	25.00
	Not Reported		0.00	Not Reported	1	2.08
Contextualized	Not Implemented	44	91.67	Not Implemented	35	72.92
	Implemented	4	8.33	Implemented	12	25.00
	Not Reported	0	0.00	Not Reported	1	2.08
Studio	Not Implemented	46	95.83	Not Implemented	45	93.75
	Implemented	2	4.16	Implemented	2	4.16
	Not Reported	0	0.00%	Not Reported	1	2.08
Other	Not Implemented	46	95.83	Not Implemented	37	77.08
	Implemented	2	4.16	Implemented	10	20.83
	Not Reported		0.00	Not Reported	1	2.08

Overall enrollment and completion results for Mathematics are shown for the fall 2017 first-time, full-time entering cohort in Table 5. Detailed enrollment and outcomes by student subgroups (Race/Ethnicity, Pell Recipient, Age, and Gender) for each developmental education model appear in Appendix E, respectively. Cell suppression in Appendix E tables are applied as applicable to prevent student identification for achievement outcomes. Any outcomes differing from the March 31, 2020 SJR 41 report titled *Inventory of Developmental Education in Public Community Colleges and Universities in Illinois* are due to more recent data being available at a particular community college.

Table 5 provides fall 2017 first-time, full-time entering outcomes at different momentum points and eventual attainment of a community college credential. The cohort is tracked over three academic years (2017-18 through 2019-20). Students are followed longitudinally over three years to measure developmental model completion and entry into a related gateway course. Credential completion is measured within 150% of catalog time (e.g. 3 years for an associate degree) at the same institution.

Table 5. Illinois Community College Fall 2017 First-Time, Full-Time Entering Student Outcomes by Mathematics Developmental Model

	<u>Cohort Enrollment</u>	<u>Students Complete Model and Enroll in Related Gateway Course within Three Years*</u>				<u>Students Enrolling in the Model that Earned a Credential within 150% Catalog Time</u>	
		Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
Traditional	8,549	3,516	41.1%	2,396	68.1%	1,561	18.3%
Co-requisite	582	520	89.3%	423	81.3%	162	27.8%
Emporium	873	434	49.7%	297	68.4%	213	24.4%
Compressed	275	153	55.6%	100	65.4%	57	20.7%
Modularized	109	46	42.2%	37	80.4%	27	24.8%
Other	28	19	67.9%	11	57.9%	8	28.6%

Fall 2017 Math Cohort Enrollment

Overall – The traditional developmental model has the highest enrollment count at 8,549 students followed by the emporium (n = 873), co-requisite (n = 582), compressed (n = 275), modularized (n = 109), and other (n = 28) developmental models.

Race/Ethnicity – Within the traditional developmental model, the three race/ethnicity categories that represent the largest population are White at 45.1% (n = 3,856), Latinx at 30.4% (n = 2,596), and African American at 17.0% (n = 1,452). Similarly, the emporium developmental model three highest enrollment race/ethnic categories are White at 64.4% (n = 562), Latinx at 13.7% (n = 120), and African American at 9.0% (n = 79), as well as compressed developmental model with White at 41.1% (n = 113), Latinx at 27.6% (n = 76), and African American at 26.2% (n = 72).

Within the co-requisite, modularized, and other developmental models, Latinx has the highest enrollment among the race/ethnicity categories. For the co-requisite developmental model, Latinx comprises 38.7% of the population (n = 225), followed by White at 34.9% (n = 203), and African American at 17.2% (n = 100). The Latinx student population makes up 50.5% (n = 55) of the modularized developmental education model followed by White at 37.6% (n = 41) and African American at 9.2% (n = 10). Finally, within the other developmental models, Latinx comprises 53.6% of the population (n = 15), followed by White at 39.3% (n = 11) and African American at 7.1% (n = 2).

Pell Recipient – Across the developmental models, Pell recipients make up a larger proportion of students than Non-Pell recipients in four of the six models. The modularized development model have the largest proportion of Pell recipient students at 68.8% (n = 75), followed by co-requisite at 59.6% (n = 347), compressed at 53.5% (n = 147), and traditional at 52.4% (n = 4,481).

Non-Pell recipients comprise a larger proportion of students compared to Pell recipients for both the emporium developmental model at 54.9% (n = 479) and other developmental model at 60.7% (n = 17).

Age – By a large margin, students less than 25 years old account for the largest proportion across the models. The other developmental model had the highest proportion of students less than 25 at 100% (n = 28), followed by emporium at 97.6% (n = 852), compressed at 97.1% (n = 267), co-requisite at 96.4% (n = 561), traditional at 94.8% (n = 8,101), and modularized at 83.5% (n = 91).

Gender – Females comprise a larger proportion of the student population in five of the six developmental models with the highest proportion being in other at 64.3% (n = 18), followed by compressed at 59.6% (n = 164), co-requisite at 54.3% (n = 316), traditional at 53.7% (n = 4,589), and emporium at 50.7% (n = 443). Males account for a larger proportion in the modularized developmental model at 53.2% (n = 58).

Fall 2017 Math Cohort Completing Model and Gateway Course Enrollment and Completion

Overall – Among the models with an enrollment of more than 100 students, the co-requisite developmental model had the highest percentage of students completing a model and enrolling in a gateway course within three years at 89.3% (n = 520), followed by compressed at 55.6% (n = 153), emporium at 49.7% (n = 434), modularized at 42.2% (n = 46), and traditional at 41.1% (n = 3,516).

The percentage of students completing a gateway course with “C” or higher within three years is highest for co-requisite at 81.3% (n = 423) and modularized at 80.4% (n = 37), followed by similar results in emporium at 68.4% (n = 297), traditional at 68.1% (n = 2,396), and compressed at 65.4% (n = 100).

Race/Ethnicity – Across the traditional, emporium, and compressed development models, the White and Asian student populations account for a higher rate of students completing a model and enrolling in a related gateway course within three years compared to Latinx and African American students. Interestingly, in co-requisite a higher proportion of Latinx and African American students complete the model and enroll in a related gateway course than both the White and Asian populations. Within the modularized model, Latinx students had the highest proportion of students completing the model and enrolling in a related gateway course.

In the traditional developmental model, the rate of students successfully completing a gateway course with a “C” or higher is very similar across the race/ethnicity categories with Asian at 71.6% (n = 78), White at 69.7% (n = 1,239), Latinx at 66.5% (n = 715), and African American at 65.3% (n = 262). Within the co-requisite model, there is a higher rate of success in completing a gateway course with a “C” or higher but a larger gap among the White and Asian students as compared to

the Latinx and African American populations. White had the highest rate at 91.7% (n = 154), followed by Asian at 89.3% (n = 25), Latinx at 74.4% (n = 157), and African American at 73.4% (n = 69).

In the emporium developmental model, the Asian student population has the highest rate of success in completing a gateway course with a “C” or higher at 76.9% (n = 40), followed by White at 68.9% (n = 199), Latinx at 66.7% (n = 36), and African American at 34.8% (n = 8). The remaining models have data suppression in one or more categories.

Pell Recipient – In the traditional developmental model, Non-Pell Recipient students account for a higher rate of students completing a model and enrolling in a related gateway course at 44.8% (n = 1,821) as compared to Pell Recipient students at 37.8% (n = 1,695). Similarly, students in the emporium developmental model have a higher rate of success among Non-Pell Recipient students at 53.9% (n = 258) compared to Pell Recipient students at 44.7% (n = 176). Interestingly, within the co-requisite developmental model, the Pell Recipient students have a higher rate of success among students completing a model and enrolling in a related gateway course at 90.8% (n = 315) compared to Non-Pell Recipient students at 87.2% (n = 205). The compressed and modularized developmental models, like the traditional and emporium, have a higher rate of Non-Pell Recipient students completing a model and enrolling in a related gateway course as compared to the Pell Recipient students.

The rate of students successfully completing a gateway course with a “C” or higher is greater for Non-Pell Recipients within traditional at 70.8% (n = 1,289), co-requisite at 82.4% (n = 169), and emporium at 68.6% (n = 177) as compared to Pell Recipient students. The rate of success is higher among Pell Recipient students as compared to Non-Pell Recipient students for both compressed and modularized models.

Age – The rate of students completing a model and enrolling in a related gateway course is higher in the less than 25 age category as compared to age 25 and over in each of the developmental models. Co-requisite has the highest rate of completion among less than 25 years old students at 89.5% (n = 502), followed by emporium at 50.1% (n = 427), modularized at 42.9% (n = 39), and traditional at 41.8% (n = 3,388). The remaining models have data suppression in one or more categories.

Interestingly, the rate of students successfully completing a gateway course with a “C” or higher is greater for students in the age 25 and over category as compared to younger students. The developmental model with the highest rate of age 25 and over among students successfully completing a gateway course with a “C” or higher is greater in both co-requisite at 100% (n = 18) and modularized at 100% (n = 7), followed by emporium at 85.7% (n = 6) and traditional at 72.7% (n = 93).

Gender - The rate of students completing a model and enrolling in a related gateway course is higher among Female as compared to Male in five of the six developmental models. Co-requisite has the highest rate of completion amongst Female students at 91.5% (n = 289) followed by emporium at 56.2% (n = 249), modularized at 54.9% (n = 28), and traditional at 43.2% (n = 1,983). Within the compressed developmental model, the rate of Male students completing a

model and enrolling in a related gateway course is higher at 57.7% (n = 64) compared to Female students.

Fall 2017 Math Cohort Graduating within 150% Catalog Time

Overall – Graduation rate provides the percentage of first-time, full-time students that graduate within 150% of catalog time (e.g. 3 years for an associate degree) at the same institution. The rate of graduation is highest within the other developmental model at 28.6% (n = 8), followed by co-requisite at 27.8% (n = 162), modularized at 24.8% (n = 27), emporium at 24.4% (n = 213), compressed at 20.7% (n = 57) and traditional at 18.3% (n = 1,561).

Race/Ethnicity – Within the co-requisite and emporium developmental models, White and Asian students have a higher graduation compared to Latinx and African American students. For co-requisite, White students have a graduation rate of 35.5% (n = 72) as compared to 23.0% for African American and 22.2% for Latinx students. Within the emporium model, Asian students have a graduation rate of 27.5% (n = 19) with White students at 26.5% (n = 149) compared to Latinx at 21.7% (n = 26) and African American at 11.4% (n = 9).

For the traditional developmental model, the graduation rate is highest among White students at 23.2% (n = 896), followed by Latinx at 15.8% (n = 411), Asian at 13.9% (n = 32), and African American at 10.2% (n = 148). The remaining models have data suppression in one or more categories.

Pell Recipient – Across all the developmental models, Non-Pell Recipients have a higher graduation rate than Pell Recipients. The modularized developmental model has the highest graduation rate amongst Non-Pell Recipients at 29.4% (n = 10) followed by emporium at 28.8% (n = 138), co-requisite at 28.5% (n = 67), compressed at 25.0% (n = 25.0%), and traditional at 20.4% (n = 828). The other model has data suppression which impacts complete analysis.

The co-requisite developmental model has the smallest gap between graduation rate for Non-Pell Recipients and Pell Recipients at +1.1% followed by traditional at + 4.0%.

Age – For both the traditional and co-requisite developmental models, students of age 25 and over has a higher graduation rate than students less than 25. Students age 25 and over within traditional have a graduation rate of 19.2% (n = 85) while student less than 25 are at 18.2% (n = 18.2%). Within co-requisite, student age 25 and over have a graduation rate of 33.3% (n = 7) while students less than 25 are at 27.6% (n = 155).

Age – By a large margin, students less than 25 account for the largest proportion across the models. The other developmental model had the highest proportion of students less than 25 at 100% (n = 28) followed by emporium at 97.6% (n = 852), compressed at 97.1% (n = 267), co-requisite at 96.4% (n = 561), traditional at 94.8% (n = 8,101), and modularized at 83.8% (n = 91). The remaining models have data suppression which impacts complete analysis

Gender – In nearly all the developmental models, Female students have a higher graduation rate compared to Male students. For Female students, the modularized model has the highest

graduation rate at 41.2% (n = 21) followed by co-requisite at 31.3% (n = 99), emporium at 30.7% (n = 136), compressed at 22.0% (n = 36), and traditional (n = 956).

The smallest gaps between Female and Male graduation rates exists within the compressed developmental model at +3.1% and traditional at +5.5%.

Public Universities Inventory and Implementation of Developmental Education Models

Developmental Education in English Language Arts at Illinois Public Universities

Key Takeaways Regarding English Language Arts (ELA) Developmental Education at Illinois Public Universities:

- Developmental education is multi-faceted and evolving at the 12 Illinois public universities.
- The same English gateway course is generally required of most students within a given Illinois public university to meet core curriculum requirements. This differs from gateway courses in Mathematics which vary based on major.
- Eight Illinois public universities have at least one developmental education (Dev. Ed.) model in English/Language Arts (ELA), while four do not.
- Even the public universities that do not have models that meet all the definitional aspects of Dev. Ed. may have course sequencing or student supports that largely resemble traditional or co-requisite Dev. Ed. models.
- Most of the Illinois public universities with Dev. Ed. in ELA, employ a model with co-requisite qualities including direct placement into a degree-applicable gateway course along with additional student supports.
- Six out of the eight Illinois public universities with developmental education in ELA have offered a co-requisite model, currently offer it, or will do so in the near-term future. An additional public university that has not had Dev. Ed. in ELA plans to pilot a co-requisite model next academic year (2021-22).
- Only two of the Illinois public universities with developmental education in ELA do not offer a co-requisite model and did not report immediate plans for implementation.
- Some of the Illinois public universities with Dev. Ed. in ELA provide summer bridge programs and/or other programming for the purpose of improving students' knowledge, skill, and ELA placement.
- Regardless of model and placement, all freshmen at Illinois public universities requiring Dev. Ed. in ELA can move into the required degree-applicable gateway course by the start of their second semester and most are able to do so their first semester.

Four of the Illinois public universities do not have developmental education in English/Language Arts (GSU, ISU, UIUC, and WIU) and a fifth (SIUC) has both traditional English Dev. Ed. and co-requisite in their course catalog but has not offered either for a few years. Since 2017, all students have been immediately placed in credit-bearing and degree-applicable English courses at SIUC. It should be noted that GSU has plans to pilot a co-requisite model in their beginning writing

course next academic year. Among the remaining seven public universities, CSU only offers a co-requisite option, and NIU will be adopting the same approach in academic year 2021-22, as they transition to eliminate the first semester in the year-long stretch model in which only the second semester is co-requisite and degree-applicable. NEIU, SIUE, and UIC have both traditional and co-requisite offerings in English Language Arts, based upon placement criteria. EIU and UIS only offer traditional developmental education in English/Language Arts. An additional public university, WIU, has a credit-bearing elective writing course that involves self-placement and takes on some developmental education qualities, and WIU is in the process of adapting a co-requisite approach to their gateway English course for students who wish to bypass the elective course.

It should be noted that some of the other developmental education models outside of traditional and co-requisite, have aspects that make them very similar to co-requisite modeling. For example, the studio model employed at SIUE has many characteristics of the co-requisite model, as students are directly enrolled in credit-bearing/degree-applicable courses and are provided with additional academic supports. The stretch model that will soon be phased out at NIU, when broken down into its component parts, encompasses two separate models: 1) traditional; and 2) co-requisite. When students bypass the first semester non-degree applicable course through their placement, which many do, the ‘stretch’ model is more akin to a co-requisite model.

There are course sequences in English Language Arts at Illinois public universities outside of developmental education that take on some of its characteristics and prevent immediate enrollment in gateway courses. The course sequence reported by WIU prevents immediate enrollment in the gateway course that would fulfill the graduation requirements and instead is treated as an elective. So, although the course provides elective credit and counts towards degree requirements, it does not fulfill the general education English requirement. However, WIU is also in the process of adding co-requisite aspects to that gateway course, so that students can opt to directly enroll in it and bypass the elective course.

Some public universities (NEIU, UIC, and UIS) reported offering summer bridge programs or workshops that provide students with instruction and the opportunity to improve their English/Language Arts placements or place out of ELA Dev. Ed. altogether.

Of the Illinois public universities that have a developmental education model in English/ Language Arts, all but two (EIU and UIS) currently offer an option for students requiring Dev. Ed. (as based on placement criteria) to initially enroll in a credit-bearing/degree-applicable course. At some public universities, direct placement into credit-bearing/ degree-applicable coursework in English through a co-requisite, or similar model is only available for students meeting the predefined placement criteria. These public universities include NEIU, SIUE, UIC, and for the time-being NIU. CSU currently offers direct entry into credit-bearing English courses for all students through a co-requisite model and a similar approach will be adopted by NIU starting next academic year. As previously noted, SIUC has not used a traditional Dev. Ed. model, nor a co-requisite model in English Language Arts since 2017, and all students are immediately placed in the English gateway course.

For those offering traditional Dev. Ed. models in English Language Arts, assuming lower placement, the following Illinois public universities would require, at most, a single semester of Dev. Ed. coursework until such students are able to enroll in the related gateway courses: EIU, NEIU (assuming they continue with their shortened traditional English sequence), SIUE, UIC, UIS, and currently NIU. As previously noted, although the WIU writing course results in degree-applicable elective credit, opting to take that course would require one semester until such students are able to enroll in the gateway English course.

Table 6: Illinois Public Universities and Developmental Education in English Language Arts

CSU	Traditional	Phased Out	
CSU	Co-Requisite	Full Implementation	Started in AY2017-18
EIU	Traditional	Full Implementation	
GSU	Co-Requisite	Planned Implementation	Begins AY2021-22
ISU	N/A		
NEIU	Traditional	Full Implementation	NEIU has recently shortened their Dev. Ed. course sequence.
NEIU	Co-Requisite	Full Implementation	
NIU	Traditional	Planned Phase Out	Currently, part of a two-semester stretch model, in which the first semester is more like traditional Dev. Ed. This part of the model will be phased out by AY2021-22
NIU	Co-Requisite	Pilot/Early Implementation	Currently, part of a two-semester stretch model in which the second semester is co-requisite. The first part of the stretch model is being phased out (see above).
SIUC	Traditional	Phased Out	
SIUC	Co-Requisite	Phased Out	SIUC would like to re-implement the ELA co-requisite model it piloted in the past.
SIUE	Traditional	Full Implementation	
SIUE	Co-Requisite	Full Implementation	Described as a co-requisite studio model.
UIC	Traditional	Full Implementation	
UIC	Co-Requisite	Full Implementation	
UIS	Traditional	Full Implementation	
UIUC	N/A		
WIU	N/A		WIU offers a credit-bearing/ elective writing course before its gateway ELA course. WIU is also in the process of adapting co-requisite aspects to the ELA gateway course for those who wish to bypass the elective.

Outcomes for English Language Arts Developmental Education

In this section, information on Dev. Ed. model completion, subsequent enrollment in the related Gateway course, and the completion of the gateways course with a C or better is presented. The following tables only include information for the public universities that had offered the specific model in AY2018-19, so the results do not reflect all the recent reform efforts in ELA Dev. Ed. that have occurred in the interim described in the next section. As based on the current analysis, to thoroughly examine the throughput of freshmen initially placed into ELA developmental education, a time horizon of at least one year is required. However, this differs from Dev. Ed. in mathematics, which may require a time-horizon of up to two years depending upon the public university and their Dev. Ed course sequences. To have parallel measures between ELA and Math, a time-horizon for two years was used for both. The freshmen initially enrolled in the Dev. Ed. model in the fall of AY2018-19 were tracked until the end of AY2019-20.

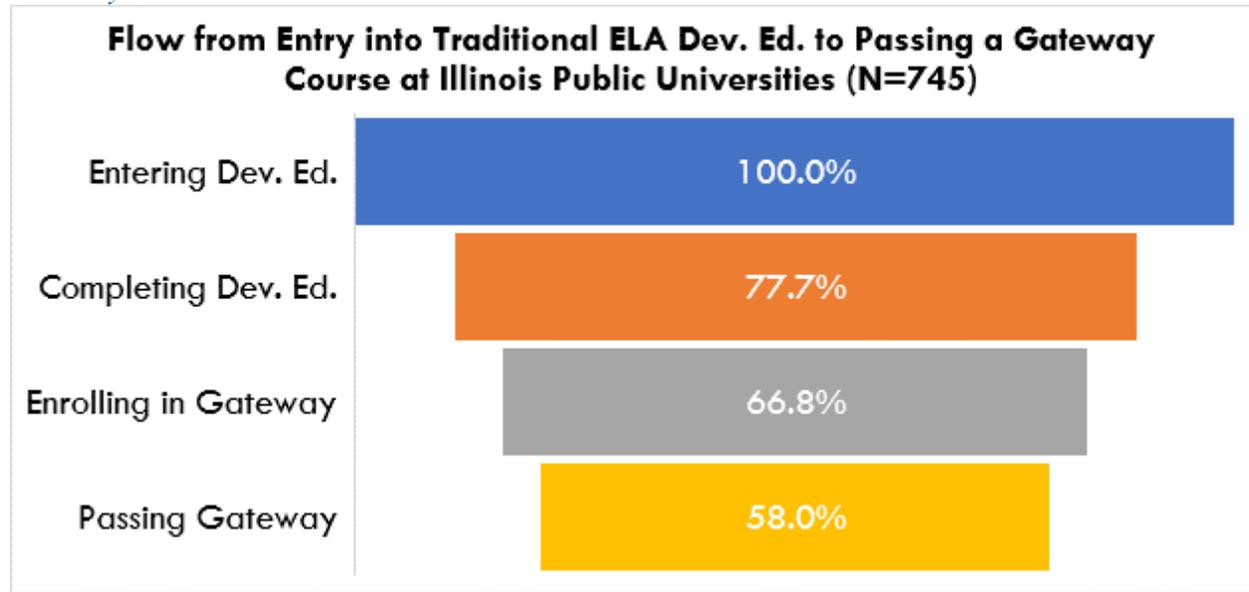
The outcomes are based on information provided by five different Illinois public universities: EIU, NEIU, NIU, UIC, and UIS. The information is presented sequentially and flows from initial enrollment in the model, to completion of the model, to enrollment in the related gateway course (e.g., English Composition 101), and finally to the successful completion of the gateway course defined as earning a C or higher. The measures are all based on the original group that had initially enrolled in the traditional Dev. Ed. model in the fall semester of AY 2018-19, so they are not conditional.

Nearly all the freshmen enrolled in ELA Dev. Ed. at Illinois public universities that were included in the analysis were traditionally aged; therefore, the age disaggregation as requested by the SJR 41 task force cannot be presented.

Traditional ELA Models

Overall, more than three out of every four individuals enrolling within the traditional model successfully completed it (77.6%) before the end of their second academic year. Two-thirds had enrolled in the related gateway course, suggesting some had delayed their entry into the gateway course beyond their second year. In the end, slightly fewer than six out of every ten of the original group entering the traditional model had successfully completed the gateway course before the end of the second year.

Figure 1: Flow from Entry into Traditional ELA Developmental Education to Passing a Gateway Course at Illinois Public Universities.

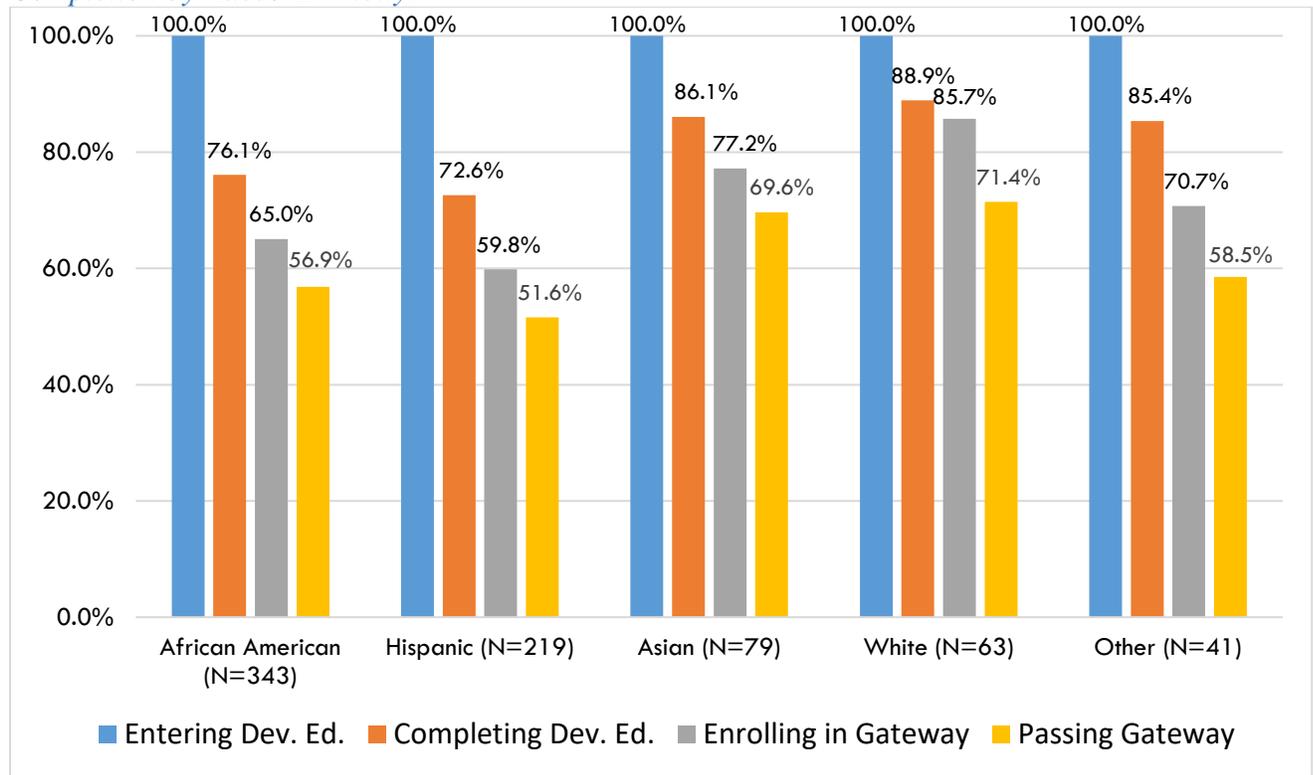


When successful completion of the gateway course is viewed conditional on enrollment in the gateway course, 86.7% of the individuals who had initially enrolled in the traditional ELA model and advanced to the gateway course had passed the course with a C or better. Once individuals in the original Dev. Ed. group enroll in the gateway course, they have a high likelihood of success,

but one-third of such students do not make it to the gateway course either because they do not complete the model or they do not transition from the model to the gateway course within two years.

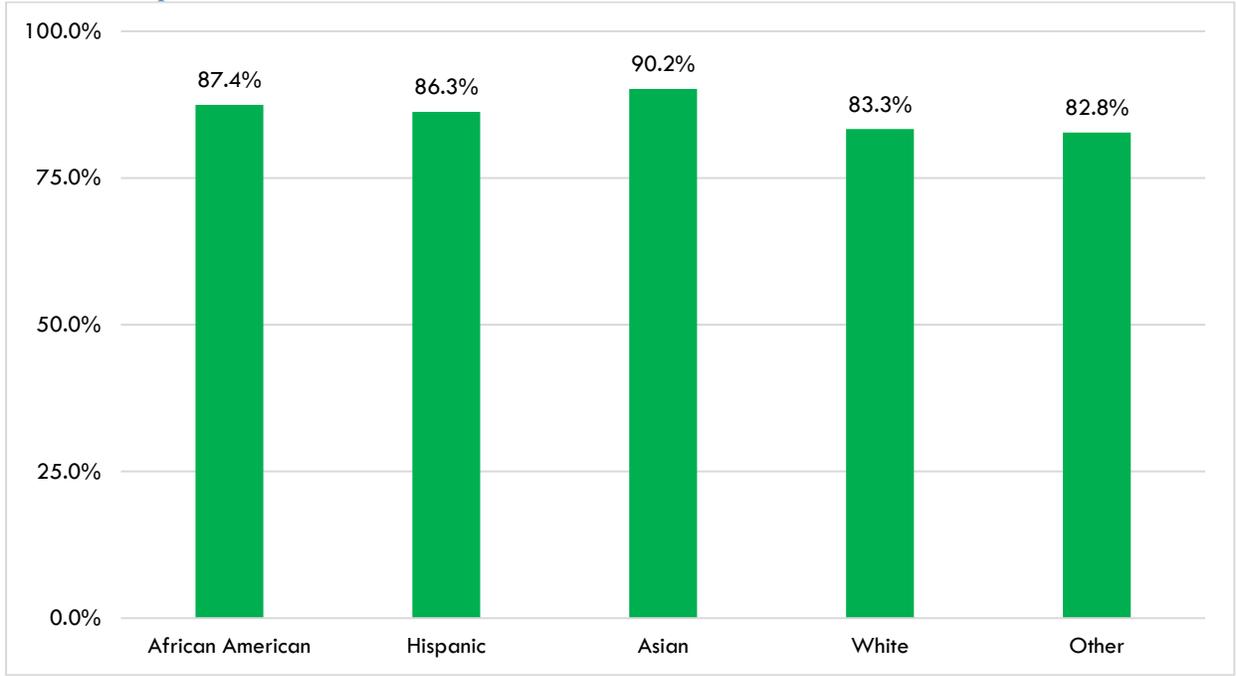
Race/Ethnicity There were race/ethnicity gaps across all the measures between White ELA traditional Dev. Ed. participants and their African American and Hispanic counterparts. White ELA Dev. Ed. students had higher rates of model completion, higher proportions enrolling in gateway courses, and higher proportions successfully completing gateway courses when compared to their African American and Hispanic peers from within the same model.

Figure 2: Flow from Traditional English Developmental Education to Gateway Course Completion by Race / Ethnicity.



However, when successful completion of a gateway course is measured conditional upon entry into the related gateway course, there is less variation by race/ethnicity and high percentages of all groups complete with a C or better. African American (87.4%) and Hispanic (86.3%) traditional ELA Dev. Ed. model completers had marginally higher pass rates when compared to their white (83.3%) peers.

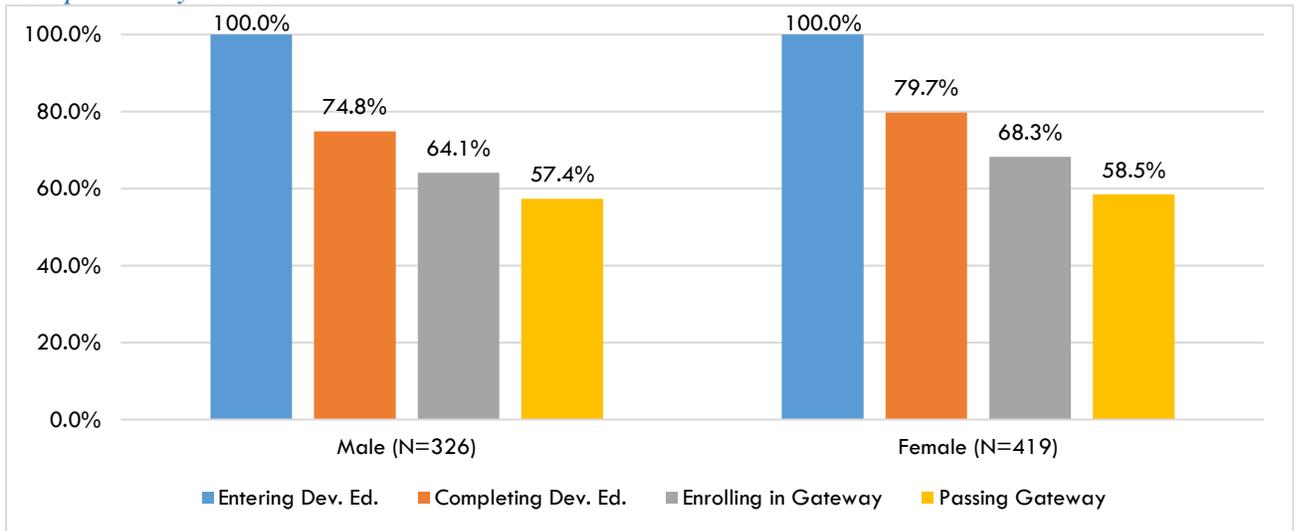
Figure 3: Gateway Course Pass Rates by Race / Ethnicity for Students Starting in Traditional ELA Developmental Education.



*Conditional upon enrollment in the gateway course.

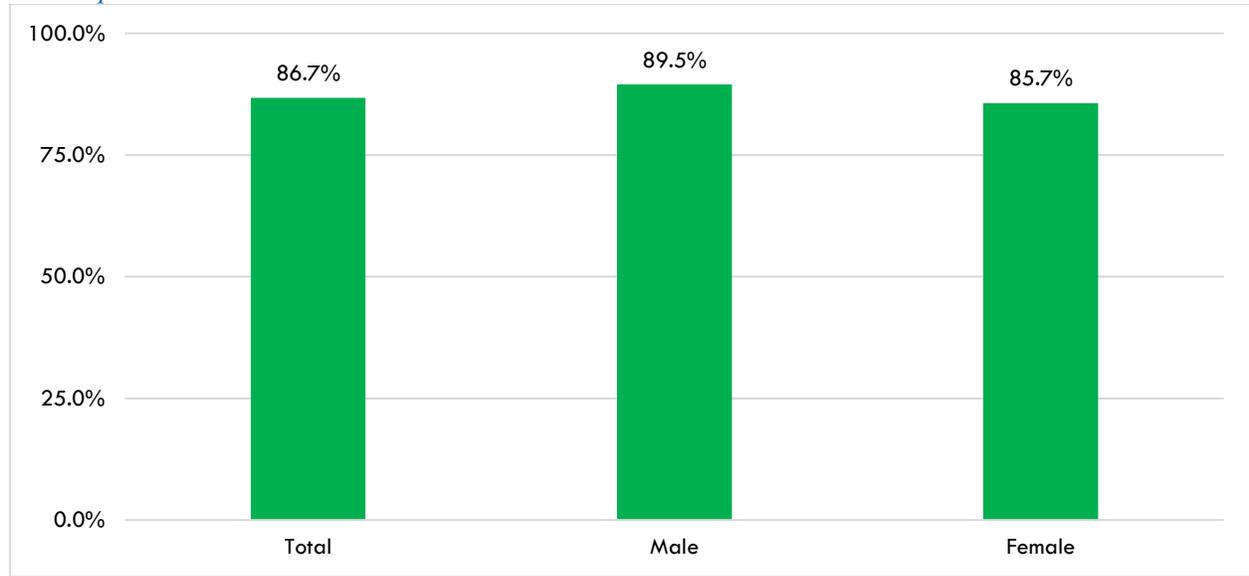
Gender There were some moderately sized gender gaps (between four- and five-percentage points) regarding model completion and gateway course entry favoring females who had entered the traditional ELA model. However, specific to the flow from initial entry to the last measure, roughly the same proportions of male (57.4%) and females (58.5%) completed their gateway courses with a C before the end of their second academic year.

Figure 4: Flow from Traditional English Developmental Education to Gateway Course Completion by Gender



When gateway course completion was viewed conditional upon enrolling in a gateway course, males maintained a marginal advantage relative to their female counterparts (89.5% to 85.7%).

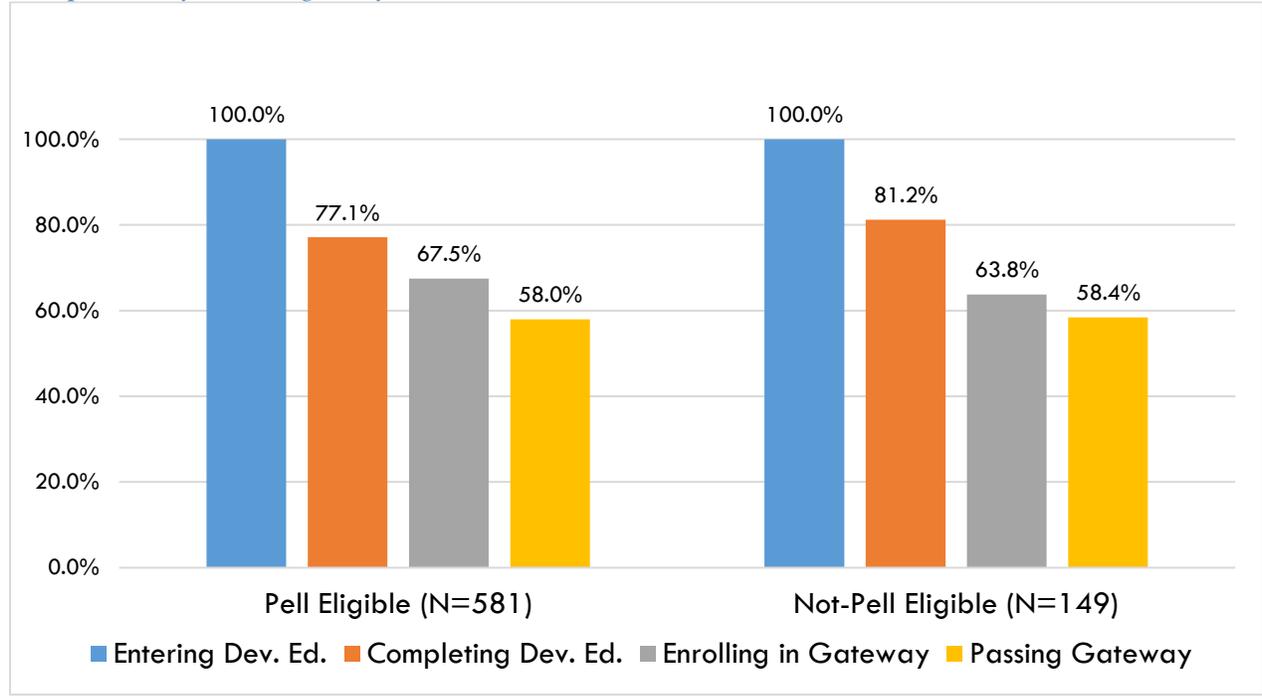
Figure 5: Gateway Course Pass Rates by Gender for Students Starting in Traditional ELA Developmental Education



*Conditional upon enrollment in the gateway course.

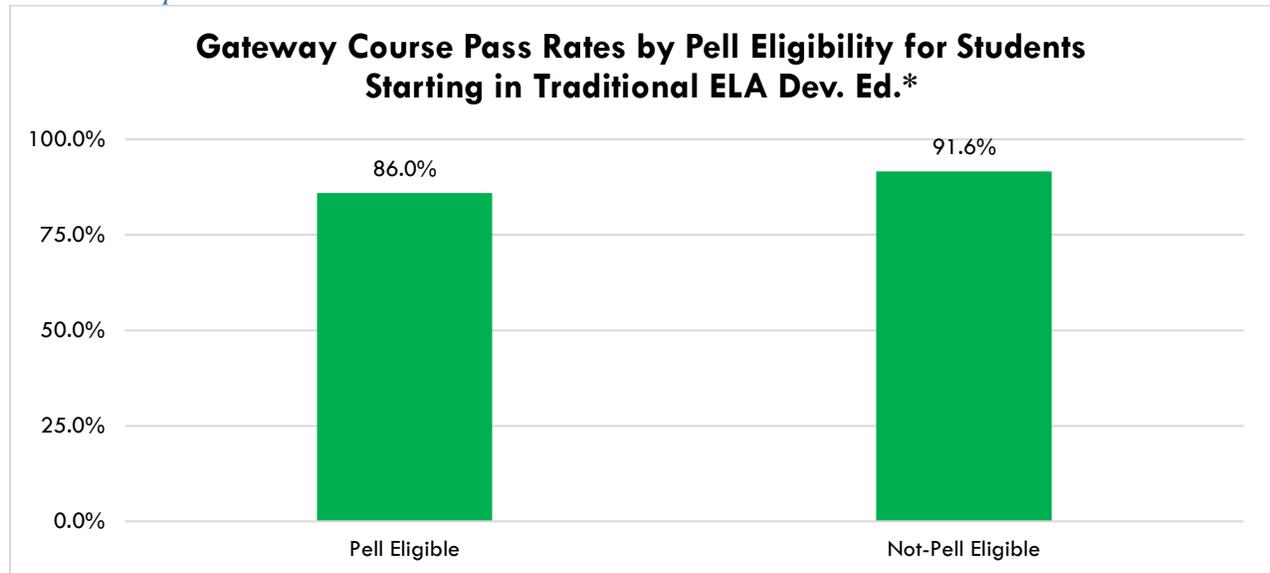
Pell Eligibility There was a marginal difference in completing the traditional Dev. Ed. model favoring the students not eligible for Pell (81.2% to 77.1%); however, despite having a slightly lower rate of traditional Dev. Ed. model completion, marginally more of the Pell-eligible students had enrolled in the gateway course and roughly the same proportions passed with a C or better (around 58%).

Figure 6: Flow from Traditional English Developmental Education to Gateway Course Completion by Pell Eligibility



When gateway course completion was measured conditional upon enrolling in a gateway course, Non-Pell students had pass rates more than five percentage points higher than their Pell eligible counterparts.

Figure 7: Gateway Course Pass Rates by Pell Eligibility for Students Starting in Traditional ELA Developmental Education.



*Conditional upon enrollment in the gateway course.

Co-Requisite and Related English Language Arts Models at Illinois Public Universities

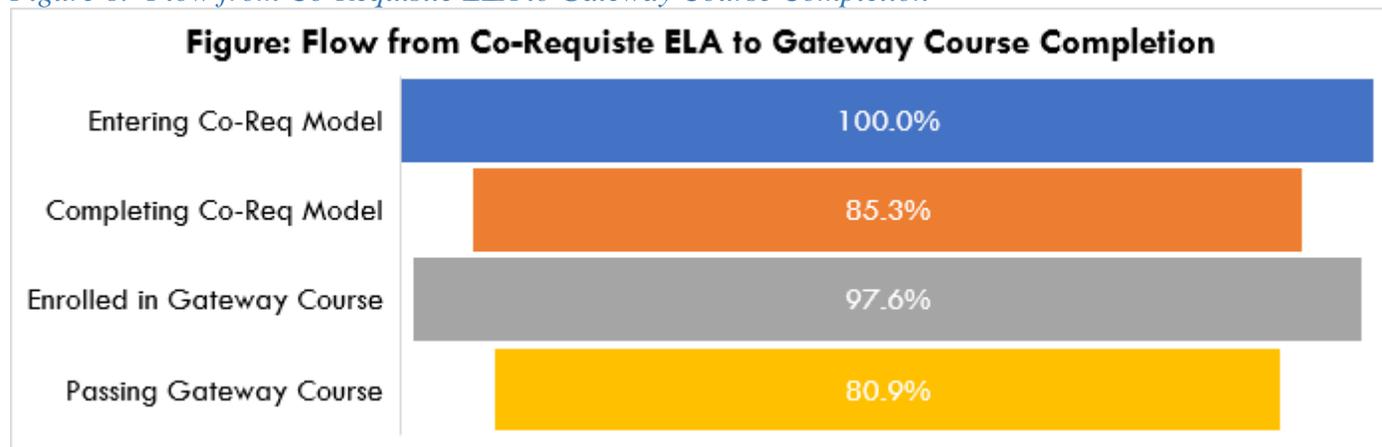
The co-requisite outcomes are based on information from the following three Illinois Public Universities: UIC, NIU, and SIUE. NEIU did not have their co-requisite model fully implemented at the time. Although it was offered in previous years, SIUC did not have a co-requisite ELA course in fall of 2018-19—at the time, all freshmen were directly enrolled in credit-bearing English. CSU did not submit the required information specific to the outcomes of their co-requisite ELA model.

It should be noted, in instances in which both traditional Dev. Ed. and co-requisite models are available at the same institution, the information included in the following figures would reflect the outcomes of individuals who had higher ELA placements and were therefore more college-ready in that specific subject area. So, direct comparisons between the outcomes for students in co-requisite and traditional developmental education models should be avoided.

The flow from model entry to the completion of a gateway course is condensed for those initially entering the co-requisite model, as in nearly all instances, the model involves immediate enrollment in the gateway course. There is also the possibility that some students may not complete the co-requisite part of the model but are nonetheless successful in the related gateway course.

Slightly more than 85% of those initially enrolling in a co-requisite ELA model completed the model and four out of every five completed with a C or better. The waterfall pattern does not exist in the same way it did with traditional ELA Dev. Ed., as nearly all the students (around 98%) initially enrolled in the co-requisite model had enrolled in the related gateway course. The difference between completion of the model and completion of the gateway course is mostly due to some schools considering the completion to include those earning a D, even though such students would likely have to re-take the gateway aspect of the model for it to be degree applicable (i.e., re-take English 101).

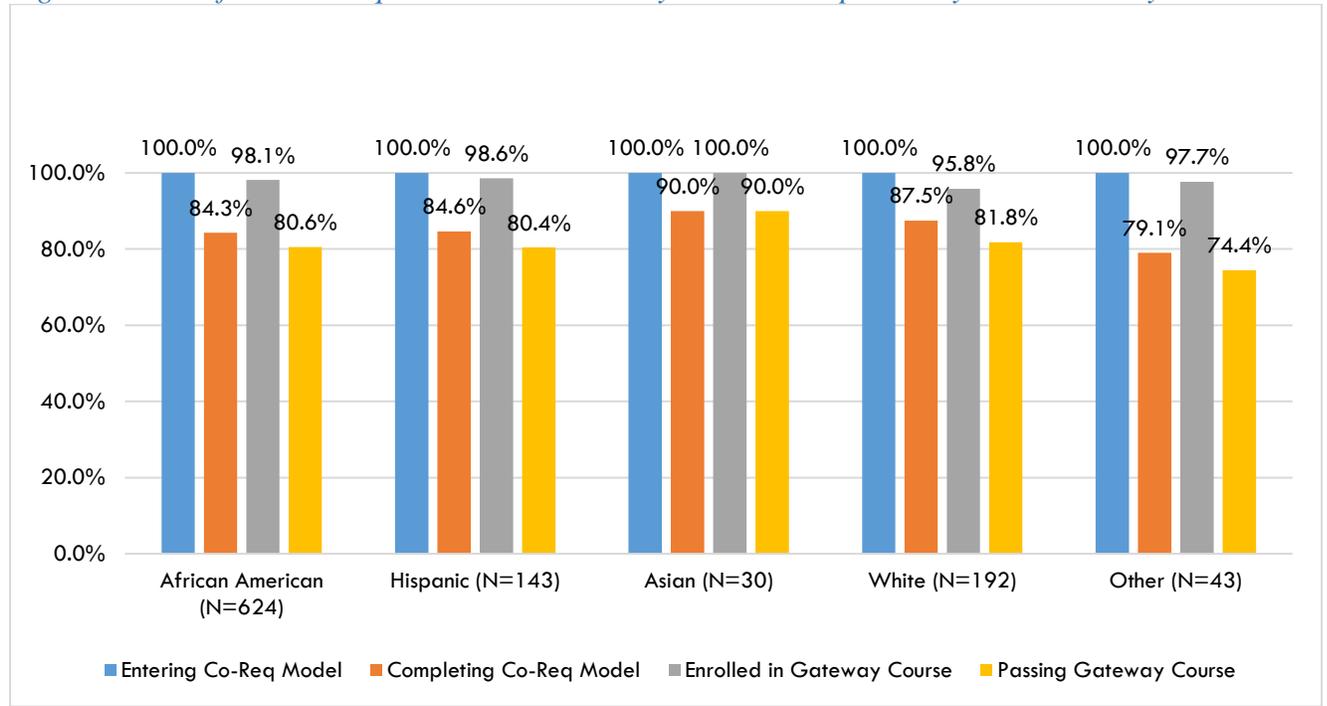
Figure 8: Flow from Co-Requisite ELA to Gateway Course Completion



Race/Ethnicity Race/ethnicity gaps were evident with co-requisite ELA, as the white students enrolled in the model had somewhat higher rates of model completion when compared to their African American and Hispanic peers. However, slightly higher proportions of African American

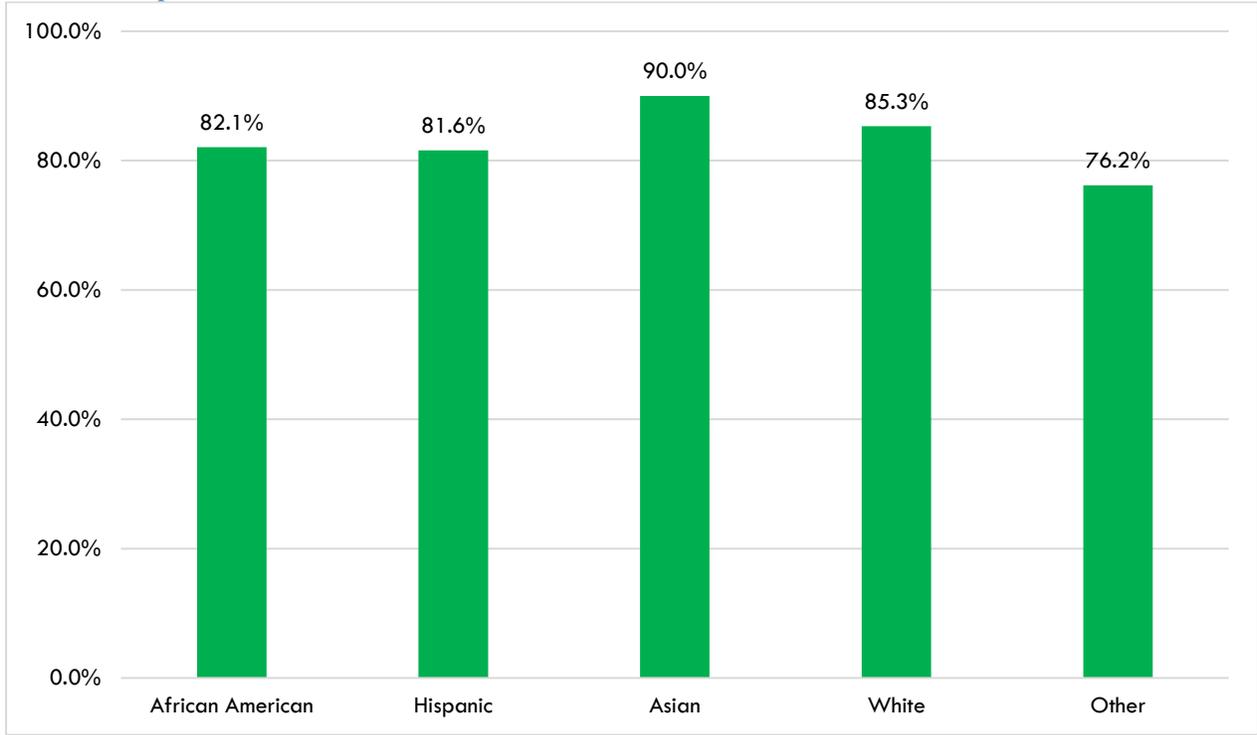
and Hispanic students had enrolled in the related gateway course when compared to whites. It should be noted that there were only minimal differences between the African American, Hispanic, and White co-requisite students when it comes to gateway course pass rates.

Figure 9: Flow from Co-Requisite ELA to Gateway Course Completion by Race/Ethnicity



The pass rates in ELA gateway courses among those enrolling in their respective gateway course were similar among African American (82.1%) and Hispanic (81.6%) students initially entering the co-requisite model and marginally lower than the rate of their white peers (85.3%).

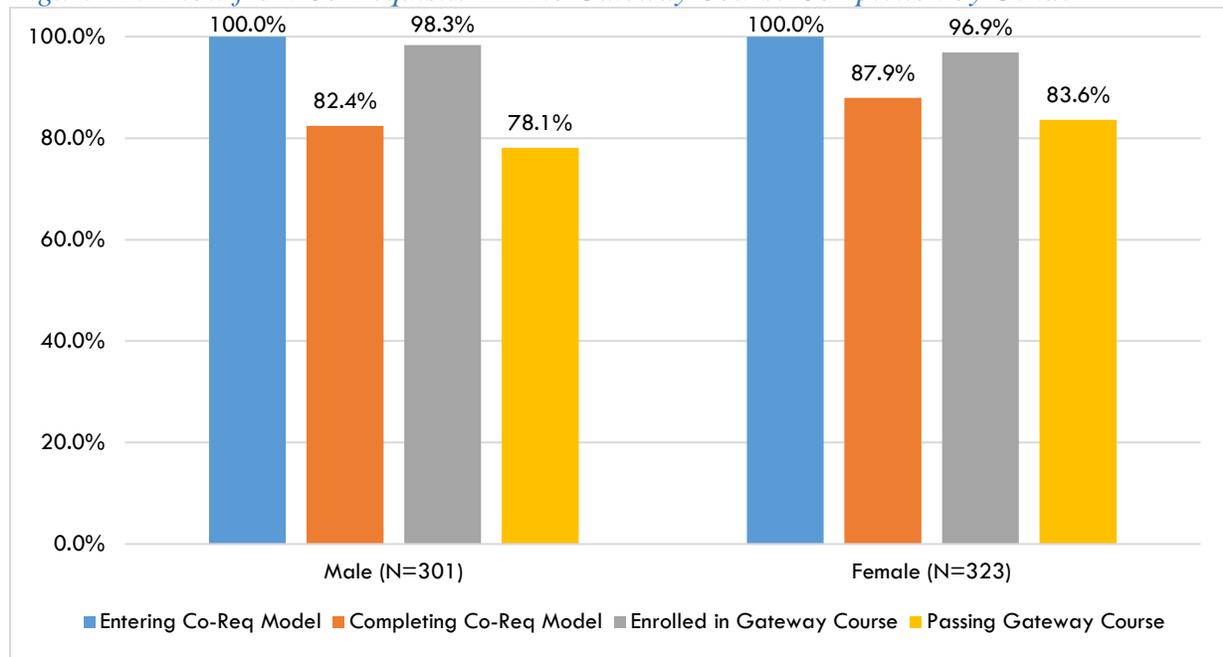
Figure 10: Gateway Course Pass Rates by Race/Ethnicity for Students Starting in Co-Requisite ELA Developmental Education



*Conditional upon enrolling in the related gateway course.

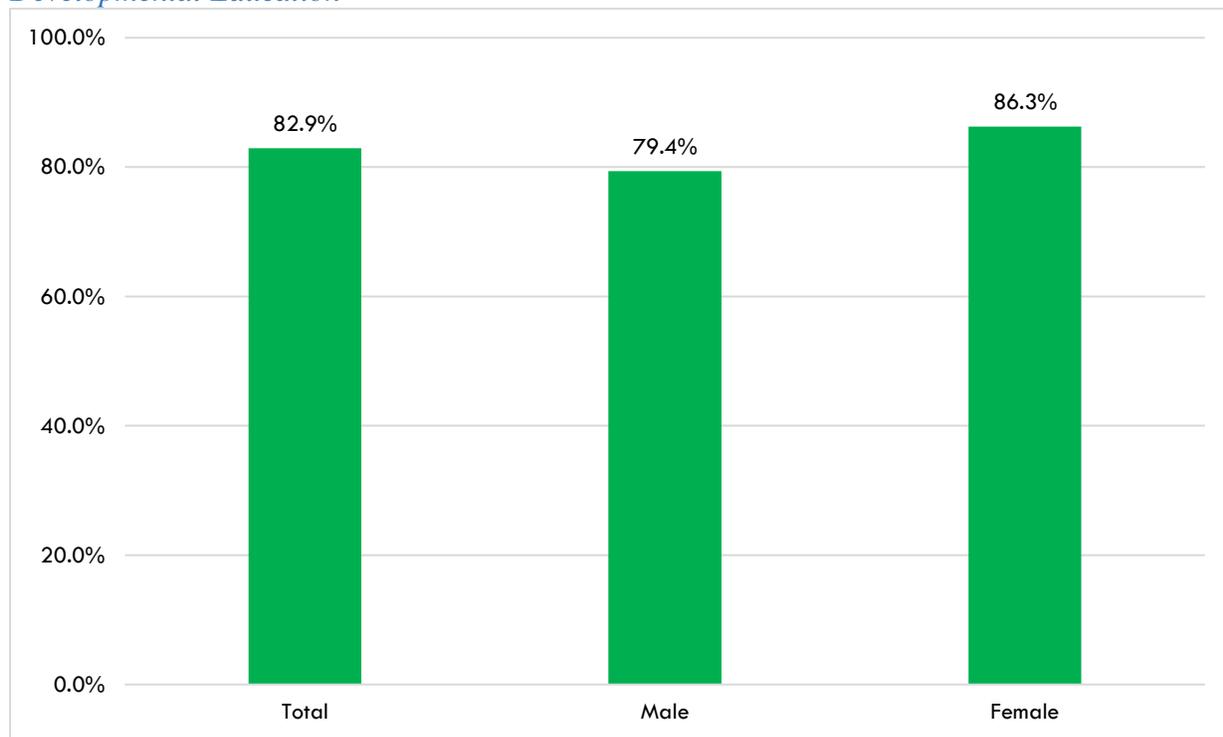
Gender There was a gender gap favoring female students in the proportion completing the co-requisite ELA model (87.9% to 82.4%) and in the proportion passing the gateway course with a C or better (83.6% to 78.1%).

Figure 11: Flow from Co-Requisite ELA to Gateway Course Completion by Gender



A nearly seven-percentage point gender gap favoring females was evident when gateway course pass rates were calculated conditional upon enrolling in a gateway course.

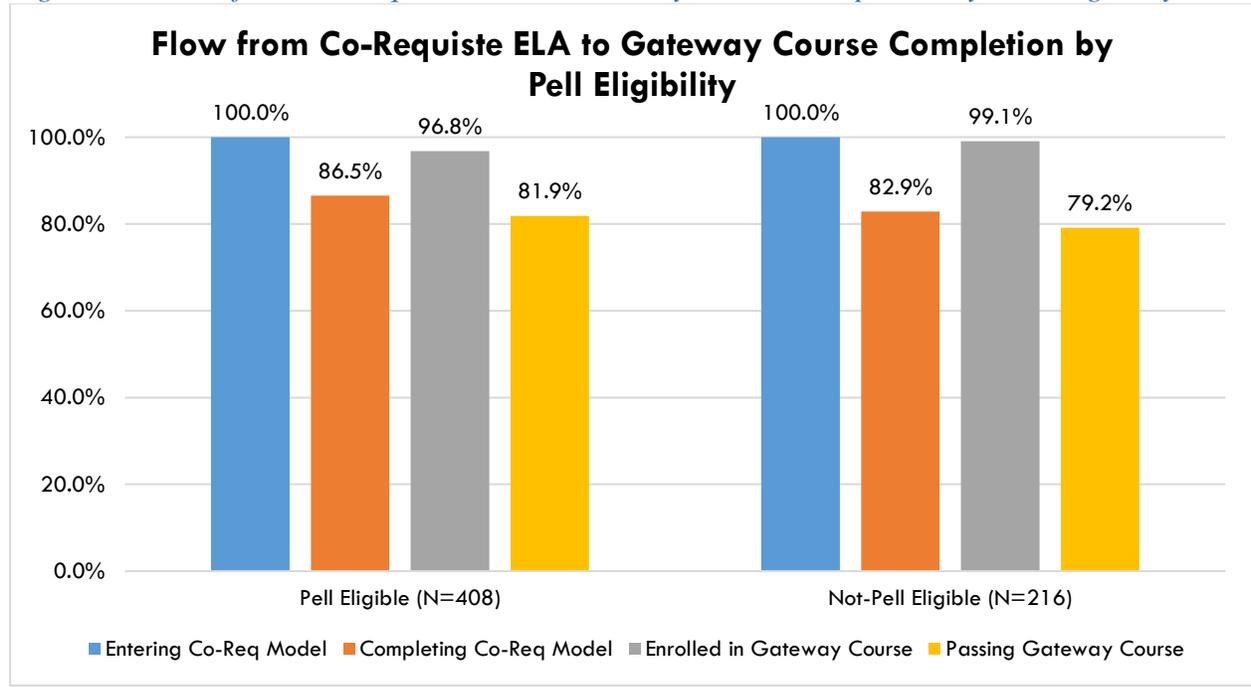
Figure 12: Gateway Course Pass Rates by Gender for Students Starting in Co-Requisite ELA Developmental Education



*Conditional upon enrolling in the related gateway course.

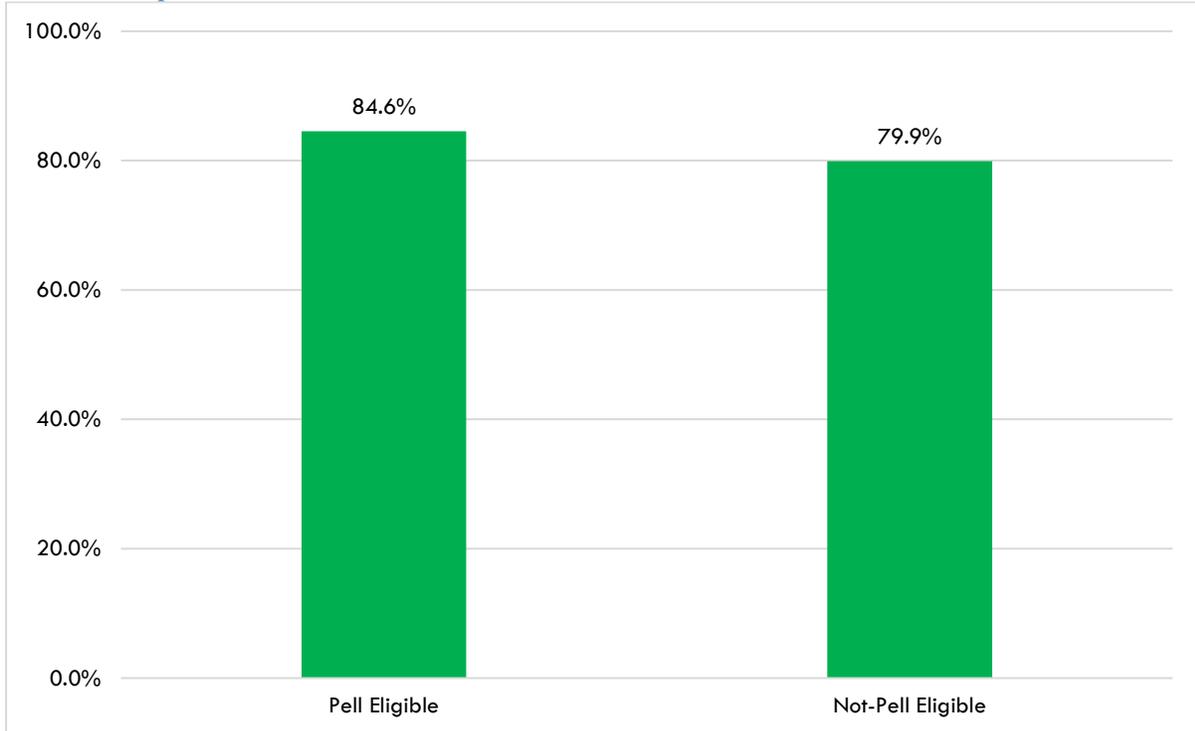
Pell Eligibility In the co-requisite ELA model, higher proportions of the Pell eligible students completed the model, slightly fewer enrolled in the gateway course, and marginally more earned a C or better in the related gateway course. Therefore, no income-based gap was evident with the co-requisite model.

Figure 13: Flow from Co-Requisite ELA to Gateway Course Completion by Pell Eligibility



When viewed conditionally upon enrollment in a gateway course, there was nearly a five-percentage point difference favoring the Pell eligible group in pass rates in gateway courses.

Figure 14: Gateway Course Pass Rates by Pell Eligibility for Students Starting in Co-Requisite ELA Developmental Education



*Conditional upon enrolling in the related gateway course.

Mathematics Developmental Education

Key Takeaways Regarding Mathematics Developmental Education at Illinois public universities:

- Ten of the 12 Illinois public universities current offer some form of developmental education in Mathematics, including both traditional and/or co-requisite models.
- Eight of the ten Illinois public universities currently offer some form or variation of co-requisite modeling.
- Most of the Illinois public universities have differentiated Mathematics pathways based on major, which in turn are related to potential placement into developmental education and the required Dev. Ed. course sequence.
- Dev. Ed. placement is typically based on one's major and the criteria for placement at the given Illinois public university.
- In most instances, the need for College Algebra as a gateway course among specific majors and/or as a prerequisite for more advanced coursework (e.g., Calculus) is related to Dev. Ed. placement.
- At many Illinois public universities, students enrolled in non-quantitative majors, for which College Algebra is not the gateway course, are immediately placed into other credit-bearing Mathematics courses, such as quantitative literacy, statistics, or data science.

- Generally, students with lower Mathematics placements within majors that are quantitative in nature (e.g., STEM, Health Science, and Business) would take longer to progress through the related Mathematics gateway course, relative to their counterparts in non-quantitative majors.
- The longest potential delays before entering a Mathematics gateway course for quantitative majors with the lowest math placements are as follows: no delay at three of the Illinois public universities (five if you include the two without Dev. Ed in Mathematics); a delay of a single semester at three public universities; a delay of two semesters at two public universities; and a delay of three semesters at two public universities.
- Many of the Illinois public universities have reported offering summer bridge programs or similar processes that provide developmental instruction along with the opportunity to improve Dev. Ed. placements, or ideally place out of non-credit bearing/ non-degree applicable developmental education all together.

As shown in Table 7, ten of the Illinois public universities reported offering some form of developmental education in Mathematics (all except GSU and UIUC). This includes both traditional and co-requisite models in which students immediately enroll in credit-bearing/degree-applicable coursework. It should be noted that GSU is in the process of adopting a co-requisite approach for its Statistics course in the Spring of 2021. UIUC also offers non-developmental, co-requisite instruction with technology mediated support for students who are not ready for Pre-calculus, or Calculus. The support is offered to all students enrolled in MATH 101 (Mathematical Thinking) and MATH 112 (College Algebra). Therefore, nine of the public universities (ten if UIUC's non-developmental co-requisite approach is included) currently offer or have near-term plans to offer co-requisite modeling in Mathematics depending on one's math placement and/or major. UIS and WIU are the only two Illinois public universities that offer some form of developmental education in Mathematics but do not have a co-requisite model planned nor currently in place.

In terms of scale, the co-requisite models in place at ISU and EIU are for specific majors. Students with low scores who require *Mathematics for Elementary Teachers (MAT 1420)* at EIU take *Diagnostic Mathematics (MAT 1020)* as a co-requisite. At ISU, *Math 113 (Elements of Mathematical Reasoning)* is available with a co-requisite option. Math 113 is the general education math requirement for fine arts, English, History, Politics & Governments, Nursing, Social Work, Public Relations, Journalism, Communication Studies, Mass Media, Sociology/Anthropology, Health Promotion & Education, Music, Theater, and Dance majors.

Several Illinois public universities have implemented reform efforts, or have near-term plans, to reduce the number of students placed in non-credit bearing/ non-degree applicable developmental education coursework through co-requisite modeling. Some of these efforts are more recent (CSU, NEIU, NIU, SIUC, and UIC), while others were implemented several years ago (SIUE). These efforts are oftentimes related to approaches to reduce the amount to time it takes to enter a gateway course. NIU plans to move entirely towards co-requisite modeling in AY2021-2022, eliminating its traditional Dev. Ed. sequence in Mathematics.

Most of the Illinois public universities have differentiated Mathematics pathways based on degree, program, or major, which in turn are related to potential placement into developmental education.

In many cases, the need for College Algebra as a gateway course and/or a prerequisite would be related to potential Dev. Ed. placement. In some instances, those in non-quantitative programs/majors, for which College Algebra is not a gateway course, there are opportunities for direct placement into other degree-applicable Mathematics courses, such as quantitative literacy, statistics, or data science. For example, at CSU, non-STEM majors are directly placed into credit-bearing courses in data science or quantitative literacy, while majors requiring College Algebra as the gateway course are placed into College Algebra or its co-requisite version. So, while traditional Dev. Ed. and/or co-requisite models may be in place at some Illinois Public Universities, not every student is required to use those models. Generally, students with lower Mathematics placement scores in programs that are more quantitative in nature (e.g., STEM, Health Science, Business) would take longer to progress through the related Mathematics gateway course, relative to their counterparts in non-quantitative majors. At some Illinois public universities, those choosing non-quantitative majors/programs are not required to engage in the Mathematics placement process.

Therefore, at many of the Illinois public universities, the number of semesters someone with a low Mathematics placement would need before enrolling in a gateway course is dependent on one's major. At the Illinois public universities that have adapted co-requisite models along with differentiated math pathways (CSU, SIUC, and NIU in AY2021-22) there would be no such delay and all students would be directly placed in credit-bearing and degree-applicable Mathematics coursework their first semester. At EIU, the delay would be a semester for majors requiring College Algebra and education majors, assuming low math placements. At SIUE, the delay for those placed in their traditional Dev. Ed. Mathematics course would be one semester for majors requiring College Algebra as the gateway. At UIC, the longest sequence includes two developmental education courses that, depending upon placement and major, can be taken at the same time therefore, any student regardless of placement and major would only be delayed by a single semester. At ISU and currently at NIU, for certain students in certain majors, the delay could be until the third semester, as they have up to a two-semester long course sequence in traditional Dev. Ed. NEIU had a three-semester long course sequence in traditional developmental education leading to College Algebra (for quantitative majors), but recently implemented a co-requisite approach for the last course in that sequence, so the delay would now be two semesters. UIS has up to a three-semester long traditional Dev. Ed sequence for all majors, so students from any major with the lowest placements may not enter their respective gateway course until their fourth semester. WIU has a single developmental education course, along with *Core Competency in Mathematics (Math 100)*, before students enroll in what WIU describes as a Level 3 mathematics course. Although, there is a process to bypass Math 100, based on performance in the Dev. Ed. course, it may be until the third semester until someone enters the gateway course specific to their major.

Some of the Illinois public universities (NEIU, UIC, and UIS) reported offering summer bridge programs or similar processes (SIUC) that provide developmental instruction along with the opportunity to improve their Dev. Ed. placements, or ideally place out of non-credit bearing developmental education all together.

Table 7: Illinois Public Universities and Developmental Education in Mathematics

	Model Type	Phase	Notes
CSU	Traditional	Phased Out	
CSU	Co-Requisite	Full Implementation	Started in AY2019-20.
EIU	Traditional	Full Implementation	
EIU	Co-Requisite	Full Implementation	For Elementary Education Majors Only.
GSU	Co-Requisite	Planned Implementation	Begins Spring of AY2020-21 for GSU's Statistics gateway course.
ISU	Traditional	Full Implementation	
ISU	Co-Requisite	Full Implementation	For majors requiring Elements of Mathematical Reasoning.
NEIU	Traditional	Full Implementation	NEIU has recently shortened their traditional Dev. Ed. course sequence.
NEIU	Co-Requisite	Full Implementation	Started in AY2018-19 for majors requiring College Algebra.
NEIU	Co-Requisite Stretch	Full Implementation	Started in AY2018-19 for: elementary and middle school education; sociology; psychology majors; and other majors requiring general quantitative reasoning.
NIU	Traditional	Planned Phase Out	To be eliminated in fall of AY2021-22
NIU	Co-Requisite	Pilot/Early Implementation	Piloted in fall of AY2019-20 and planned expansion/scaling in fall of AY2021-22 as the traditional model is eliminated.
SIUC	Traditional	Phased Out	Has not been offered for several years.
SIUC	Co-Requisite	Full Implementation	
SIUE	Traditional	Full Implementation	SIUE reduced the number of non-credit bearing math courses to one (AD 070).
SIUE	Co-Requisite	Full Implementation	Started in spring of AY2012-13. Described as a co-requisite studio model.
UIC	Traditional	Full Implementation	
UIC	Co-Requisite	Full Implementation	Started in fall of AY2019-20.
UIS	Traditional	Full Implementation	
UIUC	N/A		No Dev. Ed. in Mathematics but has a robust placement process.
WIU	Traditional	Full Implementation	

Outcomes

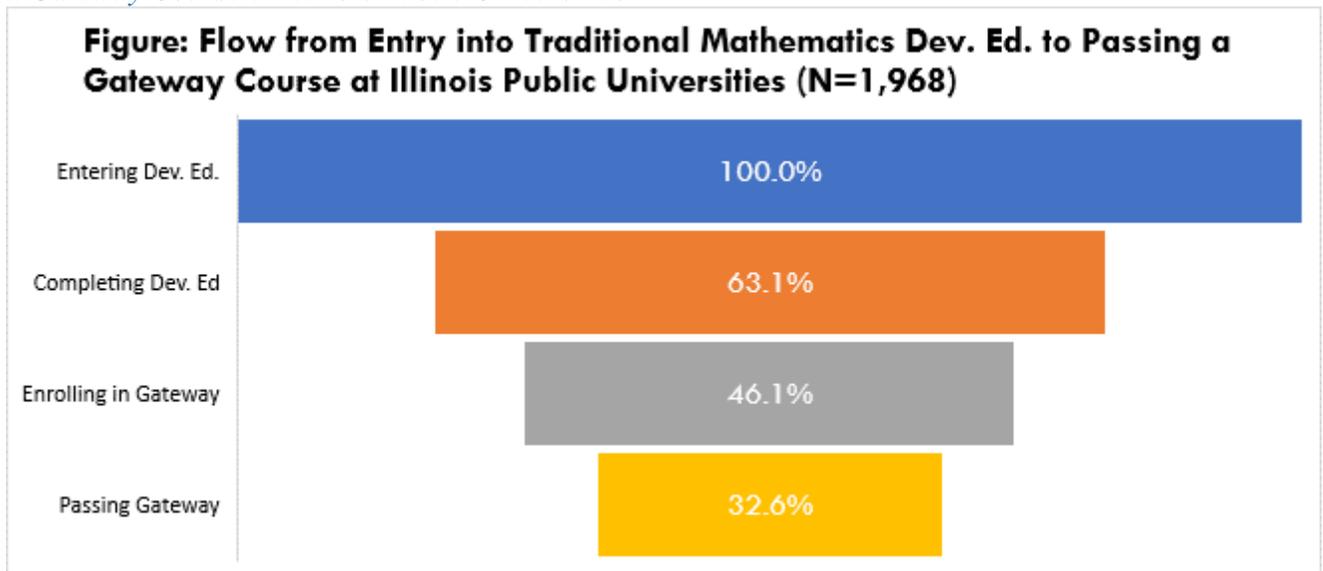
Traditional Developmental Education in Mathematics

The outcomes are based on the following Illinois public universities: CSU, EIU, ISU, NEIU, NIU, SIUE, UIC, UIS, and WIU. The information is based on individuals who were first-time/full-time freshmen and initially placed in the given model at the start of AY 2018-19. It is important to note that the outcomes reflect models that were in place during AY2018-19 and would not reflect all

the reforms that have been implemented in the interim period. For example, CSU no longer offers its traditional Dev. Ed. model in Mathematics, but because that model was in place in 2018-19 the information is included in the following analysis.

Less than two-thirds of the students entering a traditional developmental education model in Mathematics complete it before the end of their second academic year. Fewer than half of the students initially enrolling in the model advance to the related gateway course in Mathematics (e.g., College Algebra), and slightly less than one-third completed their gateway course with a C or better.

Figure 15: Flow from Entry into Traditional Mathematics Developmental Education to Passing a Gateway Course at Illinois Public Universities

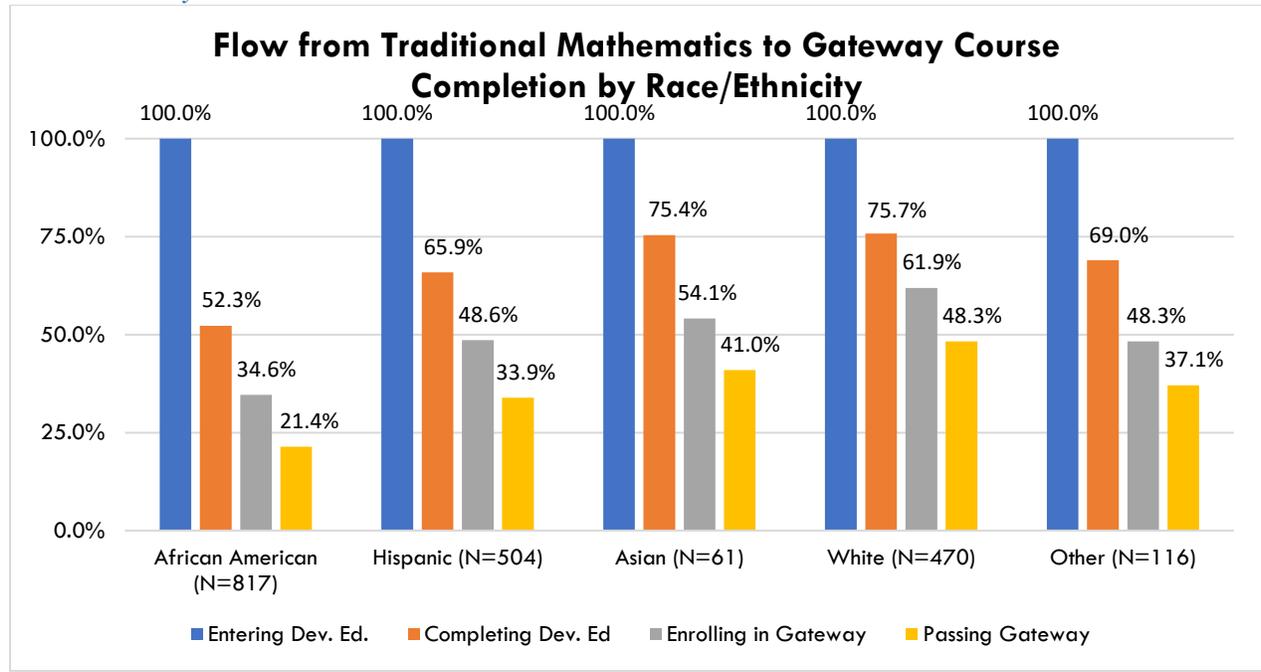


Although the pass rate in gateway courses conditional upon enrolling in the gateway course is slightly more than 70%, less than half of the students initially entering the traditional developmental education model in Mathematics advance to the gateway course. Also, there is a gap of 17 percentage points between model completion and enrolling in the gateway course (63.1% to 46.1%). Therefore, even when some students can take the gateway course upon successful completion of the traditional developmental education model, many students delay such enrollment.

Race/Ethnicity Race/ethnicity gaps were evident when comparing African American and Hispanic Developmental education students to their white peers. Following the waterfall pattern for African American students initially enrolled in traditional developmental education in Mathematics, half complete the model, a third enrolled in the gateway Mathematics course, and one-fifth of the initial group passed it. Outcomes were somewhat better for Hispanic developmental education students in Mathematics, as two-thirds completed the model, half enrolled in the gateway course, and one-third passed it with a C or better. Among White developmental education students in Mathematics, three-quarters had completed the model, over 60% had entered a gateway course, and nearly half had earned a C or better. What is interesting across all groups is the large difference between the proportion completing the traditional developmental education model and the proportion enrolling

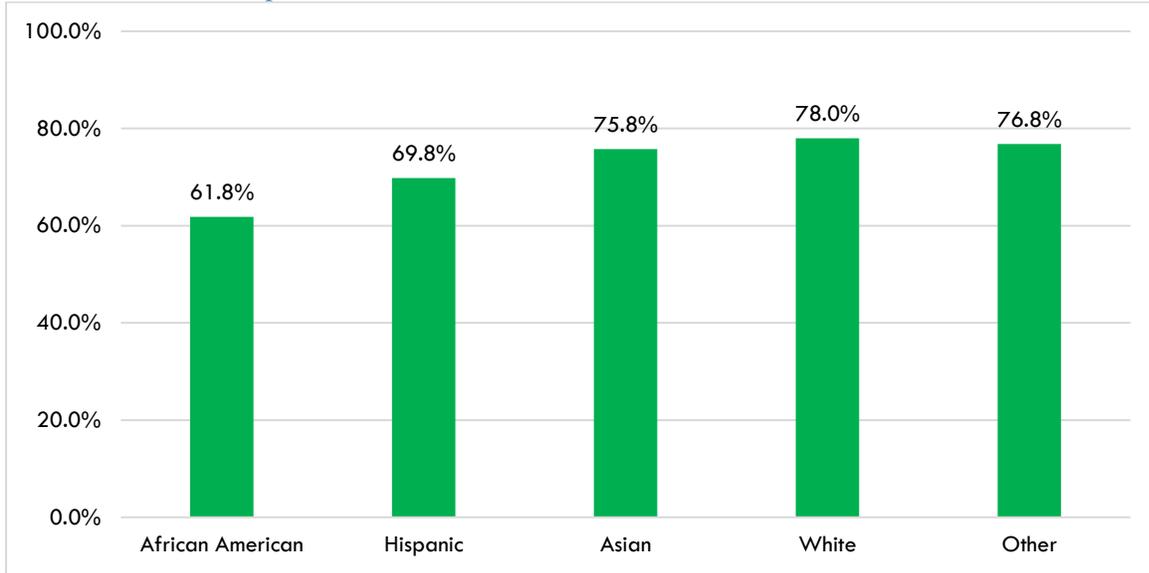
in the related gateway course before the end of two academic years of initial enrollment. Even when students successful complete the developmental education model, many fail to enroll in the related gateway course within a two-year timeframe of initial enrollment.

Figure 16: Flow from Traditional Mathematics to Gateway Course Completion by Race/Ethnicity



When pass rates in Mathematics gateway courses are viewed conditionally upon enrolling in a gateway course, race/ethnicity gaps favoring White developmental education students relative their African American and Hispanic peers are still evident.

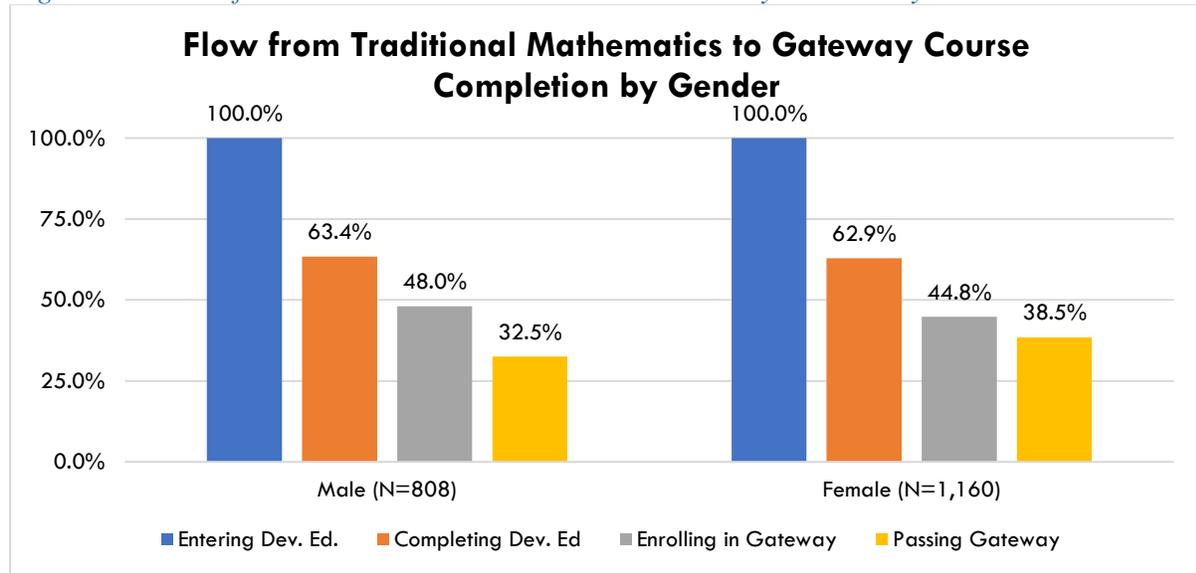
Figure 17: Gateway Course Pass Rates by Race/Ethnicity for Students Starting in Traditional Mathematics Developmental Education



*Conditional upon enrollment in the gateway course.

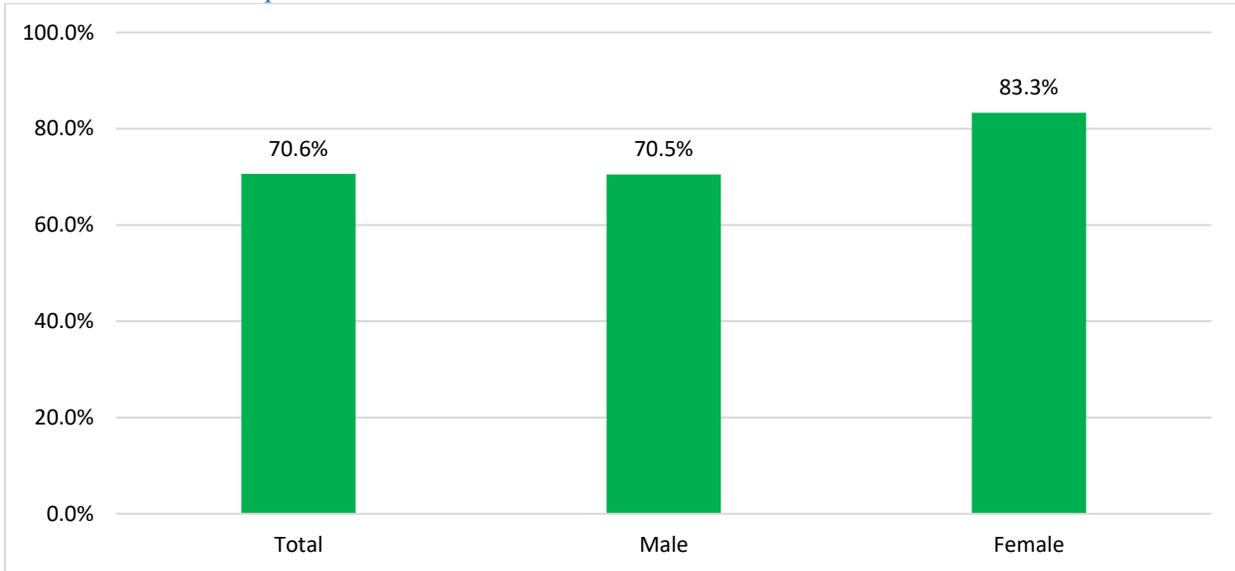
Gender Males and females had roughly the same rates of model completion; however, slightly more males entered the related gateway course. Even with that advantage, a higher proportion of females passed the gateway course with a C or better. Once again, large gaps existed between the completion of the model and entering a gateway course for all subgroups, but the gaps were somewhat larger for females.

Figure 18: Flow from Traditional Mathematics to Gateway Courses by Gender



This previously mentioned gender gap is also reflected in the large difference in the pass rates among those enrolling in the related gateway course (83.3% of females and 70.5% of males).

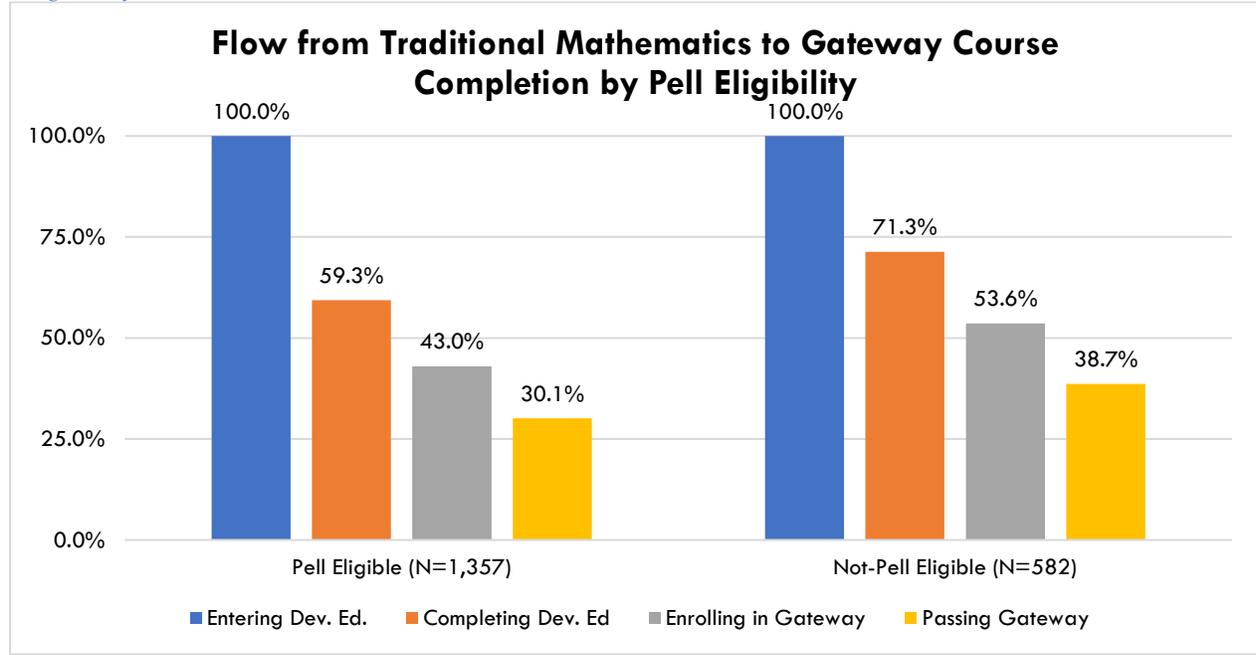
Figure 19: Gateway Course Pass Rates by Gender for Students Starting in Traditional Mathematics Developmental Education



*Conditional upon enrollment in the gateway course.

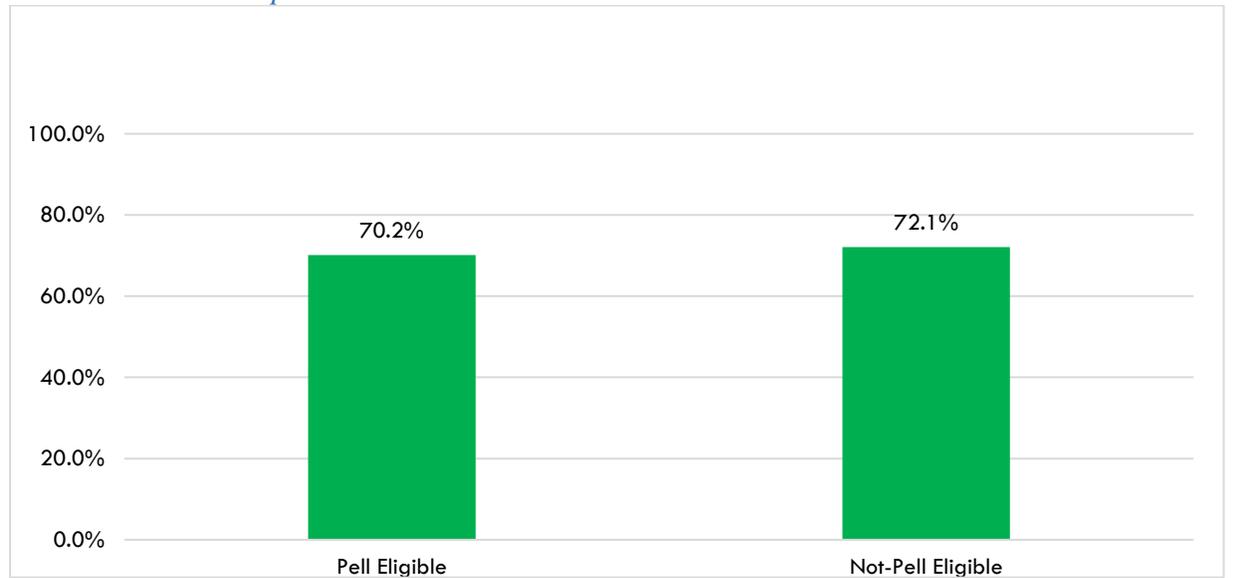
Pell Eligibility The individuals in traditional Mathematics developmental education that were not eligible for Pell had better outcomes rates than their low-income peers. Substantially more had completed the developmental education model, more had enrolled in the related gateway course, and more had successfully completed the course with at least a C.

Figure 20: Flow from Traditional Mathematics to Gateway Course Completion by Pell Eligibility



When examined conditional upon enrolling in a Mathematics gateway course, the differences in pass rates between Pell eligible students and their peers who were not were more muted. Only two percentage points separated low-income developmental education students from the peers who were not eligible for Pell.

Figure 21: Gateway Course Pass Rates by Pell Eligibility for Students Starting in Traditional Mathematics Developmental Education

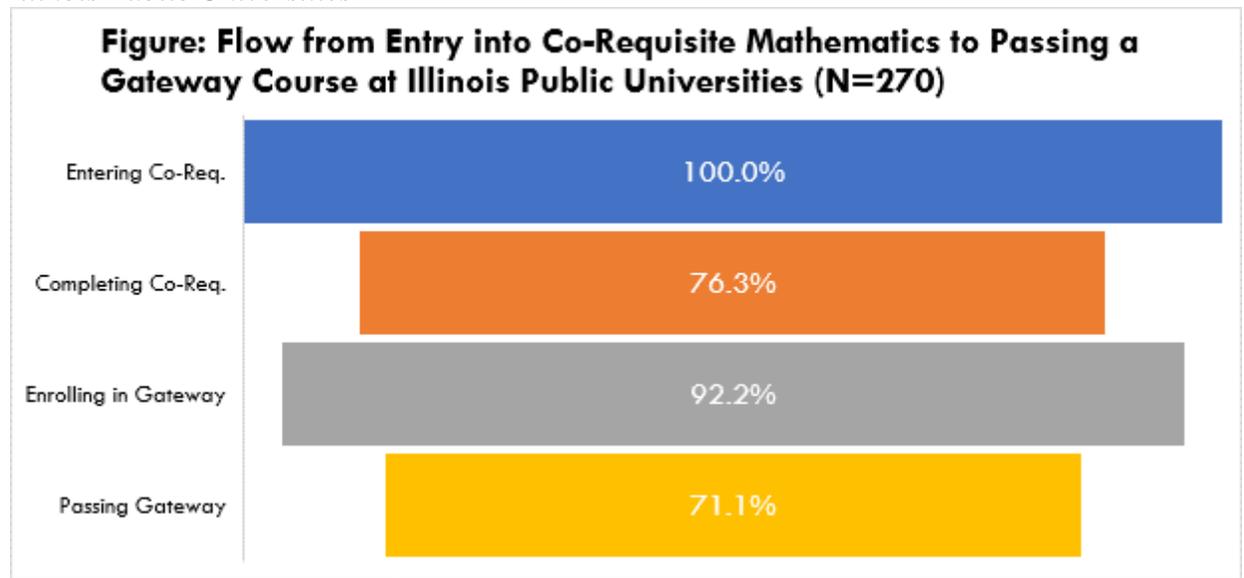


*Conditional upon enrollment in the gateway course.

Co-Requisite and Related Models in Mathematics

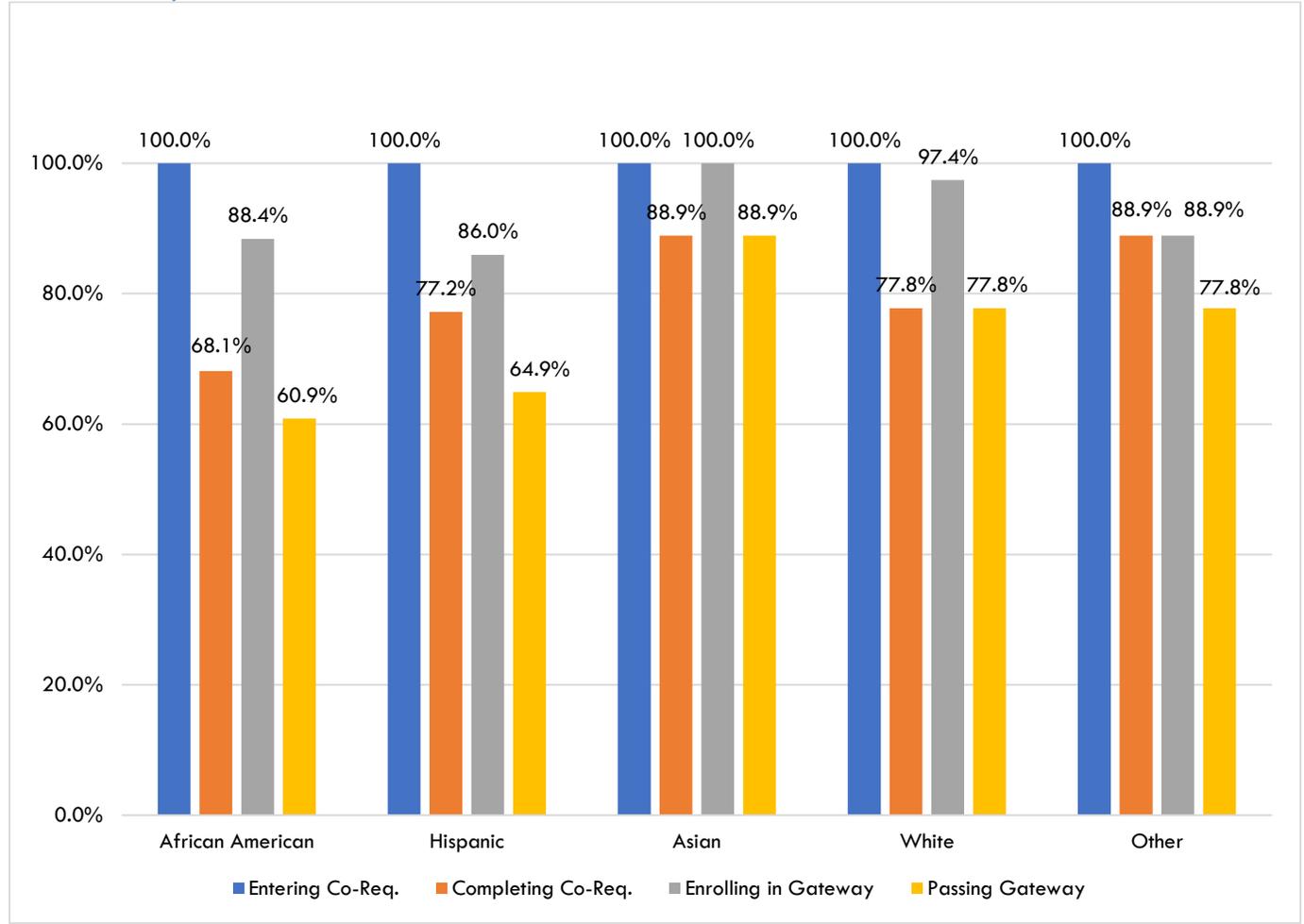
The waterfall pattern that existed with traditional Mathematics developmental education was not evident with co-requisite Mathematics. This is because of the huge degree of overlap between co-requisite model entry and the enrollment in Mathematics gateway courses. In over 90% of all cases, it is one and the same. Once again, the difference between completing the co-requisite model and completing the gateway course with a C or better is that some students may complete the co-requisite aspect with a D or stay enrolled in the co-requisite part of the model while withdrawing from the gateway course. Slightly more than three out of every four students initially enrolling in the co-requisite model had completed it within two academic years and roughly 70% had earned a C or better in the related Mathematics gateway course.

Figure 21: Flow from Entry into Co-Requisite Mathematics to Passing a Gateway Course at Illinois Public Universities



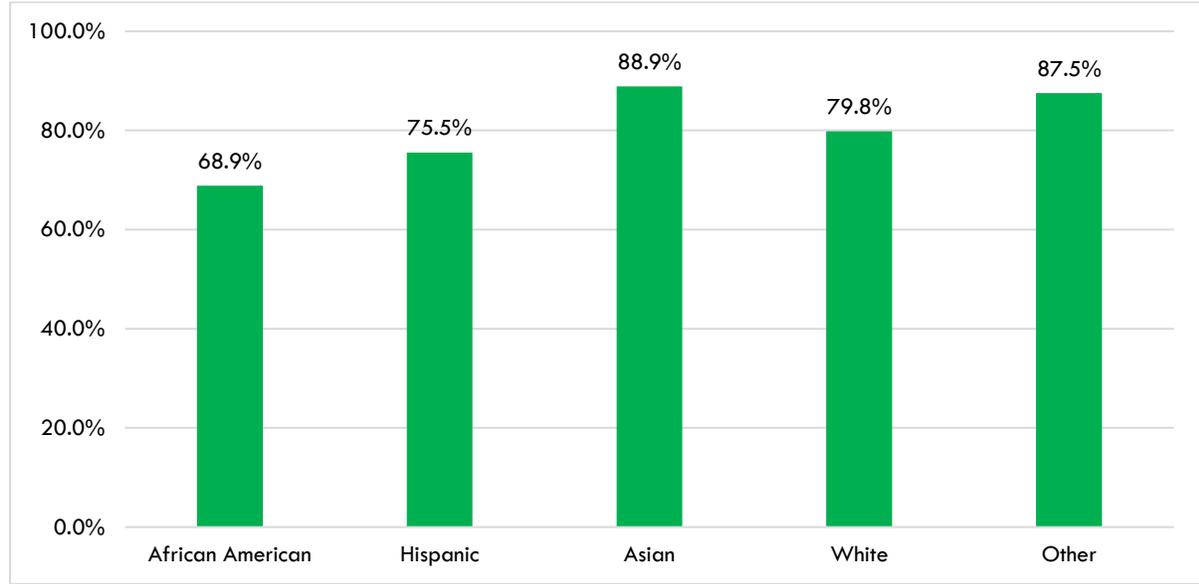
Race/Ethnicity White students participating in a Mathematics co-requisite model experienced higher rates of model completion and the successful completion of the gateway Mathematics courses relative to their African American counterparts. While White and Hispanic students had roughly the same rates of model completion, substantially more White students had passed the related gateway course with a C or better (77.8% to 64.9%). The same percentage of White students who completed the co-requisite model in Mathematics, had successfully passed the gateway course (77.8%).

Figure 22: Flow from Co-Requisite Mathematics to Gateway Course Completion by Race/Ethnicity



When examined as a function of maintaining enrollment in the related gateway course, the race/ethnicity gaps specific to successful gateway course completion are narrowed but still favored White students particularly when compared to their African American peers.

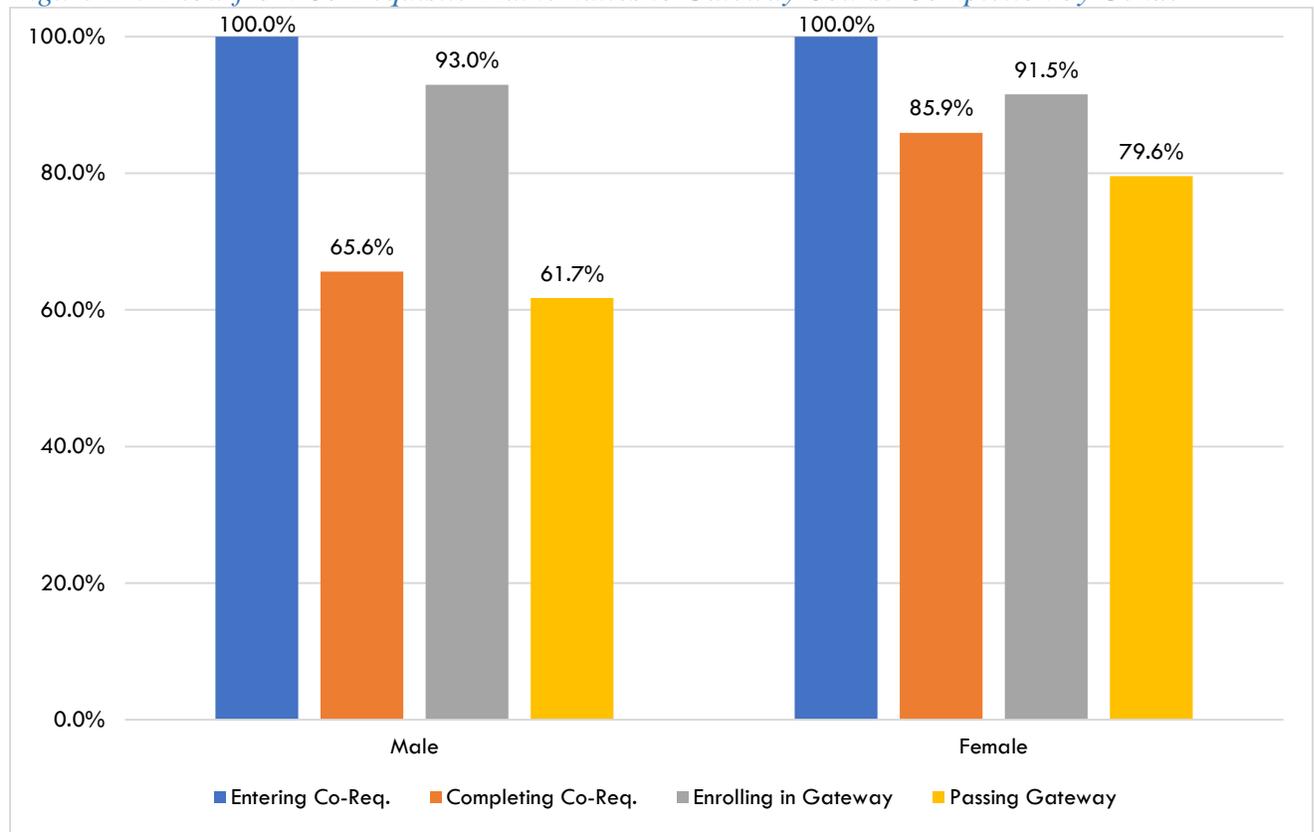
Figure 23: Gateway Course Pass Rates by Race/Ethnicity for Students Starting in Co-Requisite Mathematics



*Conditional upon enrollment in the gateway course.

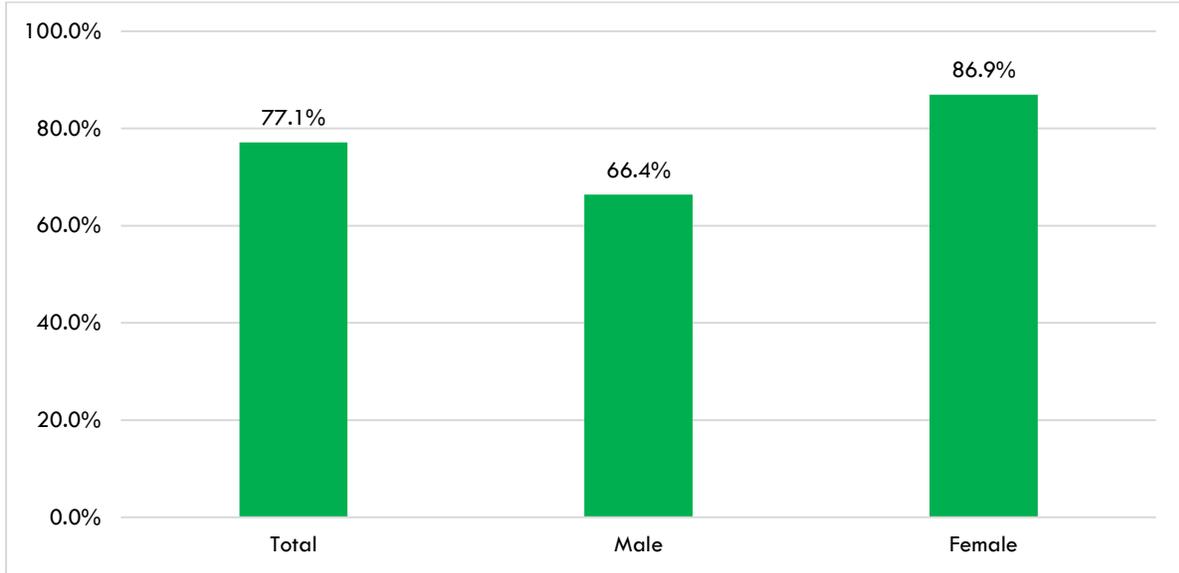
Gender Large gender gaps favoring female students were evident among those entering a co-requisite model in Mathematics. Females maintained a 20-percentage point advantage specific to model completion and an 18-percentage point advantage in terms of earning a C or better in the related gateway course.

Figure 24: Flow from Co-Requisite Mathematics to Gateway Course Completion by Gender



A similar gender-gap was evident when pass rates in gateway courses were viewed conditional upon enrollment in the related gateway course. While 87% of the female students who entered the gateway course earned a C or better, on two-thirds of their male counterparts met that same distinction.

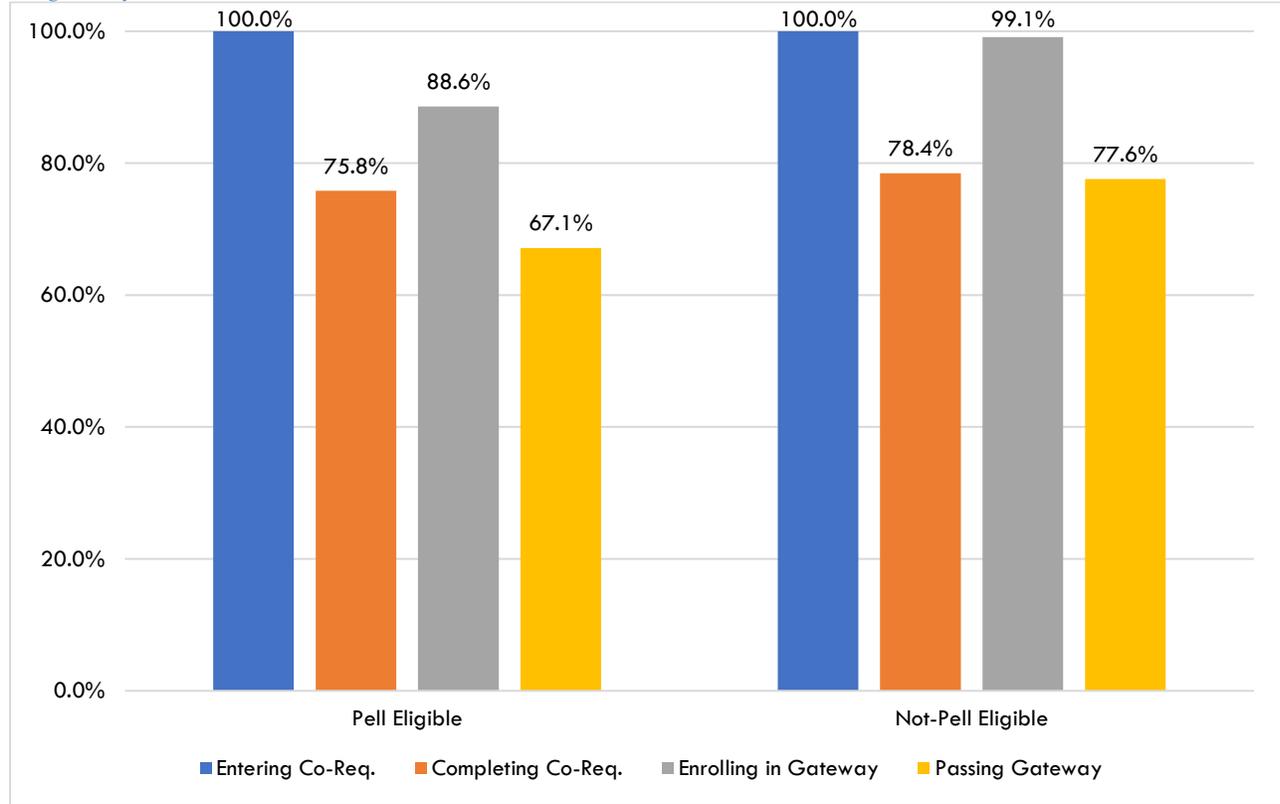
Figure 25: Gateway Course Pass Rates by Gender for Students Starting in Co-Requisite Mathematics



*Conditional upon enrollment in the gateway course.

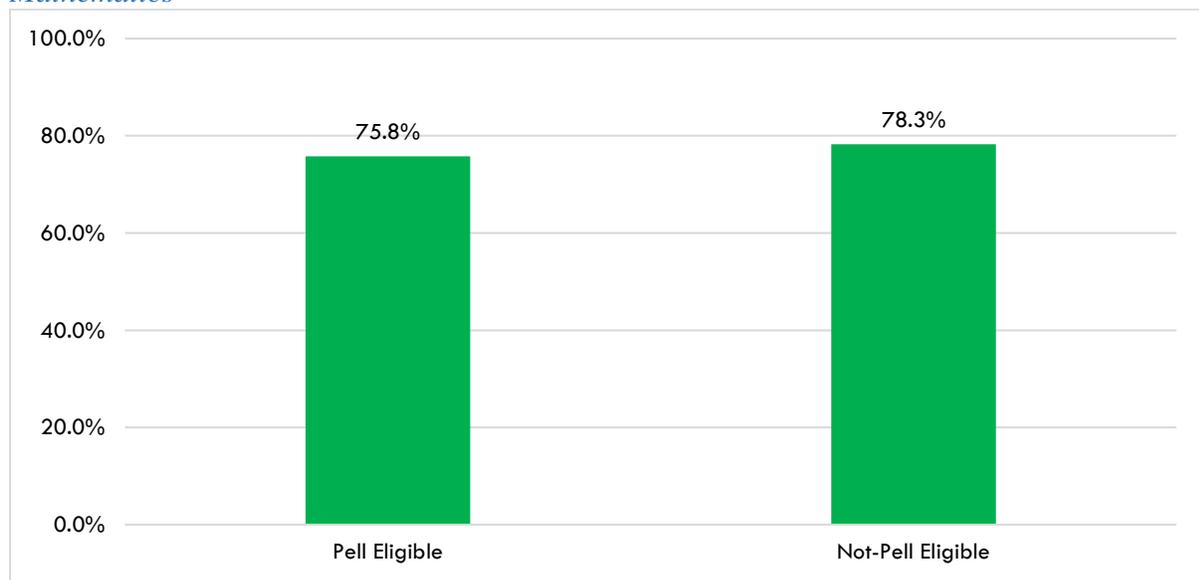
Pell Eligibility Nearly all the individuals who were not eligible for Pell had maintained enrollment in the related gateway course and roughly the same proportions had completed the model and earned a C or better (slightly more than three-quarters for both measures). Their low-income peers had only slightly lower rates of model completion but much lower pass rates in gateway courses (67.1% to 77.6%), on top of comparatively fewer maintaining enrollment in the gateway course (88.6% to 99.1%).

Figure 26: Flow from Co-Requisite Mathematics to Gateway Course Completion by Pell Eligibility



Due to the large differences in entry in the related gateway courses, the differences in pass rates were somewhat muted (3.5 percentage points) when viewed conditional upon such enrollment.

Figure 27: Gateway Course Pass Rates by Pell Eligibility for Students Starting in Co-Requisite Mathematics



*Conditional upon enrollment in the gateway course.

Final Conclusions

Public universities and colleges continue to move work forward to address gaps in the placement and completion of developmental education students. In addition, clearly there is significant work to be done to produce more equitable outcomes for students of color. One significant way that ICCB and IBHE will continue to do this is through the current Strategic Planning Process for Higher Education in Illinois, a process that is in progress at the date of the submission of this report.

All public universities and community colleges are responding to a rapidly changing environment. In this context, Illinois public universities and community colleges have made significant progress on the implementation of new, evidence-based model of developmental education instructional delivery. As the data indicates, public institutions have made significant changes in how they offer developmental education. System data indicates that it is having an impact on how students place and complete gateway courses and the need for enrollment in developmental education courses. While there is a lag in how data is reported, there are clear indications that reform efforts are having an impact. Graduation rates for students in community colleges are higher for those who are enrolled in models other than the “traditional” model. In addition, completion and progression rates at public universities continue to increase for students enrolled in developmental education.

Non-traditional models of developmental education show increase access to gateway/credit-bearing course in a shorter time frame. In community colleges, longitudinal data show that developmental models outside the Traditional model may accelerate students into gateway/credit-bearing courses. However, current evidence suggests that there is not a significant difference between the non-traditional models and their impact on graduation rates. This is an area for further research and inquiry to determine the validity of this inference.

Colleges reported that where students are provided services such as strong academic advising, focused tutoring, financial literacy, bridge programming, and just-in-time assistance, they perform better. Using strategies such as summer bridge programs, focused diagnostic testing as part of placement testing, and review and assistance with placement testing/retesting further allows students to improve placement results and reduce the need for developmental education classes. Developmental education models and courses do not stand on their own. There are a number of other supports that are necessary in order for students to be successful. It is imperative that the education community consider how to enhance these supports. It is critical that the state consider ways to support institutions as they work to build upon these support mechanisms, further enhancing the student support options across the higher education system.

Thirty-one community colleges have fully adopted the [Statewide Placement Recommendations](#) that were formerly adopted by the Council of Community College Presidents on June 1, 2018. Some public universities use some form of multiple measure placement. In addition, data suggests a need for more capacity around Math Pathways and differentiated strategies based on selection of major or degree program. Community colleges have begun implementing this strategy and all public universities have multiple math pathways based on major. These impressions suggest that these are promising areas of investment for the state. More research is necessary to identify effective pathways, courses and outcomes.

In the community college sector data set, Latinx and African American students perform better in the Co-requisite model while White and Asian students appear to perform better in traditional, emporium, and compressed development models. Interestingly, the same results are seen for Pell-eligible students: they perform better in the Co-requisite model while those who are non-Pell eligible perform better in traditional, emporium, and compressed development models. In the data set for public universities, African American and Latinx students appeared to perform better in traditional courses for English Language Arts where white students tended to perform better in co-requisite courses. Further study, beyond the timeframes represented in this report, is needed to analyze the impact of non-traditional models on student outcomes. Racial/ethnic gaps in achievement continue to persist with graduation rate regardless of developmental model. Among other things, this highlights the importance of student and academic supports beyond entry and completion of a gateway course.

Funding considerations cannot be left out of the conversation. Both the community college sector and the public university sector are significantly underfunded. In the community college space alone, full funding of the community college system would entail an allocation of \$74.64 per credit hour reimbursement rate for developmental education. The pro-rated payment for developmental education currently is \$16.45 per credit hour. This is but one example of the funding shortfall.

Finally, it is important to recall that there is no “one best model” of developmental education. Institutions, with faculty leadership, will need to make the choices about what models best advance the learning and credential attainment of students. These choices should be based on thoughtful consideration of the research and the evidence. These choices also require financial support as well as institution support to maintain these change efforts. In addition, university and college administrative with support from the state agencies (ICCB, IBHE) can leverage the momentum that has been built to sustain change, innovation and student success.

Acknowledgements

Thank you to the Senate Joint Resolution 41 Advisory Council members listed below for their thoughtful participation. Thank you to ICCB and IBHE staff for their work on the report and throughout the meeting, particularly, Mackenzie Montgomery, ICCB Director for Student Services, for coordinating the meetings throughout the last year.

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Appendix A: SENATE JOINT RESOLUTION NO. 41, 101st General Assembly

WHEREAS, The State has a vested interest in maximizing the number of students who complete credit-bearing certificate programs and two-year or four-year degree programs and enter into high-skill, high-wage occupations; and

WHEREAS, 46% of Illinois high school graduates who enroll in community college are placed into developmental coursework in at least one subject; and

WHEREAS, Inconsistent and inadequate approaches to placement have resulted in too many students being placed into developmental education who could succeed in college-level coursework; and

WHEREAS, The traditional developmental education model costs students time, money, and financial aid; and

WHEREAS, Developmental education does not count as college credit and can be a barrier to retention, persistence, transfer, and certificate or degree completion, particularly for Black, Latino, first generation, and low-income students; and

WHEREAS, There are instructional models of developmental education that have demonstrated improvement in college-level course completion compared to traditional models, including but not limited to corequisite remediation, accelerated coursework, emporium models, and Preparatory Mathematics for General Education (PMGE); and

WHEREAS, Colleges and universities have invested significant time, resources, and money into these different developmental education models; and

WHEREAS, The legislature has made significant investments to improve college preparedness; and

WHEREAS, The Illinois Council of Community College Presidents, the Illinois Chief Academic Officers, the Illinois Chief Student Services Officers, and the Illinois Math Association of Community Colleges have already agreed upon a common, multiple measures framework for placement that is currently being implemented; and

WHEREAS, To ensure all models of developmental education are maximizing students' likelihood of success, the State must inventory and evaluate all developmental education instructional models offered in the State; and

WHEREAS, The Illinois Community College Board and Illinois Board of Higher Education are well positioned to improve placement practices and fully scale developmental education reforms across all State public institutions; therefore, be it

RESOLVED, BY THE SENATE OF THE ONE HUNDRED FIRST GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE HOUSE OF REPRESENTATIVES CONCURRING HEREIN, that the Illinois Community College Board and the Illinois Board of Higher Education shall establish a joint advisory council to provide a benchmarking report to the General Assembly on or before April 1, 2020, that shall include:

(1) An inventory of all instructional models and developmental course sequences employed by Illinois' public colleges and universities for students placed into developmental education or otherwise determined to need additional skills development in math or English;

(2) An analysis of all instructional models employed by Illinois' public colleges and universities for students placed into developmental education or otherwise determined to need additional skills development in math or English, including, at a minimum, the number and percentage of students completing gateway courses within their first two semesters under each model; and

(3) An inventory and analysis of developmental education placement practices and policies (including cut off scores) employed at all public colleges and universities in the State; and be it further

RESOLVED, That on or before July 1, 2020, the advisory council must deliver to the Illinois Community College Board, the Illinois Board of Higher Education, and the General Assembly, a detailed plan for scaling developmental education reforms, such that institutions improve developmental education placement measures and such that, within a timeframe to be set by the advisory council, all students who are placed in developmental education are enrolled in a developmental education model that is proven to maximize their likelihood of completing a college-level course within their first two academic semesters; and be it further

RESOLVED, That for the purposes of this resolution, "improved placement measures" is defined as measures that give greater opportunities to enroll directly into college-level classes, reducing the overall percent of students placed into developmental education, preferably through decreased reliance on high-stakes tests and increased use of high school GPA as a determining measure; and be it further

RESOLVED, The implementation plan should include specific benchmarks and an estimate of funding required to meet established benchmarks that institutions must meet to stay

on track to full-scale implementation on the timeframe set by the advisory council; and be it further

RESOLVED, That the advisory council should include similar representation from two-year and four-year institutions and, at a minimum, include the following:

- (1) The Executive Director of the Illinois Community College Board or his or her designee, who shall act as co-chair;
- (2) The Executive Director of the Illinois Board of Higher Education or his or her designee, who shall act as co-chair;
- (3) One member appointed by the Governor, who shall act as co-chair;
- (4) One member from the Illinois Senate appointed by the President of the Senate, who shall act as co-chair;
- (5) One member from the Illinois House of Representatives appointed by the Speaker of the House, who shall act as co-chair;
- (6) One member from the Illinois Senate appointed by the Senate Minority Leader;
- (7) One member from the Illinois House of Representatives appointed by the House Minority Leader;
- (8) Two public university employees appointed by the Illinois Board of Higher Education Academic Leadership group;
- (9) One member who represents an organization that advocates on behalf of public university employees appointed by the Executive Director of the Illinois Board of Higher Education;
- (10) One member who represents an organization that advocates on behalf of community college employees at City Colleges of Chicago appointed by the Executive Director of the Illinois Community College Board;
- (11) One member who represents an organization that advocates on behalf of community college employees at a suburban Chicago community college appointed by the Illinois Community College Board;
- (12) One member who represents an organization that advocates on behalf of community college employees in downstate community colleges appointed by the Illinois Community College Board;
- (13) One member representing a higher education advocacy organization focused on closing equity gaps in college completion from low-income and first generation college students and students of color appointed by the President of the Senate;
- (14) One member representing a statewide advocacy organization focused on improving educational and employment opportunities for women and adults appointed by the Speaker of the House;
- (15) One member who represents a statewide organization that advocates on behalf of Community College Presidents appointed by the Illinois Community College Board;

(16) One member who represents public university presidents appointed by the Illinois Board of Higher Education;

(17) One member who represents a statewide organization that advocates on behalf of Community College Chief Academic Officers appointed by the Illinois Community College Board;

(18) One member who represents a statewide organization that advocates on behalf of Illinois Community College Student Services Officers appointed by the Illinois Community College Board;

(19) One member who represents public university student services administrators appointed by the Illinois Board of Higher Education;

(20) One member who represents Illinois public university provosts appointed by the Illinois Board of Higher Education;

(21) One member who represents a statewide organization that advocates on behalf of Community College Trustees appointed by the Illinois Community College Board; and

(22) One member who represents public university trustees appointed by the Illinois Board of Higher Education; and be it further

RESOLVED, That, of the appointed community college and university employees, at least one must be an English faculty member participating in the Illinois Articulation Initiative and one must be a member of the Illinois Mathematics Association of Community Colleges (IMACC); and be it further

RESOLVED, That the chairs of the advisory council shall be responsible for scheduling meetings, setting meeting agendas, ensuring the development and delivery of the final report and implementation plan, and other administrative tasks, in consultation with advisory council members; and be it further

RESOLVED, The Council shall produce a final report by January 1, 2021 and upon the filing of this report is dissolved; the report should include, at a minimum, an update on the implementation of corequisite remediation and alternative evidence-based developmental education models at every college and university, and include data on enrollment and throughput, defined as the percent of students initially enrolled who have progressed through gateway-level courses, by institution and disaggregated by race, ethnicity, gender, and Pell status; and be it further

RESOLVED, That suitable copies of this resolution be delivered to the Illinois Community College Board and the Illinois Board of Higher Education.

Appendix B: Senate Joint Resolution 41 Advisory Council Membership

<u>Name</u>	<u>Title</u>	<u>College/Agency</u>
Aaron M. Ortiz	State Representative	101st General Assembly
Alison Reddy	Director of Mathematics Placement	University of Illinois at Urbana-Champaign
Bambi C. Jones	Math Instructor	Lake Land College
Bob Navarro	Trustee	Illinois State University
Bradley Peters	Professor and Coordinator of Writing Across the Curriculum	Northern Illinois University
Brian Durham	Executive Director	ICCB
Deanne Mazzochi	House Republican	101st General Assembly
Emily Goldman	Policy Manager	Partners for College Completion
Emmanuel Awuah	Vice President of Academic Affairs	Illinois Central College
Gloria Gibson	President	Northeastern Illinois University
Jackie McGrath	Professor	College of DuPage
Lisa Helm	Undergraduate Academic Advising Center	Governors State University
Meera Komarraju	Provost and Vice Chancellor for Academic Affairs	Southern Illinois University Carbondale
Michael Boyd	President	Kankakee Community College
Normah Salleh-Barone	Vice President of Student Development	Moraine Valley Community College
Pat McGuire	State Senator	101st General Assembly
Sarah Labadie	Director of Policy	Women Employed
Stephanie Bernoteit	Executive Deputy Director for Academic Affairs	IBHE
Steve McClure	Senate Republican	101st General Assembly
Susan Grace	Associate Professor	Wilbur Wright College
Timothy Taylor	Director of Composition and Associate Professor of English	Eastern Illinois University
Wendy Yanow	Trustee	Oakton Community College

<u>Name</u>	<u>Title</u>	<u>College/Agency</u>
Diana Koenig	Math Faculty, IMACC President	Rock Valley College
Molly Foust	Governor's office	

Appendix C: Senate Joint Resolution 41 Timeline

Date	SJR 41 Activity
September 9, 2019	First SJR 41 Task Force meeting –Harold Washington College
November 1, 2019	SJR 41 Task Force meeting – Governor’s State University
January 10, 2020	<p data-bbox="493 449 1422 476">SJR 41 Task Force meeting – Illinois Community College Board (ICCB)</p> <ul data-bbox="493 501 1484 772" style="list-style-type: none"> <li data-bbox="493 501 1484 604">• Share results of inventory material being processed by ICCB; gather input for similar assignment for IBHE on course sequences and placement practices and policies <li data-bbox="493 627 1484 688">• Review plan and drafts for models/practices inventory; secure SJR 41 task force member feedback <li data-bbox="493 711 1484 772">• SJR 41 task force members develop individual and collective plans to secure constituent feedback
January 10-17, 2020	Comment period for SJR 41 task force members and constituents on inventory process and instruments
February 1, 2020	<p data-bbox="493 884 1484 945">Inventory instruments released to CAOs (census of all public community colleges and universities on:</p> <ul data-bbox="493 968 954 1102" style="list-style-type: none"> <li data-bbox="493 968 927 995">• Instructional models inventory <li data-bbox="493 1018 764 1045">• Course sequences <li data-bbox="493 1068 954 1102">• Placement practices and policies
February 22, 2020	Deadline for campuses to submit inventory results
March 6, 2020	SJR 41 task force meeting – Champaign, UIUC; review initial results; discuss and share major findings; develop initial set of implications for SJR 41
March 6-22, 2020	Inventory data analysis and report writing – ICCB and IBHE with consultant
March 23-27, 2020	Comment period on <i>Draft SJR 41 Inventory Report</i> , noting major findings and implications for SJR 41 final report
April 1, 2020	Deadline for <i>SJR 41 Inventory Report</i> submission to the state legislature
April 8-15, 2020	Feedback period including webinar(s) for the SJR 41 task force members, other constituent groups, and public (including P20 Council, college readiness committee, public CAOs, ILEA members, and others – <i>not an exhaustive list</i>)
May 1, 2020	SJR 41 Task Force meeting – Heartland College – share initial draft of major inventory results and recommendations.
May 1-20, 2020	Feedback period -- post recommendations on websites for public comment through May 20, 2020; draft report for review by SJR 41 task force members on June 50, 2020
June 4, 2020	Last SJR 41 Task Force meeting – Joliet Junior College - Refine report content and recommendations in final draft for constituent comment

June 4-19, 2020	Feedback period for constituents (through the networks of SJR 41 task force members)
June 26, 2020	Deadline to complete the report for final agency and SJR 41 task force leadership review
July 1, 2020	<p>Deliver report with implementation plan to the state legislation – Include timeline to get all students enrolled in a developmental education reform model and placement policy; evidenced-based models need to increase likelihood of student completion of gateway courses within first two semesters. Include:</p> <ul style="list-style-type: none"> • State and institutional policies and practices that need to change to increase student success and address equity gaps • Specific benchmarks • Estimate of funding
November 1, 2021	Sharing of draft final report with the SJR 41 task force (option)
January 1, 2021	<p>Final report due</p> <ul style="list-style-type: none"> • Update on implementation of co-requisite remediation and alternative evidence-based developmental education • Data on enrollment and throughput – tied to # and % - keep in mind these are related to demographics)

Appendix D: Illinois Community College Fall 2017 First-Time, Full-Time Entering Student Outcomes by English/Language Arts Developmental Model

Traditional (English/Language Arts)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years*				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	4,796	2,615	54.5%	2,057	78.7%	711	14.8%
Student Subgroups							
African American	1,120	487	43.5%	324	66.5%	98	8.8%
Latinx	1,801	1,026	57.0%	825	80.4%	263	14.6%
Asian	168	106	63.4%	85	79.8%	34	20.2%
White	1,478	880	59.6%	741	84.2%	282	19.1%
Other	229	115	50.3%	82	71.3%	34	14.8%
Race Total	4,796	2,615	54.5%	2,057	78.7%	711	14.8%
Pell Recipient	2,871	1,562	54.4%	1,227	78.6%	406	14.1%
Not-Pell Recipient	1,925	1,053	54.7%	830	78.8%	305	15.8%
Pell Total	4,796	2,615	54.5%	2,057	78.7%	711	14.8%
<25	4,506	2,479	55.0%	1,948	78.6%	657	14.6%
25 or Older	289	136	47.1%	109	80.1%	54	18.7%
Unknown	1	0	0.0%	0	-----	0	0.0%
Age Group Total	4,796	2,615	54.5%	2,057	78.7%	711	14.8%
Male	2,370	1,239	52.3%	955	77.1%	313	13.2%
Female	2,423	1,376	56.8%	1,102	80.1%	398	16.4%

Unknown	3	0	0.0%	0	-----	0	0.0%
Gender Total	4,796	2,615	54.5%	2,057	78.7%	711	14.8%

DS--Data suppressed, five or fewer students.

Co-requisite (English/Language Arts)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years*				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	948	831	87.7%	715	86.0%	265	28.0%
Student Subgroups							
African American	166	142	85.5%	106	74.6%	31	18.7%
Latinx	316	299	94.6%	253	84.6%	72	22.8%
Asian	31	27	87.1%	23	85.2%	11	35.5%
White	399	331	83.0%	306	92.4%	144	36.1%
Other	36	32	88.9%	27	84.4%	7	19.4%
Race Total	948	831	87.7%	715	86.0%	265	28.0%
Pell Recipient	539	466	86.5%	392	84.1%	141	26.2%
Not-Pell Recipient	409	365	89.2%	323	88.5%	124	30.3%
Pell Total	948	831	87.7%	715	86.0%	265	28.0%
<25	915	801	87.5%	690	86.1%	256	28.0%
25 or Older	33	30	90.9%	25	83.3%	9	27.3%
Unknown	0	0	-----	0	-----	0	-----
Age Group Total	948	831	87.7%	715	86.0%	265	28.0%
Male	469	409	87.2%	358	87.5%	117	24.9%
Female	475	418	88.0%	353	84.4%	147	30.9%
Unknown	4	DS	DS	DS	DS	DS	DS
Gender Total	948	831	87.7%	715	86.0%	265	28.0%

DS--Data suppressed, five or fewer students.

Compressed (English/Language Arts)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years*				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	108	68	63.0%	49	72.1%	13	12.0%
Student Subgroups							
African American	49	33	67.3%	22	66.7%	DS	DS
Latinx	27	18	66.7%	14	77.8%	6	22.2%
Asian	0	0	-----	0	-----	0	-----
White	27	DS	DS	DS	DS	DS	DS
Other	5	DS	DS	DS	DS	0	0.0%
Race Total	108	68	63.0%	49	72.1%	13	12.0%
Pell Recipient	80	56	70.0%	40	71.4%	DS	DS
Not-Pell Recipient	28	12	42.9%	9	75.0%	DS	DS
Pell Total	108	68	63.0%	49	72.1%	13	12.0%
<25	103	DS	DS	DS	DS	DS	DS
25 or Older	5	DS	DS	DS	DS	DS	DS
Unknown	0	0	-----	0	-----	0	-----
Age Group Total	108	68	63.0%	49	72.1%	13	12.0%
Male	42	31	73.8%	22	71.0%	DS	DS
Female	66	37	56.1%	27	73.0%	DS	DS
Unknown	0	0	-----	0	-----	0	-----
Gender Total	108	68	63.0%	49	72.1%	13	12.0%

DS--Data suppressed, five or fewer students.

Contextualized (English/Language Arts)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years*				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	154	92	59.7%	64	69.6%	24	15.6%
Student Subgroups							
African American	55	24	43.6%	13	54.2%	DS	DS
Latinx	24	13	54.2%	9	69.2%	DS	DS
Asian	1	DS	DS	DS	DS	0	0.0%
White	62	46	74.2%	34	73.9%	16	25.8%
Other	12	DS	DS	DS	DS	DS	DS
Race Total	154	92	59.7%	64	69.6%	24	15.6%
Pell Recipient	86	43	50.0%	26	60.5%	DS	DS
Not-Pell Recipient	68	49	72.1%	38	77.6%	DS	DS
Pell Total	154	92	59.7%	64	69.6%	24	15.6%
<25	148	DS	DS	DS	DS	24	16.2%
25 or Older	6	DS	DS	DS	DS	0	0.0%
Unknown	0	0	-----	0	-----	0	-----
Age Group Total	154	92	59.7%	64	69.6%	24	15.6%
Male	76	44	57.9%	26	59.1%	15	19.7%
Female	78	48	61.5%	38	79.2%	9	11.5%
Unknown	0	0	-----	0	-----	0	-----

Gender Total	154	92	59.7%	64	69.6%	24	15.6%
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DS--Data suppressed, five or fewer students.

Other (English/Language Arts)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years*				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	101	71	70.3%	58	81.7%	14	13.9%
Student Subgroups							
African American	34	19	55.9%	11	57.9%	DS	DS
Latinx	9	7	77.8%	7	100.0%	0	0.0%
Asian	2	DS	DS	DS	DS	DS	DS
White	46	36	78.3%	31	86.1%	7	15.2%
Other	10	DS	DS	DS	DS	DS	DS
Race Total	101	71	70.3%	58	81.7%	14	13.9%
Pell Recipient	56	39	69.6%	30	76.9%	DS	DS
Not-Pell Recipient	45	32	71.1%	28	87.5%	DS	DS
Pell Total	101	71	70.3%	58	81.7%	14	13.9%
<25	98	71	72.4%	58	81.7%	14	14.3%
25 or Older	3	0	0.0%	0	-----	0	0.0%
Unknown	0	0	-----	0	-----	0	-----
Age Group Total	101	71	70.3%	58	81.7%	14	13.9%
Male	48	31	64.6%	25	80.6%	8	16.7%
Female	53	40	75.5%	33	82.5%	6	11.3%

Unknown	0	0	-----	0	-----	0	-----
Gender Total	101	71	70.3%	58	81.7%	14	13.9%

DS--Data suppressed, five or fewer students.

Appendix E: Illinois Community College Fall 2017 First-Time, Full-Time Entering Student Outcomes by Mathematics Developmental Model

Traditional (Math)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	8,549	3,516	41.1%	2,396	68.1%	1,561	18.3%
Student Subgroups							
African American	1,452	401	27.6%	262	65.3%	148	10.2%
Latinx	2,596	1,075	41.4%	715	66.5%	411	15.8%
Asian	230	109	47.4%	78	71.6%	32	13.9%
White	3,856	1,777	46.1%	1,239	69.7%	896	23.2%
Other	415	154	37.1%	102	66.2%	74	17.8%
Race Total	8,549	3,516	41.1%	2,396	68.1%	1,561	18.3%
Pell Recipient	4,481	1,695	37.8%	1,107	65.3%	733	16.4%
Not-Pell Recipient	4,068	1,821	44.8%	1,289	70.8%	828	20.4%
Pell Total	8,549	3,516	41.1%	2,396	68.1%	1,561	18.3%
<25	8,101	3,388	41.8%	2,303	68.0%	1,476	18.2%
25 or Older	443	128	28.9%	93	72.7%	85	19.2%
Unknown	5	0	0.0%	0	-----	0	0.0%
Age Group Total	8,549	3,516	41.1%	2,396	68.1%	1,561	18.3%
Male	3,953	2,319	38.8%	989	64.7%	604	15.3%

Female	4,589	1,983	43.2%	1,406	70.8%	956	20.8%
Unknown	7	DS	DS	DS	DS	DS	DS
Gender Total	8,549	3,516	41.1%	2,396	68.1%	1,561	18.3%

DS--Data suppressed, five or fewer students.

Co-requisite (Math)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	582	520	89.3%	423	81.3%	162	27.8%
Student Subgroups							
African American	100	94	94.0%	69	73.4%	23	23.0%
Latinx	225	211	93.8%	157	74.4%	50	22.2%
Asian	32	28	87.5%	25	89.3%	DS	37.5%
White	203	168	82.8%	154	91.7%	72	35.5%
Other	22	19	86.4%	18	94.7%	DS	22.7%
Race Total	582	520	89.3%	423	81.3%	162	27.8%
Pell Recipient	347	315	90.8%	254	80.6%	95	27.4%
Not-Pell Recipient	235	205	87.2%	169	82.4%	67	28.5%
Pell Total	582	520	89.3%	423	81.3%	162	27.8%
<25	561	502	89.5%	405	80.7%	155	27.6%
25 or Older	21	18	85.7%	18	100.0%	7	33.3%
Unknown	0	0	-----	0	-----	0	-----

Age Group Total	582	520	89.3%	423	81.3%	162	27.8%
Male	266	231	86.8%	193	83.5%	63	23.7%
Female	316	289	91.5%	230	79.6%	99	31.3%
Unknown	0	0	-----	0	-----	0	-----
Gender Total	582	520	89.3%	423	81.3%	162	27.8%

DS--Data suppressed, five or fewer students.

Emporium (Math)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	873	434	49.7%	297	68.4%	213	24.4%
Student Subgroups							
African American	79	23	29.1%	8	34.8%	9	11.4%
Latinx	120	54	45.0%	36	66.7%	26	21.7%
Asian	69	52	75.4%	40	76.9%	19	27.5%
White	562	289	51.4%	199	68.9%	149	26.5%
Other	43	16	37.2%	14	87.5%	10	23.3%
Race Total	873	434	49.7%	297	68.4%	213	24.4%
Pell Recipient	394	176	44.7%	120	68.2%	75	19.0%
Not-Pell Recipient	479	258	53.9%	177	68.6%	138	28.8%
Pell Total	873	434	49.7%	297	68.4%	213	24.4%
<25	852	427	50.1%	291	68.1%	DS	24.4%
25 or Older	21	7	33.3%	6	85.7%	DS	23.8%
Unknown	0	0	-----	0	-----	0	-----

Age Group Total	873	434	49.7%	297	68.4%	213	24.4%
Male	423	DS	43.3%	123	67.2%	77	18.2%
Female	443	249	56.2%	174	69.9%	136	30.7%
Unknown	7	DS	28.6%	0	0.0%	0	0.0%
Gender Total	873	434	49.7%	297	68.4%	213	24.4%

DS--Data suppressed, five or fewer students.

Compressed (Math)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	275	153	55.6%	100	65.4%	57	20.7%
Student Subgroups							
African American	72	21	29.2%	10	47.6%	DS	DS
Latinx	76	46	60.5%	29	63.0%	18	23.7%
Asian	5	DS	DS	DS	DS	DS	DS
White	113	77	68.1%	52	67.5%	30	26.5%
Other	9	DS	DS	DS	DS	DS	DS
Race Total	275	153	55.6%	100	65.4%	57	20.7%
Pell Recipient	147	63	42.9%	42	66.7%	25	17.0%
Not-Pell Recipient	128	90	70.3%	58	64.4%	32	25.0%
Pell Total	275	153	55.6%	100	65.4%	57	20.7%
<25	267	DS	DS	DS	DS	DS	DS
25 or Older	8	DS	DS	DS	DS	DS	DS
Unknown	0	0	-----	0	-----	0	-----

Age Group Total	275	153	55.6%	100	65.4%	57	20.7%
Male	111	64	57.7%	46	71.9%	21	18.9%
Female	164	89	54.3%	54	60.7%	36	22.0%
Unknown	0	0	-----	0	-----	0	-----
Gender Total	275	153	55.6%	100	65.4%	57	20.7%

DS--Data suppressed, five or fewer students.

Modularized (Math)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	109	46	42.2%	37	80.4%	27	24.8%
Student Subgroups							
African American	10	DS	DS	DS	DS	DS	DS
Latinx	55	27	49.1%	22	81.5%	DS	DS
Asian	0	0	-----	0	-----	0	-----
White	41	16	39.0%	DS	DS	17	41.5%
Other	3	DS	DS	0	0.0%	0	0.0%
Race Total	109	46	42.2%	37	80.4%	27	24.8%
Pell Recipient	75	28	37.3%	24	85.7%	17	22.7%
Not-Pell Recipient	34	18	52.9%	13	72.2%	10	29.4%
Pell Total	109	46	42.2%	37	80.4%	27	24.8%
<25	91	39	42.9%	30	76.9%	19	20.9%
25 or Older	18	7	38.9%	7	100.0%	8	44.4%
Unknown	0	0	-----	0	-----	0	-----

Age Group Total	109	46	42.2%	37	80.4%	27	24.8%
Male	58	18	31.0%	13	72.2%	6	10.3%
Female	51	28	54.9%	24	85.7%	21	41.2%
Unknown	0	0	-----	0	-----	0	-----
Gender Total	109	46	42.2%	37	80.4%	27	24.8%

DS--Data suppressed, five or fewer students.

Other (Math)							
	Cohort Enrollment	Students Complete Model and Enroll in Related Gateway Course within Three Years				Students Enrolling in the Model that Earned a Credential within 150% Catalog Time	
	Number of FT/FT Fall 2017 Enrollment of students in any part model	Number of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Percent of students completing model that enrolled in related gateway course in AY17-18 thru AY19-20	Number of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Percent of students completing gateway course with "C" or higher in AY17-18 thru AY19-20	Number of students that earned a credential within 150% Catalog Time	Percent of students that earned a credential within 150% Catalog Time
TOTAL (All Students)	28	19	67.9%	11	57.9%	8	28.6%
Student Subgroups							
African American	2	DS	DS	DS	DS	0	0.0%
Latinx	15	10	66.7%	DS	DS	DS	DS
Asian	0	0	-----	0	-----	0	-----
White	11	DS	DS	DS	DS	DS	DS
Other	0	0	-----	0	-----	0	-----
Race Total	28	19	67.9%	11	57.9%	8	28.6%
Pell Recipient	11	DS	DS	DS	DS	DS	DS
Not-Pell Recipient	17	DS	DS	DS	DS	DS	DS
Pell Total	28	19	67.9%	11	57.9%	8	28.6%
<25	28	19	67.9%	11	57.9%	8	28.6%
25 or Older	0	0	-----	0	-----	0	-----
Unknown	0	0	-----	0	-----	0	-----

Age Group Total	28	19	67.9%	11	57.9%	8	28.6%
Male	10	6	60.0%	DS	DS	DS	DS
Female	18	13	72.2%	DS	DS	DS	DS
Unknown	0	0	-----	0	-----	0	-----
Gender Total	28	19	67.9%	11	57.9%	8	28.6%

DS--Data suppressed, five or fewer students.

Appendix F: Illinois Public Universities – English Language Arts

The following section highlights some of what each Illinois Public University is doing specific to developmental education, and related activities, in English Language Arts.

Chicago State University

Current Approaches: All developmental education English courses at Chicago State University have been co-requisite since 2017 and are therefore credit-bearing and degree applicable. Regarding placement, students who score 5 or higher on the Accuplacer English Composition placement exam are placed in *ENG 1270 English Composition I*, the gateway course. Students who score below 5 are placed in *ENG 1230 Writer’s Workshop I*, which is the co-requisite course with additional supports. Successful completion of ENG 1230 satisfies the English Composition I requirement.

Reform Efforts: As a further enhancement to this model, recently, CSU began piloting embedded tutors in the English co-requisite courses during the Summer 2019 and have expanded it in Fall 2020 with changes in their first-year experience programming. The English faculty have also added Learning Assistants which are students trained in pedagogy who serve as in-class assistants. CSU has also started to use embedded tutors and Learning Assistants in the co-requisite English course ENG 1230. This places a student tutor or student trained as a learning assistant in the class and lab with the student. CSU piloted it in 2019-20 in one course; it is being used in multiple English courses in 2020-21.

Eastern Illinois University

Current Approaches: EIU currently has a traditional development model in English by sake of offering a single traditional developmental education English course--*Fundamentals of College Composition (ENG 1000)*. The model/course is offered to help students improve their college writing skills upon entry to EIU. The sequence leads to the credit-bearing/degree applicable course-- *College Composition I: Critical Reading & Source-Based Writing (ENG 1001G)*. Students are placed in ENG 1000 if they have an ACT English score below 18, an SAT Writing score of 420 or below, or a minimum high school GPA of 3.0. Students may write an essay to show skills beyond this test score. This local essay process (e.g., “Challenge Essay”) is assessed by the Composition Committee, an appointed group of faculty members from the English Department. These policies are in the undergraduate catalog.

Student Supports: In terms of additional supports, EIU offers a Writing Center with the availability of both peer and/or graduate student assistance.

Governors State University

Current Approaches: Governors State University does not offer developmental education coursework in English/Language Arts. However, they do provide a program called English Smart Start that is required of all conditionally admitted freshmen and is available to all admitted freshmen. The program offers students the personal attention of faculty and peer mentors prior to the start of classes, and recommendations such as a reduced course registration and utilization of academic support services.

Reform Efforts: GSU plans to pilot co-requisite support for the beginning writing class in Fall of AY2021-22.

Illinois State University

Current Approaches: Illinois State University does not offer developmental education in English/Language Arts. All admitted freshmen are placed directly into credit-bearing English/Language Arts courses.

Student Supports: The ISU campus tutoring center, provides writing assistance for any undergraduate student, at any stage of the writing process, for any course. Peer tutors have been screened and are CRLA certified. Tutors do not proofread or edit; rather, they help students learn the process of writing, so they can do it themselves. The Center provides scheduled appointments as well as drop-in assistance.

Northeastern Illinois University

Current Approaches: NEIU employs both traditional and co-requisite English developmental education models depending upon student placement. NEIU has implemented a multiple measures approach that includes high school GPA (3.2 for direct placement into English 101), a self-assessment survey for reading and writing, and a writing sample. Recently, NEIU has shortened their traditional developmental education course sequence and now has only a single developmental education course that is not credit bearing. Currently, they have ELP 096, which is their traditional development education course, along with a co-requisite course (ELP 098) that is taken concurrently with ENG 101. ENG 101 is the credit-bearing/ degree applicable gateway course. In the past, NEIU had also offered ELP 095; however, it was not offered in the fall of 2020.

Student Supports: NEIU also has a few sub-programs under their Summer Bridge umbrella, including EMERGE and the Summer Transition Program. Each of those includes writing workshops, not for credit, free of charge, for incoming freshmen. Students take pre- and post-placement exams, with the majority moving up in their placement, and with some moving out of ELA developmental courses altogether.

Reform Efforts: NEIU piloted two sections of co-requisite English in the spring of 2019, which resulted in an 80% rate of success. Students in these sections also received additional academic supports through peer mentors and weekly tutoring appointments at the Learning Success Center.

Northern Illinois University

Current Approaches As noted earlier, NIU offers what they describe as a stretch model in English comprised of two courses: ENG 102 and ENG 103P. Multiple measures are used in their placement policies including high school records, ACT/SAT scores, and a locally developed writing composition assessment. However, because an individual could bypass the first semester, that model takes on aspects of both a traditional and co-requisite developmental education. ENG 102 is the first part of the stretch model and while it is credit-bearing, it is not applicable towards a degree. English 103P is a college-level composition course in which the students are provided with

extra support such as writing workshops and tutoring. Student can be directly placed into English 103P, which would be more related to the co-requisite model definition.

Reform Efforts NIU plans to eliminate English 102 in fall of academic year 2021-22 and only the co-requisite part of the original stretch model (English 103P) will remain. This will result in all students being immediately enrolled in a credit-bearing and degree-applicable English course.

Southern Illinois University Carbondale

Current Approaches: Although SIUC has a traditional developmental education model in English listed in its catalog that includes a single course (ENG 100), the course has not been taught since 2017. Also, in prior years, SIUC offered a co-requisite English model (ENG 101+) that SIUC would like to implement once again in the future. More recently, SIUC has been working closely with students in ENGL 101 who need extra help by utilizing tutoring offered at their writing center. One could argue that relative to how systematic the student supports are, this has some characteristics of a co-requisite model. Also, if an ENG 101 student is struggling, instructors are encouraged to use a pass/retake (PR) grade assuming the student has made a good faith effort but needs to repeat it to pass it.

Student Supports: The English Department at SIUC has a diverse staff of undergraduate peer tutors and graduate student tutors available in the Writing Center. The undergraduate tutors receive training in *English 489: One-to-One Teaching*, a class that focuses on peer tutoring. Graduate students receive training in the Pre-Semester Workshop that is held every August, the week before the start of the Fall semester, and in *English 502: Teaching College Writing*.

Reform Efforts: SIUC has expressed a desire to re-implement the co-requisite sections that were piloted through the English Department several years ago. However, as noted earlier, no developmental education in English Language Arts (traditional or co-requisite) has been offered by SIUC in recent years--all students are placed in English 101.

Southern Illinois University Edwardsville

Current Approaches: SIUE has both a reading (ADA 082) and writing component (ADA 090) to its developmental education offerings within English Language Arts. Depending upon student placement, which involves the Accuplacer, or related ACT/SAT sub-test scores, the models are either traditional or co-requisite. Specific to writing, students may be enrolled in *ADA 090 Basic Writing* and if successful, they move to *ENG 101 English Composition*, which is the credit-bearing/degree applicable gateway course.

SIUE also has a direct pathway into ENG 101 for some students who in the past would have been placed in the traditional development education model--ADA 090 and/or ADA 082. The course is labeled as ENG 101-E (enhanced) and is described by SIUE as a studio model but has many characteristics of a co-requisite model.

Recent Reforms: Over the last few years, SIUE has been engaged in course transformation and co-requisite designs to move them closer to eliminating additional ADA courses in writing such as AD 095 and AD 092. In the last three years, ENG 101-E has been offered as special sections

(20 sections with 16 students each) of the credit-bearing composition course with smaller class size, taught by instructors with additional training in teaching basic writing and providing additional lab hours for practice.

Through the adoption of this new model, SIUE was able to reduce the number of students typically enrolled in ADA 090 from 230 to 88. The newly designed course, ENG 101-E, requires increased classroom contact hours per week and engages those who previously did not meet the minimum requirements for enrollment in SIUE's traditional ENG 101: Composition I course.

Student Supports: Additional student supports are provided through SIUE's Learning Support Services (<https://www.siu.edu/lss/index.shtml>) and on-going writing and reading assistance is provided through its Writing Center (<https://www.siu.edu/lss/writing/index.shtml>).

University of Illinois at Chicago

Current Approaches: UIC has both traditional and co-requisite developmental education models in English Language Arts. In terms of placement, all incoming first-year students who arrive not having earned the equivalent of *ENGL 160 (Academic Writing I)* credit by ACT, SAT, AP, or IB scores are required to take a placement test, consisting of a holistic assessment of an essay written in response to a prompt. Students are required to take the course into which they place: ENGL 160 (which is the credit-bearing/ degree applicable gateway course), ENGL 160 with the co-requisite ENGL 159 workshop, or the developmental courses ENGL 070 or ENGL 071. The co-requisite model includes ENGL 159 (Academic Writing Workshop) course, which is 1 credit hour, meeting one extra day per week.

UIC also offers a preparatory/ developmental ed. course for non-native English speakers, ENGL 070. It is similar in content to ENGL 160 (the gateway course) and can lead to a waiver of ENGL 160 and placement in ENGL 161. There is a similar waiver process for students enrolled in ENGL 071—depending upon student academic performance, they may bypass ENGL 160 and enroll directly in ENGL 161.

Student Supports: UIC also offers a summer bridge course, the Summer Enrichment Writing Workshop, a compressed 6-week version of the full-semester ENGL 071, which gives students placed into the traditional development model (ENGL 071) the chance to earn revised placement into ENGL 160.

Writing Center tutors are on hand to work specially with students placed in ENGL 071.

An English 071 Engagement Coordinator was appointed to serve as advisor and academic liaison for the students in this course, and he organized informational meetings for these students with various campus offices and services such as Financial Aid, the Academic Center for Excellence, and the Wellness Center since these students who might not readily seek help. The closer collaboration with the Writing Center also ensures that these students have ready access to this service in and beyond the course.

Reform Efforts: The ENGL 071 Curriculum Working Group has been meeting twice a semester for the past several years to conduct these reviews of curriculum and student support. The Office

of the Vice Provost of Undergraduate Affairs provided application-based funding for the English 071 Engagement Coordinator, and the Writing Center works with these students concertedly.

The co-requisite ENGL 159 model is now in its fifth year, and to date, the students have performed almost exactly on par with their peers (grade wise) who were placed directly into ENGL 160.

University of Illinois at Springfield

Current Approaches: UIS has a traditional developmental education model in English Language Art consisting of a single course and the course sequence is English 091 to English 101, which is the credit-bearing/degree applicable gateway course. Placement at UIS is determined by related ACT/SAT subject test scores and scores on the Accuplacer; however, academic performance in dual credit and AP scores may be considered in developmental education placement.

Student Supports: The UIS Summer Bridge Program offers intensive instruction in English over a two-week period with the intention of helping students score higher on placement exams and, when possible, place out of ENG 091. An expanded and enhanced virtual summer Bridge is planned, and being developed, for summer 2021.

University of Illinois at Urbana-Champaign

Current Approaches: UIUC does not offer developmental education in English Language Arts. All admitted freshmen are placed directly into credit-bearing English/Language Arts courses.

Successfully completing ‘Composition I’ is a General Education requirement at UIUC. Students who are not ready for the standard one-semester course, called RHET 105, have several other choices. UIUC offers a two-semester sequence, RHET 101-102, which requires that the student also engage simultaneously in a weekly tutorial, RHET 100. Both RHET 101 and RHET 102 are worth 4 credit hours. These courses are not developmental; they serve to fulfill the university’s Composition I requirement.

Western Illinois University

Current Approaches: WIU does not offer development education in English Language Arts. All admitted freshmen are placed directly into credit-bearing English/Language Arts courses.

WIU has a credit-bearing course (English 100) which counts as an elective that students can opt to take prior to enrolling in the required ENG 180 (gateway) to ENG 280 writing sequence. The course has suggested self-placement criteria that uses a multiple measures approach: ACT/SAT English sub-test scores; grades in HS English; writing requirements at one’s graduating HS.

Student Supports: The Writing Program and Writing Center directors at WIU are jointly developing a writing fellows program that would provide additional support for students. The Writing Center at WIU offers remote tutoring for all students and has consultants trained specifically to assist students who struggle with writing.

Reform Efforts: WIU is in the process of adapting a co-requisite approach for students who would like additional writing support but do not want to enroll in ENG 100.

In Spring of 2020-21, WIU moved away from only relying on assessment scores, and implemented a directed self-placement method involving multiple measures. The multiple measures approach was developed with an equity lens. Student engagement is thus also enhanced as students are much more engaged when they have chosen to take a class rather than when they are forced to take a class.

WIU's Writing Committee, chaired by the directors of the Writing Program and the Writing Center, work directly with the Associate Provost for Undergraduate & Graduate Studies and with the Executive Director of Retention Initiatives on issues related to writing instruction.

Appendix G: Illinois Public Universities - Mathematics

The following section highlights what each Illinois public university is doing specific to developmental education, and related activities, in Mathematics.

Chicago State University

Current Approaches: CSU has not required traditional developmental education mathematics courses for newly admitted students since Fall 2019-20, after the CSU math faculty undertook major redesign efforts. All entering students are now placed directly into credit-bearing/ degree-applicable math courses. Students entering CSU who transfer a college-level Mathematics course have met the general education requirement in Mathematics and do not need to take the Mathematics Assessment. Students who need to take a General Education mathematics course are assessed for their content knowledge in Mathematics using the Next Generation Accuplacer. Based on the assessment, some students who require College Algebra are required to take a College Algebra course with a built-in interactive added support laboratory component (a co-requisite model).

Pathways: CSU has differentiated mathematics sequences for STEM and non-STEM majors. Students in the humanities, arts, and social sciences (non-STEM) are placed in Math 1040 Math for Data Sciences I or Math 1080 Quantitative literacy. Students in the STEM fields, including health sciences, take College Algebra and based on a lower placement would take a co-requisite lab Math 1195.

Reform Efforts: The courses/models are currently being assessed to determine the effectiveness of the change that went into place in Fall 2019. The assessment will be finalized in January of 2021. CSU believes the new model supports all students despite their secondary educational experience and should improve persistence, completion rates, and reduce time-to completion.

Both the math and English faculty are active participants in the student Success Task Force that is coordinating the University's student success strategies under Cougar Commitment. Also, faculty from both departments are actively involved in the first-year experience Rise Academy in which these classes are foundational components.

Eastern Illinois University

Current Approaches: Students placed below College Algebra (MAT 1271) may be required to take Intermediate Algebra (MAT 1270), and students with the lowest scores will also take Diagnostic Mathematics (MAT 1070) at the same time, neither of which are credit-bearing/degree applicable. So, although EIU students needing College Algebra for their majors may be required to take two developmental education math courses (MAT 1070 and MAT 1270), their successful completion would only require a semester, as students with lower placement scores take MAT 1070 and MAT 1270 at the same time.

If a student has completed a course that transfers in as MAT 1020, MAT 1070, or MAT 1270, they would then be placed into the next math course that they would need for their program of study.

Although the instructional models used have been described internally at EIU as traditional developmental instruction, the Math sequence for Elementary Education majors has co-requisite qualities.

Math Pathways: EIU offers a traditional developmental education model in mathematics for those enrolling in majors requiring College Algebra, in addition to what could be described as a co-requisite model for those in Elementary Education. In terms of placement at EIU, ACT/SAT score requirements are dependent on the level of math required for the student's program of study. Only students seeking certain majors (STEM and Business) are required to take College Algebra (MAT 1271). Students with low scores who require Mathematics for Elementary Teachers (MAT 1420) for their major will take Diagnostic Mathematics (MAT 1020) as a co-requisite, allowing for immediate enrollment in the gateway course.

Student Supports: EIU offers free math tutoring provided by either peer and/or graduate student assistance.

Governors State University

Current Approaches: Although GSU does not offer remediation/non-credit bearing courses in math, as all students are placed in credit-bearing courses during their first year, they do require a support experience called Smart Start for conditionally admitted freshmen. Math Smart Start is a highly individualized program that begins prior to the start of class and includes faculty and peer mentors prior and recommendations such utilization of academic support services. This program is offered free of charge and required of all conditionally admitted freshman, however it is open to all admitted freshmen.

Math Pathways: In terms of developmental education and equity, the first way it is being addressed is in the selection of the required general education Mathematics course. GSU reported recognizing that not all students will be moving into programs that require College Algebra and developed a differentiated pathway. Therefore, the foundational mathematics course offered to most students is now Statistics, a content area which can be applied to a variety of content areas.

Recent Reforms: In Spring of 2020-21, GSU will begin piloting co-requisite supports for students in *Elementary Statistics (Math 2100)*. This 2-hour weekly math laboratory will blend an emporium model of individualized, self-guided algebra review (supported by the instructor) with activity-based instruction to help students apply algebraic and statistical skills to solve "real world" problems, and discussions to help students develop self-efficacy, good study habits, and positive habits of the mind. Student performance data will guide future decisions regarding full implementation of the co-requisite model.

Secondly, a way in which engagement of students will be addressed is in the assignment of faculty for the previously mentioned co-requisite Statistics course. The instructor for the co-requisite lab will be different than the primary instructor of Math 2100. This will help to separate the credit-bearing content course from the co-requisite support and prevent the laboratory time from becoming a recitation for Elementary Statistics, thus provide a different level of engagement with the students. The students in each lab section do not need to be in the same section of Elementary

Statistics, nor do all students in a section of Elementary Statistics need to be taking the co-requisite lab. To meet the needs of the learners in the laboratory session the enrollment will be capped at 15 students.

Another way this proposed change will address equity issues, is in providing the co-requisite beyond the Elementary Statistics course. GSU wants to be able to provide co-requisite support for all sections of Elementary Statistics (not just those targeting first-year freshmen), possibly including an online version of the laboratory. GSU also wishes to change the focus of the emporium component to align with the statistics content more strongly on the parent class (such as the co-requisite Support for Introduction to Statistics available from ALEKS or co-requisite Course Solutions embedded in MyStatLab). Additionally, this co-requisite math laboratory may be adapted for students in College Algebra.

Another consideration comes from GSU's desire to have their students complete their degree in a timely manner. To this end GSU has always encouraged 15 credit hours each semester to finish on time. GSU has found that for some students this requirement does not lead to a successful semester. By enrolling in the one credit hour mastering college course, and the 1 credit hour co-requisites for math and/or English, the students would still be enrolled in 15 hours, yet only in 4 different content areas. These three one-credit hour courses contribute to elective hours for degree completion and provide the additional supports to succeed in college.

Through the action of the Lower Division Steering Committee and through actions taken in the General Education Council at GSU, a decision was made to pilot the use of co-requisite courses. The decision was based on years of assessment of data collected on our Smart Start experience and student success in their initial mathematics and writing courses.

Illinois State University

Current Approaches: ISU offers both a traditional developmental education model in Mathematics along with a co-requisite model for majors requiring MAT 113 (Elements of Mathematical Reasoning), and placement is determined by the ALEKS math placement assessment. Depending on the placement and a student's major/pathway, a student at ISU may be required to take two developmental education courses (MAT 102 and MAT 104) before enrolling in a credit-bearing gateway course in Mathematics. This holds true for entering students with low math placements enrolled in majors requiring College Algebra (which is a prerequisite gateway) or Elements of Mathematical Reasoning as the related gateway course.

Math Pathways: ISU's two-course developmental education sequence (MAT 102 and MAT 104) leads to either *MAT 119 (College Algebra)* or *MAT 113 (Elements of Mathematical Reasoning)* depending upon major. Another sequence is for Early Childhood, Elementary, and Special Education Majors and involves MAT 102A01 is specifically designed to prepare students for Math 130 which is the gateway course for such majors. There is also a co-requisite option for majors requiring MAT 113, which is available to students who would otherwise be placed into MAT 104.

Reform Efforts: ISU found that their traditional 102 and 104 (Algebra) developmental courses did not prepare students for Math 130 as well as could be done, so Math 102A01 for Early Childhood, Elementary and Special Education Majors was developed. The focus of the course is a deeper understanding of the numerical principles and reasoning of mathematics rather than simply solving

the problems. Students examine different ways of approaching mathematical thought and use numerous strategies to solve problems.

Northeastern Illinois University

Current Approaches: NEIU is utilizing traditional, co-requisite, and co-requisite stretch developmental education models in mathematics. NEIU has a traditional Developmental education sequence in Mathematics that includes up to three non-credit bearing/ non-degree applicable courses: MATH 090; MATH 091; and MATH 092. This sequence is required of majors that need *College Algebra (MATH 173)*. There is a co-requisite model available to students once they are placed into or are ready for MATH 092, which allows them to take MATH 173 at the same time. So, depending on one's placement and major, it may take up to three semesters to complete the related gateway course in mathematics for those requiring College Algebra. NEIU also utilizes stretch co-requisite models for those in other majors: 1) for elementary and middle school education majors; 2) sociology majors; 3) psychology majors, and 4) for other majors requiring general quantitative reasoning.

Math Pathways: NEIU has a directive to have options for students to fulfill their quantitative reasoning at NEIU in two semesters, regardless of initial developmental education placement for most majors. However, for STEM and Business majors this directive creates tension with the more useful goal of having pathways that allows students to complete their first math requirement for their major within two semesters. There are plans to update this pathway to allow for students to satisfy the first math requirement for their STEM major (Calculus I) in two (or three) semesters.

Reform Efforts: NEIU has recently deployed several strategies to minimize placement into non-credit-bearing courses and to reduce the amount of time required to complete all mathematics general education requirements, as well as limit the number of non-degree applicable credits earned in developmental education. First, NEIU offers workshops prior to the placement test. These free two-hour workshops review the basic concepts that will appear on the placement test. Second, NEIU offers two free summer bridge programs that include math support over a period of three and six weeks, respectively. The three-week program, EMERGE, is intensive and focuses exclusively on math skills. The second, The Summer Transition Program, also includes college readiness skills, a credit-bearing course, and engagement activities (i.e., field trips, service activities). Both programs allow students to re-take the math placement test at the end and each have success rates of over 70% of students placing at a higher level of math. Last, NEIU implemented both co-requisite and stretch co-requisite math courses in 2018-2019. The co-requisite courses allow students to take a credit-bearing, college-level math course along with the math developmental prerequisite. There are two stretch co-requisite course sequences: one allows education majors to fulfill their first math requirement for their major (and their quantitative reasoning requirement) within two semesters regardless of math placement; the second is a general statistics course that allows students to fulfill their quantitative reasoning requirements in two semesters regardless of math placement.

Overall, the proportion of developmental credits taken at NEIU has dropped from 16.7% of the Student Credit Hours generated at the lower division level in Fall 2010 to 5.6% of the Student Credit Hours generated at the lower division level in Fall 2020.

Student Supports: NEIU is also utilizing peer mentoring and tutoring in mathematics to increase the likelihood of student success in developmental education coursework.

Northern Illinois University

Current Approaches: NIU currently uses both traditional and co-requisite developmental education models in Mathematics. The traditional Developmental education sequence in Math at NIU, depending on placement and major, is Math 108 to Math 109 (both developmental), leading to the gateway course *Math 110, College Algebra*. Therefore, it took up to three semesters for someone initially placed in Math 108 to complete the related gateway math course, College Algebra. For students whose placement indicates developmental math, NIU utilizes another option and allows students to take a developmental course at the local community college before enrolling in College Algebra at NIU. Math 108 and Math 109 are used for pre-requisites only and do not count toward hours for graduation or for major/minor requirements.

Math Pathways: Not all majors are required to complete College Algebra. B.S. students require math courses based on College Algebra as the gateway prerequisite, while B.A. and B.F.A. students usually do not (there is a small number of exceptions). Therefore, math placement is relevant only for College Algebra and majors/disciplines that require it. For math placement at NIU, generally a local assessment is used and about 13% take the Accuplacer instead.

Reform Efforts: NIU plans to eliminate the traditional model before the start of Academic Year 2021-22. During fall 2019-20, NIU ran a small-scale pilot (20 students) on a co-requisite model in math. The students in this pilot completed Math 110, College Algebra, as well as the prerequisite material as needed. Because the results of this pilot were very good, the program will be scaled up for AY 2021-22. The pilot employed for the first time an Inquiry-based Learning pedagogy. In addition to 3 hours of class time, the students were also required to attend 2 hours per week of an emporium style lab. Finally, 2 hours per week of Supplemental Instruction (SI) sessions were available.

Southern Illinois University at Carbondale

Current Approaches: SIUC does not offer traditional Dev. Education in mathematics and has no courses below College Algebra. SIUC offers two College Algebra courses—*College Algebra Enhanced 106*, which is a co-requisite model and meets five days a week, and their traditional *College Algebra 108*, which meets four days a week. SIUC also has differentiated math requirements based on a student's major. Any students who need College Algebra, but do not place into College Algebra, are required to work through a series of free online modules prior to enrolling in the co-requisite College Algebra course, Math 106. In Math 106, the students meet one extra day per week and the lectures are 30 minutes instead of 50 minutes. During the last 20 minutes, students work on worksheets or projects over the material they learned in the 30-minute lecture. Assistants are there to help and group work is encouraged.

As part of SIUC's university core curriculum requirements, a student must successfully complete at least one college-level Math course. SIU Carbondale's Math Placement System utilizes a combination of criteria to determine the best math course for the student's program of study. All students who need to complete math are required to take a placement exam unless the prerequisite is transferred in with a C or better from the within the two previous years.

Math Pathways: SIUC utilizes a series of three online assessments for Mathematics placement. If a student scores high enough on the first placement test, the student can move on to take the second and the same from the second to the third. *Contemporary Math (Math 101)* requires only Test 1 and the course fulfills the core curriculum requirement for nearly all non-STEM majors. Math 106, 108 and *Math 125 – Technical Math with Applications* require Test 2. Math 125 is the gateway course required for aviation and a handful of other majors. Direct placement into Math 109, 111, 139, 140, 150, which are the math courses beyond the gateway courses, require all three tests.

Student Supports: SIUC offers drop-in tutoring Monday through Thursday from 4-9 p.m. and now offers it through Zoom. SIUC uses My Math Lab which provides help options while the students are doing their homework. SIUC has also posted videos recorded by senior lecturers that are always available. Next semester, SIUC plans to offer one-on-one tutoring by appointment for those that might want to meet earlier in the day.

SIUC has new students who are not prepared for the gateway course, Math 106, complete a free online "prep for Math 106" course. SIUC assigns quality instructors to Math 106, who are encouraged to communicate with students as much as possible.

Recent Reforms: SIUC has determined the pass rate of their co-requisite College Algebra course, Math 106, to be very close to the pass rate of Math 108 (differed by 1% in the semester analyzed).

SIUC has also adopted a co-requisite approach in higher-level Mathematics courses as well, such as Calculus, to increase student success.

Southern Illinois University at Edwardsville

Current Approaches: SIUE has both traditional and co-requisite Developmental education models in Mathematics for students who are pursuing a major requiring math coursework beyond their quantitative reasoning course.

SIUE's *AD 070: Beginning Algebra* and *MATH 120E: Enhanced College Algebra* courses have been designed to resemble studio models; however, AD 070 takes on many qualities of traditional developmental education, while MATH 120E, is more like a co-requisite model. Specifically, students are required to meet not only in traditional classroom settings but also lab-like settings. Classroom and lab environments are provided by faculty, instructors, and/or graduate assistants.

Math Pathways: Students interested in any of the following majors may need to take the ALEKS math placement assessment, in order to be placed in the initial math course required by their program of study: Biological Sciences; Business Administration; Chemistry; Computer Science;

Construction Management; Economics; Elementary Education; Engineering; Environmental Sciences; Exercise Science; Geography; Mathematical Studies; Pharmacy; or Physics. Students outside these majors are not required to complete a math placement assessment. It should also be noted that SIUE's course transformation efforts to incorporate best practices in *QR 101: Quantitative Reasoning* has resulted in reducing the need for students outside of STEM-related majors to take developmental math courses.

Reform Efforts: Starting in Spring 2013, SIUE's Department of Mathematics and Statistics piloted co-requisite remediation in some sections of *MATH 120: College Algebra* to accommodate students who initially tested into the developmental course, *AD 095: Intermediate Algebra*. The pilot study allowed the department to refine instructional methods that helped students succeed. In Spring 2018, the University completely eliminated AD 095. A new course *MATH 120E: Enhanced College Algebra*, which includes extra lab hours and instructional opportunities for students, was developed. The implementation of MATH 120E impacted a significant number of students. Before the pilot study started, roughly 570 students registered in AD 095 over three terms (fall, spring summer). Note that MATH 120E and MATH 120 have the same learning outcomes so students who successfully complete the course are eligible to proceed to the next course in the sequence *MATH 125: Precalculus*.

The implementation of *QR 101: Quantitative Reasoning* also reduced the number of students needing AD 070 from roughly 580 students in 2010-2011 (fall, spring, summer) to 97 in 2018-2019.

SIUE continues to review their current offerings in mathematics courses through evaluating co-requisite models and course transformations, reflecting best practices in math education. By continually evaluating and improving instructional models in their credit bearing courses such as QR 101, MATH 120 and MATH 125, they have managed to reduce the need to offer developmental math education to students and increase the probability of student success in college credit-bearing courses. Currently, SIUE offers only one course in this format (AD 070) and they are continuing to review models that can lead to transforming current credit-bearing courses to provide mathematics preparing for the students who might need additional remedial work.

Student Supports: SIUE's Learning Support Services (<https://www.siue.edu/lss/index.shtml>) provides ongoing math support via its Tutoring Resource Center (<https://www.siue.edu/lss/tutoring/index.shtml>) and Supplemental Instruction resources (<https://www.siue.edu/lss/si/index.shtml>).

University of Illinois at Chicago

Current Approaches: UIC has traditional and co-requisite Developmental education models in mathematics. The longest sequence includes two developmental education courses that, depending upon placement and major, can be taken at the same time (MATH 088 and MATH 090).

Also, if a student places into Developmental Math (based on ALEKS placement) they can take UIC's free Summer Enrichment Math Workshop (3 weeks), and potentially place into a credit

bearing course at the end of the program, or place into Math 090, without needing the 088 co-requisite course, or even begin in Precalculus or Calculus for Business Majors.

UIC uses ALEKS online placement testing, and all incoming first-year students without transfer credit for Precalculus or Calculus must complete an online math assessment using ALEKS prior to attending Summer Orientation and Registration. Optional retakes of the online assessment are available in ALEKS through 5 pm on Friday of the first week of each term. Students are eligible for a maximum of five retakes within six months of creating an ALEKS account before taking a math course at UIC. Any student with a score of 59% or less is encouraged to attend the Summer College Mathematics Workshops free of charge or take advantage of the learning modules and retakes offered.

UIC uses active learning in their Developmental Math courses. All of UIC's non-credit bearing Developmental Math courses are small classes with a maximum of 28 students. Instructors use group work and group discussion in class (active learning techniques). There is a combination of online homework, small in class projects, quizzes, and exams. Mastery learning is used in the co-requisite courses, which helps to encourage students to go to UIC's Learning Center.

Math Pathways: UIC uses several Math pathways leading up to the gateway courses including co-requisite options. Assuming a student initially places into Developmental Math, the options are as follows:

- Non-quantitative majors, non-STEM: Math 077 and Math 118 (Quantitative Reasoning and its co-requisite) in one semester;
- STEM Pathway majors: Math 090 (Intermediate Algebra), or Math 088 and Math 090; second semester: Math 110 (College Algebra);
- Business majors: Math 090 (Intermediate Algebra), or Math 088 and Math 090; second semester: Math 110 (College Algebra)
- Life Science Majors: Math 090 (Intermediate Algebra), or Math 088 and Math 090; second semester: Math 110 (College Algebra)
- Other quantitative majors – STATS pathway: first semester: Math 090 (Intermediate Algebra), or Math 088 and Math 090; second semester: Stat 101 (Introduction to Statistics).
- Education Majors: Math 090 (Intermediate Algebra), or Math 088 and Math 090; second semester: Math 140 (Arithmetic and Algebraic Structures).

Math 090 is a traditional Developmental Math course, but UIC also offers co-requisite courses, which can allow a student to begin in a credit bearing course, even if they placed into a Developmental Math level. Specifically, Math 109 + 110 allows those traditionally place into Math 090 to begin in College Algebra, as long as they take Math 109, the co-requisite. Also, Math 077 + 118 allows students who traditionally place in Math 077, UIC's Quantitative Reasoning

course. UIC also has Math 088 + 090, which allows students with low placement scores to be immediately placed in Intermediate Algebra, but 090 is not credit-bearing.

Student Supports: Drop-in mathematics tutoring is available for all UIC Math courses through their Math & Science Learning Center. While this is staffed largely through graduate student TAs, specific undergraduate tutors for developmental math are hired as needed as well. In UIC's gateway course, College Algebra (Math 110), they have also incorporated undergraduate Learning Assistants in all sections. These are peer mentors who spend time both in the classroom, as well as holding designated tutoring and review sessions in the Math & Science Learning Center. UIC has also developed and made available hundreds of short videos covering the core topics in intermediate algebra (Math 090) and College Algebra (Math 110) in order to assist students.

Recent Reforms: UIC implemented a co-requisite model for some students for in their gateway course Math 110 in the fall semester of 2019. This allowed students placing into the upper threshold of intermediate algebra (Math 090) to take College Algebra (Math 110) instead, provided they take the co-requisite course Math 109. Around the same time, UIC also modified intermediate algebra (Math 090) so that it is now taught in small sections of approximately 25 students.

The Math Statistics and Computer Science department has revised its introductory mathematics course sequence to reduce the number of students that place into UIC's non-crediting bearing preparatory mathematics course. Students can place into *College Algebra MATH 110* with a credit bearing supplemental instruction support course which has reduced placements into *MATH 090 Intermediate Algebra* (non-credit bearing).

There are no additional pending efforts to re-design *Intermediate Algebra (Math 090)* or *College Algebra (Math 110)* at UIC. However, UIC plans to continue to refine these courses and support for them to increase student access, equity, and engagement. Within the Department of Mathematics, Statistics, & Computer Science, UIC's Director of Advising, Outreach, and Math Placement helps to connect students with various forms of support across campus. In addition, this coming spring, UIC will pilot a workshop in partnership with a local high school taught by a UIC math instructor to help them prepare for their placement tests for UIC.

UIC's developmental and gateway mathematics courses are overseen within the Mathematics, Statistics, and Computer Science Department by the Precalculus Committee, which is chaired by the Director of Precalculus. The Director of Precalculus also works closely with the Director of Advising, Outreach, and Math Placement to organize and run UIC's Summer Enrichment Workshops. There is also a working group consisting of all the coordinators of the summer enrichment workshops that meets on a regular basis and is focused on the enhancement of those programs and their relationship to developmental education.

University of Illinois at Springfield

Current Approaches: UIS has up to a three course-long traditional Developmental education sequence in Math (all three courses are non-credit bearing). Placement is determined by ACT/SAT subtest scores in Mathematics, and/or Accuplacer scores. All three courses (MAT 092 Arithmetic

Review, MAT 094 Beginning Algebra, and MAT 096 Intermediate Algebra) are three hours and non-credit bearing/non-degree applicable.

Math Pathways: UIS currently uses two pathways: 1) for business and pre-med majors which involves *MAT 102 College Algebra*, which is the gateway course and then *MAT 113 (Business Calculus)* or *MAT 115 Calculus I*; 2) for other majors *MAT 111 (Quantitative Reasoning)* to *MAT 121 Applied Statistics*). Both pathways are required to have completed MAT 096 or the equivalent or to have been placed out of math developmental education.

Student Supports: The UIS Summer Bridge Program offers intensive instruction over a two-week period with the intention of helping students score higher on placement exams and, when possible, place out of Developmental education coursework.

Reform Efforts: An expanded and enhanced virtual summer Bridge Program is planned, and being developed, for summer 2021.

University of Illinois at Urbana-Champaign

Current Approaches: UIUC does not offer developmental education in Math. All admitted freshmen are placed directly into credit-bearing math courses. Nonetheless, UIUC has a robust math placement process.

The University of Illinois at Urbana-Champaign has more than a decade's worth of data from over 130,000 assessments that support the effectiveness of their ALEKS PPL program to place students accurately into an appropriate math class. For students who are not ready for Pre-calculus or Calculus, UIUC has several other options. UIUC offers co-requisite instruction with technology-mediated support in an Accelerated Learning Program co-requisite course model.

Math Pathways: *MATH 101, "Mathematical Thinking,"* is for students who do not need mathematics coursework beyond Precalculus or Business Calculus. It uses an Accelerated Learning Program without technology-mediated support. A recommended ALEKS PPL minimum score is provided for advising purposes, but *MATH 101* does not have a minimum required placement score.

Four other courses also do not have minimum required placement scores: *MATH 103 "Theory of Arithmetic"* (4 hours), *MATH 117 "Elementary Mathematics"* (4 hours), *MATH 124, "Finite Mathematics"* (3 hours), and *MATH 181 "A Mathematical World"* (3 hours).

Student Supports: For every student enrolled in *MATH 101 "Mathematical Thinking"* and *MATH 112 "College Algebra,"* UIUC offers technology-mediated support regardless of whether or not the student is officially in the co-requisite program due to having an ALEKS PPL placement score lower than 40.

Western Illinois University

Current Approaches: Western Illinois University offers one non-credit-bearing remedial course – *Math 099N (Intermediate Algebra)* and utilizes a multiple measures approach for placement. For placement, WIU uses a combination of 1) the highest level of high school math course completed

with a grade of ‘C’ or higher [unless otherwise noted], and 2) Math ACT or Math SAT score, although Math placement procedures are under review for Fall 2020 matriculants. In borderline cases, approved students are also able to try to improve their Math placement by participating in ALEKS, which is a learning system that includes a placement exam, access to three placement exam retakes, and six months of personalized learning and remediation to help students succeed in placing into a credit-bearing Math course.

This traditional developmental education math model at WIU, leads to *Math 100: Core Competency in Mathematics*, which in turn leads to one of several pathway-specific gateway courses. These are described by WIU as Level 3 courses. Students who are placed and perform very well in Math 099 are given the opportunity to by-pass (skip) Math 100 and take the next Math course at Level 3.

Math Pathways:

Table: Level 3 Mathematics Courses at Western Illinois University

<u>Course</u>	<u>Description</u>	<u>Meets General Ed. Requirement</u>
Math 101	Concepts in Math	Yes
Math 102	Creative Perspectives in Math	Yes
Math 123	Modeling with Math Functions	Yes
Stat 171	General Elementary Statistics	Yes
Math 103	Technical Mathematics	No
Math 128	Pre-calculus Algebra	No

Reform Efforts: The Math Department at WIU is considering a revision of the Mathematics 100, the course succeeding the traditional Developmental education course in Mathematics, Math 099. The Department Chair and Faculty are working closely with the Associate Provost of Undergraduate Studies to plan possible changes.

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Illinois Community College Board

FY2020 CTE ANNUAL REPORT

The Fiscal Year 2020 CTE Annual Report provides a summary of postsecondary Career and Technical Education (CTE) related initiatives and activities led by the Illinois Community College Board (ICCB). This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year.

The report details technical assistance and professional development offered by the ICCB and its partners as well as the impact of ICCB-funded projects on the system and students. Major initiatives in SFY2020 were the development and submission of the CTE State Plan; technical assistance regarding culturally-responsive pedagogy and data disaggregation to advance equitable outcomes; the rollout and completion of the Comprehensive Local Needs Assessment by each community college district, required by the Strengthening CTE for the 21st Century Act (Perkins V); and ICCB staff leadership and efforts to assist the system in responding to the challenges of COVID-19.



**CAREER AND TECHNICAL
EDUCATION ANNUAL REPORT:
FISCAL YEAR 2020**

December 2020

EXECUTIVE SUMMARY

In collaboration with other divisions, ICCB Career and Technical Education (CTE) staff provide support to the community college system, specifically as it relates to CTE programming, through grant administration, policy guidance, professional development, and technical assistance. At the outset of fiscal year 2020, state-wide, CTE credit program enrollments accounted for more than one-quarter of all credit students (25.8 percent). CTE accounted for 34,911 graduates in the community college system, with over half of the earned degrees and certificates in CTE programs during fiscal year 2020 (53.1 percent).

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. Federal Perkins Title I funds are divided between the secondary and postsecondary career and technical education systems where administration is shared between the Illinois State Board of Education (ISBE) and ICCB. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which amended the Carl D. Perkins Career and Technical Education Act of 2006, was signed into law on July 31, 2018. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. The intent of Illinois postsecondary CTE is to provide students with the skills and knowledge necessary to excel in the global economy.

Throughout fiscal year 2020, the ICCB CTE staff pursued and supported projects to achieve its goals, developed the Illinois Perkins V State Plan, and assisted the field in responding to challenges of COVID-19.

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Section 1: Responding to COVID

COVID-19 has dramatically impacted higher education, particularly CTE programming. In the spring of 2020, the ICCB worked closely with the Governor's Office, Illinois Department of Public Health (IDPH), and Illinois Department of Financial and Professional Regulation (IDFPR) to communicate guidance or variance and identify administrative rules that were providing challenges to CTE implementation and student completion. To respond to the needs of community college CTE programs, the ICCB:

- Provided guidance on CTE Offerings in Illinois' Phase 3;
- Provided extensions for the CTE Local Application, current grant agreements, and program review;
- Offered a summer professional development series for faculty to help the smooth the transition to online instruction.

To access available guidance (including ICCB's Return to Campus Guidance) or other resources, please visit: <https://www.iccb.org/iccb/coronavirus-updates-and-resources/>.

Section 2: Perkins V State Plan

I. Perkins V Reauthorization

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which amended the Carl D. Perkins Career and Technical Education Act of 2006, was effective July 1, 2019. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education programs. The new law maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local funding priorities, involves significant stakeholder consultation and focuses on innovation, modernization, and accountability. The law also significantly changes the process for setting performance targets, shifts accountability indicators and focuses on the disaggregation of data by maintaining the required disaggregation by student populations.

II. Stakeholder Engagement

Perkins V requires secondary and postsecondary schools, business and industry, and other stakeholders to work together to strengthen CTE programming for students. ISBE and ICCB intentionally engaged all required stakeholders in the process of developing the State Plan through a variety of methods. ISBE and ICCB developed and implemented a comprehensive and multiphase stakeholder engagement approach beginning in September 2018 and commencing in April 2020 to engage as many stakeholders as possible. ISBE and ICCB created an iterative process allowing for regular feedback loops that would improve each draft of the State Plan, so that the final plan would reflect extensive stakeholder input and help to set statewide goals and priorities.

The ICCB and the Illinois State Board of Education (ISBE) held a number of stakeholder engagement events throughout fiscal year 2020, sharing information about the recent Perkins Reauthorization and collecting feedback to inform statewide planning. Educators, administrators, businesses, workforce board representatives, students, parents, and communities were invited to participate in these discussions. The following table outlines the webinars, Regional Road Shows, and Focus Groups during fiscal year 2020 utilized to garner public comment about the State Plan.

Timeline	Phase of Plan Development	Stakeholder Engagement Activities
Fall 2019	Feedback on the First Draft of the State Plan	<ul style="list-style-type: none"> • 5 Regional Road Shows (public comment) <ul style="list-style-type: none"> ○ 10/07/19- Buffalo Grove High School ○ 10/10/19- Wilco Area Career Center ○ 10/23/19- Richland Community College ○ 10/24/19- Kaskaskia College ○ 11/20/19- Malcolm X College • Employer and Student Focus Groups <ul style="list-style-type: none"> ○ 09/19/19- St. Clair ROE

		<ul style="list-style-type: none"> ○ 09/27/19- Woodruff High School ○ 10/01/19- Rock Valley College ○ 10/07/19- Buffalo Grove High School ○ 10/08/19- Carl Sandburg College ○ 10/31 – 11/08/19- Phone Interviews with Employers ● 10/29/19- Perkins V Listening Tour Webinar
Winter 2019/2020	Feedback on the Second Draft of State Plan	<ul style="list-style-type: none"> ● 4 Regional Road Shows (public comment) <ul style="list-style-type: none"> ○ 01/28/20- Champaign, IL ○ 01/29/20- East St. Louis, IL ○ 01/29/20- Mt. Vernon, IL ○ 01/30/20- Midlothian, IL ● 02/03/20- Perkins V Draft 2 Overview Webinar

III. **State Plan Development and Submittal**

The Illinois Community College Board and the Illinois State Board of Education collaborated with educators, administrators, businesses, workforce board representatives, students, parents, and communities to develop the CTE State Plan which details how the Strengthening Career and Technical Education for the 21st Century Act will be administered in Illinois for State Fiscal Years 2021-2024 (July 1, 2020- June 30, 2024). The State Plan supports an aligned, high-quality career pathway system informed by industry and community needs and ensures equitable access and supports for all individuals so that they may explore and complete a personalized pathway that enables them to achieve their education and career goals. On May 22, 2020, the Illinois State Plan was approved by the U.S. Department of Education among its first round of approvals.

Section 3: CTE Program Review

Following the program review manual overhaul in FY2017 and the continued revisions that took effect in June 2019, the ICCB continues to work in coordination with the Program Review Advisory Committee and the field to identify areas of improvement for the process and the templates. The ICCB contracted with the Office of Community College Research and Leadership (OCCRL), University of Illinois to The Program Review Illinois website provides space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs.

The Program Review Advisory Committee consists of 10 administrators and faculty from across the system. This committee is charged with 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process. 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review. And 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process.

For more information, visit the [ICCB's Program Review webpage](#) or [OCCRL's Program Review Illinois portal](#).

Section 4: Grant Development and Administration

I. Perkins Basic Grant

On July 31, 2018, the President signed into law the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), reauthorizing the existing Perkins IV law. Perkins V took effect on July 01, 2019, with the first year being a transition year. July 01, 2019, marks the beginning of the implementation of Perkins V. For the first year of the law, states were allowed to implement a transition year. As such, all states opting for this must submit a Transition Plan. The purpose of the Transition Plan was to provide for an orderly transition to the full implementation and compliance with the amended Act. Illinois' Transition Plan, and accompanying Appendices, streamlined present and future initiatives while also integrating new elements of Perkins V. Throughout the transition year, Illinois continued to focus on ensuring continuous program improvement at the secondary and postsecondary levels, simultaneously moving into implementation of the full state plan (SFY2021-2024). Reauthorization of the Perkins Act prompted a five percent increase in funding to States. In FY2020, ICCB administered a little over \$16 million in Perkins Basic Grant dollars to the system.

II. Title I Perkins Leadership Grants

Through Perkins Title I Leadership funds, the ICCB develops innovative grant opportunities to support the improvement and innovation of career and technical education programming throughout the Illinois community college system. Grants range in scope and funding amounts and align with Section 135 of Perkins V. The funding opportunities also represent a strategic alignment with various statewide education and workforce initiatives and priorities (e.g. work-based learning expansion, the Workforce Education Strategic Plan, and the state's implementation of WIOA). Additionally, the grants aim to fulfill the ICCB's strategic goals for FY2020. Taking into consideration these initiatives, priorities, and goals, the following grant opportunities were made available in FY2020 totaling a little over \$1.1 million:

- a. *CTE Leadership Grant Package*: The purpose of this grant was to support the improvement and innovation of CTE programming throughout the Illinois community college system. The selected focus areas align with statewide need and national initiatives in CTE. Grant recipients were able to choose from the following three improvement project areas:
 - 1) Enhancing Student Transitions
 - 2) Support Services for CTE Students
 - 3) Work-based Learning

In all, \$1,050,000, was granted to support 21 colleges beginning January 1, 2019 and culminating August 31, 2020. The grant recipients, including a synopsis of their project outcomes, are outlined in Appendix III.

- b. *Integrated Education and Training (IET) grant*: A consistently reported barrier to programs offering IETs was the cost of program startup. The ICCB, representing a collaboration between Adult Education and Career and

Technical Education, offered this grant in order to assist programs in developing, implementing, or scaling IETs in their programs. In total, over \$97,473 Perkins dollars, and \$118, 473 Adult Education dollars were administered to 12 grantees. Of the 12 recipients, 10 were community colleges offering Model 1 programs and the remaining 2 were community based organizations offering Model 2 programs. To help oversee this initiative and promote integrated and transitional programs, an Associate Director for Integrated Career Programs (Angela Gerberding) was hired in January 2019. She worked with the Southern Illinois Professional Development Center (SIPDC) and Illinois Center for Specialized Professional Support (ICSPPS) to provide technical assistance. The grant recipients, including a synopsis of their project outcomes, are outlined in Appendix IV.

III. **Monitoring and Technical Assistance**

Per Federal Perkins legislation, community colleges are subject to monitoring. All on-site monitoring and desk audits are based on the previous fiscal year's activities. During fiscal year 2020, 42 on-site monitoring visits or desk audits were conducted altogether. Colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 5: Professional Development and Technical Assistance

I. Professional Development

In fiscal year 2020, the ICCB continued partnerships with both the Illinois Center for Specialized Professional Support (ICSPPS) and the Office of Community College Research and Leadership (OCCRL). The ICSPPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges, and partners with the ICCB on a number of projects and opportunities. The OCCRL is based out of the University of Illinois and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. The ICCB, ICSPPS, and OCCRL collaborated on a number of webinars, conferences, and workshops; these opportunities are summarized below. Both ICSPPS and OCCRL are funded through Title I Perkins Leadership funds.

- a. **Forum for Excellence-** The Forum for Excellence is Illinois' premier professional development event that took place in the fall of 2019. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. Fiscal year 2020's Forum featured exceptional informative sessions on topics such as Equity, Illinois' Integrated Career and Academic Preparation System (ICAPS), Perkins V, Employability Skills, Apprenticeships, and Career Pathways.
- b. **Transitions Academy-** The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and Integrated Career and Academic Preparation Systems (ICAPS) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS models, Illinois Bridge programs, and Illinois Programs of Study.
- c. **Special Populations Academy-** The Special Populations Academy had been coordinated to take place in May of 2020. This engaging day long training was intended to provide research-based strategies for recruitment and retention of the new special populations. Participants would also be informed of resources to support programs as they work to support their students. However, due to the impact of COVID-19 this in person training was moved to a virtual platform and presented over three days.
- d. **Programs of Study Expectations Tool-** The Illinois Programs of Study Expectations Tool is designed to be an interactive instrument to help educational partners ensure they are meeting both the federal Program of Study (POS) requirements and the high standards set in Illinois. It is intended to guide a Partnership Team – or an internal self-review team – through the various expectations and quality indicators for a single POS. In fiscal year 2020, the ICSPPS updated the Tool to reflect the nine quality components for implementation and evaluation of a Program of Study, as laid out in the State Plan, as well as to reflect the updated definition of a POS within Perkins V.

- e. **Comprehensive Local Needs Assessment Support-** The Comprehensive Local Needs Assessment (CLNA) was created by OCCRL, in conjunction with the ICCB. The CLNA is a core component of Perkins V and moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. Under the direction of the ICCB, OCCRL provided targeted technical assistance to a select number of community colleges. The culminating events for this assistance were two Equity Academies, in which the OCCRL further assisted colleges in closing equity gaps by utilizing the program review process. ICCB provided similar assistance to a small cohort of colleges that were not selected to receive OCCRL's intensive assistance. Additionally, OCCRL produced and presented two webinars instructing colleges how to utilize the CLNA process to identify racial, equity and opportunity gaps. The Equity Academies were held on 02/21/20 in Chicago, IL, and on 03/06/20 in Centralia, IL.

- f. **Perkins Administrator Cohort-** The Perkins Administrator Cohort (PAC) meeting was conducted in the spring. The meeting provided participants with information regarding the FY21 Perkins grant plans, the comprehensive local needs assessment (CLNA), compliance and monitoring, quarterly reporting, upcoming professional development, and opportunities for interactive networking.

- g. **Webinars, Newsletters, Podcasts, and Other Engagement-** Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. The following topics were administered through webinars in FY2020: Stakeholder Engagement through Perkins; Nontraditional Fields; Performance Improvement; Exploring STEM Careers; Messaging Matters; Universal Design for Learning (four-part series); Culturally Responsive Teaching; Inspiring Courage Through Self-Efficacy; CTE Counseling Academy: *Comprehensive Local Needs Assessment*, *Who is in Your CTE Network*, and *Examples of Effective CTE Networks*. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE topics, equity, transitions, among others.

II. Technical Assistance

In fiscal year 2020, staff continued the CTE Learning Community. The purpose of the Postsecondary CTE Learning Community is to provide a platform where Perkins Administrators can share effective practices within their institutions and Community talks were held once a month, and a new topic was posted to the community prior to each webinar with a request for questions and discussion points. Additionally, CTE staff communicate daily with Perkins Administrators to provide necessary technical assistance.

Section 6: Civil Rights Compliance

General Background and Update

ICCB continued its obligation of effort by the ICCB to the U.S. Department of Education, Office for Civil Rights (OCR) Methods of Administration (MOA) program. Each year, the ICCB is required to conduct two on-site civil rights reviews at Illinois community colleges. The ICCB utilizes a targeted plan to identify which colleges will receive an on-site review. The targeting plan and subsequent criteria have been reviewed and deemed acceptable by the OCR. Points are assigned based on the following factors:

- 1) disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and 2) when, if ever, the college last received an on-site civil rights review. ICCB CTE staff members, in conjunction with ICSPS staff members, worked collaboratively to conduct two on-site reviews, one in the fall of 2018 and one in the spring of 2019.

However, due to the unforeseen circumstances of Covid-19, these reviews were postponed until the spring of 2021.

MOA State Plan

On February 6, 2020, the U.S. Departments Office for Career, Technical, and Adult Education and Office for Civil Rights issued an updated Memorandum of Procedures (MOP) regarding state agencies' Methods of Administration (MOA) programs. The new MOP provides states with more flexibility in conducting its MOA activities, and encourages states to harmonize civil rights activities under MOA and Perkins. Since the issuance of the 1979 MOA *Guidelines* and subsequent MOP (1996) and "Dear Colleague" Letters (DCLs) (1998, 2005, 2012), the Perkins Act has come a long way in terms of equity and respective civil rights provisions. The new MOP allows for states to place more emphasis on technical assistance and preventing discrimination, as opposed to the somewhat rigid nature of the previous MOP and DCLs. States are now encouraged to utilize existing practices such as Perkins grant monitoring, as well as utilize data gleaned from the Local Application and Comprehensive Local Needs Assessment, to supplement MOA activities. The new MOP also created the requirement for states to submit a new MOA State Plan. The State Plan is made up of three sections and is meant to guide the OCR in understanding how a state plans to run its MOA program according to the new MOP.

The MOA activities that ICCB currently conducts have been approved by the OCR. Highlighted below are a few of the revisions moving forward.

- ✓ **Utilization of Perkins data and data from the Local Application and CLNA.**
- ✓ **Four reviews instead of two.** The ICCB increased the number of reviews as the reviews' scopes have changed, with on-site not being required for each review.
- ✓ **Increased flexibility in what will be reviewed and how it will be reviewed.** The selection criteria for determining which colleges are selected for review will consist of Tier I and Tier II criteria. Tier I remains the same. Tier II is new, and provides us with a level of flexibility in terms of what we will review for a specific college. For example, if it is noted that a college has really old buildings that have never been altered, we can use that to determine the need for

conducting a facilities review. In the past, we've conducted facilities reviews for all.

- ✓ **The timeline for conducting reviews is more flexible than in the past and will allow for more time to complete the letter of finding.**

For more information, visit [ICCB's Civil Rights Compliance webpage](#) and the [Illinois Civil Rights Review Tool](#).

Section 7: Additional Initiatives, Projects, and Achievements

I. Facilitating Access to Information and Best Practices

ICCB Board Goal 3 (FY2020) promotes engaging with all stakeholders to align board policies with student outcome improvement and increasing access to public information on system effectiveness. Several digital mediums are utilized to help share career and technical information with stakeholders and the system.

- a. **CTE Month:** In February, the CTE community celebrates CTE Month to heighten awareness for how career and technical education helps students prepare for careers and college. CTE Month is a time to recognize and celebrate achievements and accomplishments in CTE and at the community colleges. Colleges are encouraged to advocate for CTE within their own networks and invite community partners to participate in celebratory events on campus. A series of CTE spotlight topics were explored throughout February including: Rethinking CTE—Removing the Stigma and Partnerships + Engagement, Work-based Learning, and Data-driven Decision Making.
- b. CTE staff worked to maintain the CTE website in order to provide the most up-to-date information to users and the public. The site provides compliance information to the colleges and also links users with information on professional development opportunities, dual credit, apprenticeships, and other emerging initiatives.

II. Programs of Study Models and Guides

In conjunction with ICCB, Educations Systems Center, at Northern Illinois University, worked to develop model Programs of Study, as identified by the CTE State Plan. The primary purposes of the models and guides are to provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan; establish a framework for State agencies to develop and implement program supports; identify priority dual credit courses that are foundational to the industry area and well-situated for statewide scaling and articulation; define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area; and identify entry points for employers to support coursework and related experiences. The four areas of focus for fiscal year 2020 were Health Sciences and Technology, Information Technology, Education, and Manufacturing and Engineering. Below is a diagram that outlines the methodology.



The final models and guides were released in December. They can be found at the following link: <https://www.iccb.org/cte/pos-models/>

III. **Scaling Apprenticeships**

The ICCB is committed to supporting and expanding work-based learning opportunities for Illinois' students. As a main type of work-based learning, the state has placed significant priority on scaling apprenticeship programming. Apprenticeships not only offer benefits to students such as “earn while you learn” but offer a successful workforce development solution for local business and industry. Nearly 2/3 of community colleges in Illinois partner with local employers to offer apprenticeships.

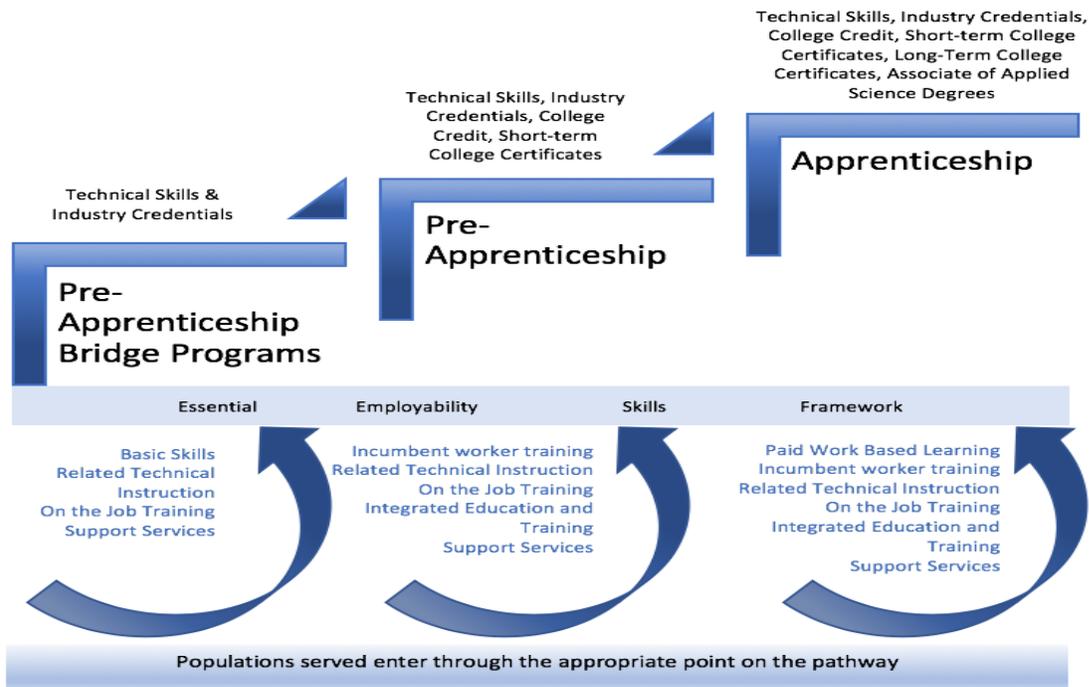
During FY2020, ICCB began its implementation of the four-year Customized Apprenticeship Programming in Information Technology project, a federally-funded grant supported by the U.S. Department of Labor. The CAP-IT project is supporting the development and expansion of apprenticeship programs in partnership with ten Illinois community colleges from across the state. The CAP-IT model is inclusive of bridge and integrated education and training programs to help low-skilled and low-wage workers improve their basic skills; related technical instruction; and on-the-job training to provide paid work-based learning. The participating colleges have received extensive professional development, support, and technical assistance. The ICCB is utilizing its existing Professional Development Network, supplemented by support from CompTIA, Jobs for the Future, and Harper College to ensure that the colleges have the resources they need to be successful.

The ten partner colleges are:

- City Colleges of Chicago (Chicago)
- College of Lake County (Grayslake)
- Illinois Central College (Peoria)
- Kishwaukee College (Malta)
- Lincoln Land Community College (Springfield)
- Oakton Community College (Des Plaines)
- Parkland College (Champaign)
- Prairie State College (Chicago Heights) *
- Rend Lake College (Ina)
- Richland Community College (Decatur)

**Prairie State College ceased its participation in the grant in FY20. Joliet Junior College joins the consortium in FY21.*

The image below shows the model that is being implemented by the colleges and supported by the ICCB. An innovation that has been utilized this year was the Integrated Education and Training (IET) component of the pre-apprenticeship. This component allows Adult Education students who are concurrently working on post-secondary credentials to explore pre-apprenticeship options. Their pre-apprenticeship through this grant serves as the workforce training component of their IET. It has served as another step in their pathway.



Although the first year proved to be challenged by COVID-19, the colleges have a built a foundation for successful implementation in the remainder of the grant.

Year 1 Performance (SFY2020)- Customized Apprenticeship Programming in Information Technology	
1. Total participants served.	215
2. Total apprentices that are hired by an employer and enrolled in an apprenticeship education/ training program.	14
3. Total apprentices who complete an apprenticeship education/ training program.	10
4. Total apprentices who complete an apprenticeship education/ training program and receive a degree or other credential .	10
5. Total number of unemployed or underemployed apprentices prior to enrollment who complete an apprenticeship program and maintain their employment status with a current or new employer. Incumbent workers are not counted in this measure.	7

6. Total number of **incumbent worker apprentices who complete** an apprenticeship program and advance into a new position. This includes incumbent workers who advance into a new position with their current employer or a new employer following the completion of a training program.

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APPENDICES

I. CTE Programs Approved as of September 01, 2020

Career & Technical Education Program Totals by College & Program Type: August 2020

College	AAS	CERT 30+	CERT less than 30	TOTALS
Kaskaskia College	50	36	54	140
College of DuPage	75	56	116	247
Black Hawk College	26	25	27	79
Triton College	35	26	50	111
Parkland College	44	31	69	144
Sauk Valley Community College	15	2	28	45
Danville Area Community College	26	16	36	78
Kennedy-King College	18	18	26	62
Harold Washington College	14	13	14	41
Malcolm X College	16	11	15	42
Harry S Truman College	11	11	19	41
Olive Harvey College	10	11	19	40
Richard J Daley College	11	17	26	54
Wilbur Wright College	16	9	20	45
Elgin Community College	32	28	62	122
South Suburban College	33	20	61	114
Rock Valley College	24	12	52	88
William Rainey Harper College	35	23	75	133
Illinois Valley Community College	22	15	33	70
Illinois Central College	44	12	43	99
Prairie State College	21	20	44	85
Waubensee Community College	24	14	44	82
Lake Land College	47	43	47	137
Carl Sandburg College	16	21	19	56
Highland Community College	19	18	28	65
Kankakee Community College	22	35	78	135
Rend Lake College	28	22	57	107
Southwestern Illinois College	55	30	77	162
Kishwaukee College	24	12	36	72
Moraine Valley Community College	32	31	69	132
Joliet Junior College	56	45	73	174
Lincoln Land Community College	30	28	45	103
Morton College	17	13	30	60
McHenry County College	30	12	54	96
Lincoln Trail College	6	6	17	29

Olney Central College	14	8	22	44
Wabash Valley College	16	13	21	50
Frontier Community College	9	9	12	30
John A Logan College	30	17	16	63
Shawnee Community College	15	10	21	46
College of Lake County	58	38	99	195
Southeastern Illinois College	13	11	16	40
Spoon River College	11	5	33	49
Oakton Community College	28	32	75	135
Lewis & Clark Community College	30	27	54	111
Richland Community College	28	36	68	132
John Wood Community College	21	15	18	54
Heartland Community College	9	7	34	50
TOTALS	1266	970	2052	4288

II. CTE Staff Contact Information

Jennifer Foster	Deputy Executive Director	jennifer.foster@illinois.gov	(217)785-0171
Whitney Thompson	Senior Director for CTE	whitney.thompson@illinois.gov	(217)558-0318
Natasha Allan	Director for CTE	natasha.allan@illinois.gov	(217)785-0139
Janelle Jones	Associate Director for CTE	janelle.jones@illinois.gov	(217)785-0068
Nicole Joerger	Associate Director for CTE	nicole.joerger3@illinois.gov	(217)524-9119
Ann Storey	Associate Director for CTE	ann.l.storey@illinois.gov	(217)558-4635
Angela Gerberding	Associate Director for Integrated Career Programs	angela.gerberding@illinois.gov	(217)558-2162
Deja Lockett	CTE Research Analyst	deja.lockett@illinois.gov	(217)785-0028

III. Title I Perkins Leadership Grant Package Summaries

- College of DuPage: PEER Preparatory Experiences for Employment Readiness
The PEER program was designed to actively engage employers from the Culinary industry in collaborative development of culinary curriculum aligned with workplace modules. The college used the grant to create training and develop processes that can be used in other CTE areas at the college. The program completed its first semester with nine students, and all nine students continued to the second semester. A partnership was developed with Rockford public schools, and industry-partner relationships began to be developed.
- College of Lake County: Bridge to Success (B2S) Summer Program: Build Your Brand and Career Exploration
College of Lake County sought to build upon its current programs by providing further learning opportunities. The CLC program utilized funding to expand the program to offer two sessions of a two-credit, 11-day summer program open to incoming high school students and returning students, targeting students of color and other underrepresented populations. There was also a one-credit Career Exploration course to expose students to different learning environments and opportunities. A one-credit Digital Media Design course was also offered as an option to students. Participants received support services to further enhance the program and its opportunities. The college was able to complete this program and their goal of following up with the students as they continued their academic year, engage them in campus activities, and keep them focused on exploring their career options and career preparation.
- Frontier Community College: Electrical Distribution Systems Pathway to Success
The Electrical Distribution (EDS) Program at Frontier prepares students to build, repair and maintain overhead and underground electrical distribution systems and to use safe practices. The college used the grant funds to expand and enhance career pathways and to incorporate new equipment and technology into the existing program. Particularly, flagger and sprayer certification courses were incorporated into the EDS curriculum and supplies for the courses were purchased. Additionally, a new bucket truck was purchased for the EDS program and students were able to begin to receive training to learn and use all functions of the vehicle prior to the onset of the Coronavirus pandemic, which caused the college to postpone lab courses during the Spring 2020 semester.
- Harold Washington College: Three Fellowships one goal: Supporting Early College and career access for under-represented high school students
Harold Washington plans implemented early college initiatives to Chicago Public Schools by placing students on an experiential track, mixing classroom instruction with community-based problem solving scenarios to: increase the number of HS students entering the post-secondary pipeline, provide HS students from under-represented groups early career exposure, and engage students at the HS level in opportunities to (re)imagine and (re)build their communities. The college was able to grow their Fellowship portfolio, increase workforce partnerships, and build

more seamless post-secondary transitions for high school students. As a result of this grant HWC was able to conceptualize, and put into practice, two Fellowship initiatives—one in Architecture and the other in Accounting. The college was also able to better align these curriculums, gather the necessary technological resources to support student access, and purchase instructional tools to support more pedagogically rich learning environments.

- Heartland Community College: Guided Pathways to Success: GPS Version X
Heartland’s new initiative sought to develop an expansion of dual credit that clearly defines pathways accessible for all secondary student populations; create new connections for adult learners into CTE pathways; enhance collaborations with education and industry partners; deliver detailed academic maps to ensure student progress and completion; and develop a plan for tracking student progress and transitions along their chosen pathways. The college was able to develop and complete Academic Maps for programs in Health Sciences and Technology programs. Additionally, the college purchased Career Coach and is preparing to integrate interactive career maps that can be utilized in various ways, including the Career Connections office where students can be assisted in exploring available career and program pathways. The college also completed a website redesign and is adopting a software to better track student progress.
- Illinois Central College: Implementing Innovative Instructional Models Including Competency-Based Education
ICC has Career and Technical Education course curriculum that is outdated and not fully aligned with current industry standards. This project will identify general and industry-specific competencies for high demand courses, programs, and related careers in the fields of HVAC, CNC machining, and Advanced Manufacturing. Subject Matter Experts, college personnel, and industry experts will all work together to align the curriculum with industry standards as well as restructuring the curriculum to include a competency based education model.
- John. A. Logan College: 15NOW!
John A. Logan utilized a virtual learning process to provide dual credit course access to junior and senior high students at three rural schools who currently offer limited or no dual credit opportunities. By offering these dual credit courses, the 15NOW! Program hoped to increase student CTE completion, increase employability, improve area correction facility shortages, keep students in their local communities’ post-graduation, and add much more needed dollars to the local community. This project also planned to enhance student transition to and thought postsecondary education. The college was able to deliver learning in a different format that benefited students at three in-district high schools that would not otherwise be able to enroll in a foreign language course. The college shared that with distance learning equipment in place, offering other courses that can benefit future CTE students via this mode of delivery will allow students to get a head start on their college education.

- John Wood Community College: Early Childhood Education Revision Project
 John Wood planned to update the curriculum and delivery methods of its Early Childhood Education program through curriculum research, development, reviews, and revisions that meet state standards while offering updated and innovative content. The goal was to increase enrollment by creating a robust awareness campaign about the workforce need and appealing to students who need schedules that are flexible. The college also provided concurrent enrollment options for high school students. The college was able to purchase new technology to better prepare students, make significant changes to curriculum and revise classes to better meet students' needs. Additionally, the college was able to have an inclusive classroom that provides new learning opportunities to students. The Advisory Committee continues to grow and current industry needs are able to be best addressed.
- Joliet Junior College: Improving Access for Adult Learners: Implementing Credit for Prior Learning
 Prior Learning is a key feature in the matriculation of adult students. Joliet Junior College used this grant to build capacity for faculty to implement Prior Learning Assessments (PLA) to evaluate students entering Career and Technical Education pathways who have workforce training, education, or industry credentials. Faculty and administrators were trained on designing and implementing Prior Learning Assessments. In addition, a Prior Learning Assessment process was created for multiple Career and Technical Education fields including Industrial Maintenance Technician, Electrical/Electronic Automated Systems, Management and Supervision, Computer Information and Office Systems, Horticultural Sciences, Law Enforcement, Construction Management, and Logistics. Joliet Junior College integrated institutionalized measures for awarding Prior Learning Assessments. The college began and completed the formatting of a resource guide that listed all PLA by course name for ease of student access. The college also reviewed and discussed the clarity of the coding of credit for proficiency across all departments to better track and assess its outcomes.
- Kishwaukee College: Part-time Evening Nursing Program to NIU-BSN Completion
 Kishwaukee plans to create and implement a cost effective, part-time evening and weekend Associate Degree Nursing Program, with the goal to remove the fulltime participation barrier for individuals with work and family constraints. This program will also align with the NIU co-enrollment BSN completion program.
- Lewis and Clark Community College: Creating an Inclusive Dual Credit CNA to RN Career Pathway.
 The Lewis and Clark project set out to develop a guided pathway that supports first-generation, underserved and high school youth as they move through the CNA to RN process. A goal was to provide equity-based training for nurse educators at the college and establish a clinical relationship with local employers and workforce agencies. Through the project, a dedicated Nurse Assisting classroom was established and equipped with a sink with running water, three hospital beds, bedside tables, and cabinets and enough supplies were acquired to support two

cohorts of students. A Certified Nurse Assisting program was developed in North Greene High School. All graduates of the program secured employment upon completion.

- McHenry County College: Work Smart: Building Bridges for Work-Based Learning
McHenry utilized this grant to help launch a pilot apprenticeship program and support a new Apprenticeship Coordinator position that will collaborate with area employers in the recruitment and placement of student-apprentices. This program planned to strengthen the capacity of employers to provide effective and replicable training experiences and increase the capacity of apprentices to best prepare them for success during and after their work-based learning. The college had planned for a mid-April start of the face-to-face cohort, but had to be delayed due to McHenry's COVID-19 response. Faculty was asked to redesign each of the course modules for virtual synchronous and asynchronous delivery in order to allow the pre-apprenticeship program to continue. The college plans to offer the manufacturing program again virtually in the fall.
- Morton College: CT-Aid: Support for Individuals with Limited English Proficiency in CTE Classes
Morton College has Illinois' largest percentage of individuals with limited English proficiency. This project helped reduce barriers to Career and Technical Education programs for these students through the creation of a CT-Aid program. The CT-Aid program provided support to limited English proficiency students who are enrolled in the college's HVAC program by using team teaching, individual and group tutoring, bilingual academic advising, and professional support for faculty. The CT-Aid program ensured increased program accessibility as well as an accelerated career track for Special Population students. Through this grant, Morton College developed a relationship between HVAC and Adult Education. The college also used the grant to create a lasting support system for non-native English speakers in these programs. The college hired two bilingual tutors and developed further in-class supports, including technology and written materials.
- Oakton Community College: Supporting Students of Color in CTE
Oakton set out to utilize this grant to address opportunity gaps for students of color in CTE programs. They sought to use a multi-lens perspective to examine institutional practices and policies that create barriers. Emerging best practices and internal surveys were intended to be used to develop strategies to create a more inclusive environment at the college and address identified equity gaps. Activities anticipated for this project were impacted by the timing of hiring a Grant Coordinator as well as the Coronavirus pandemic. Oakton laid the ground work to assess barriers and increase support for students of color. Ultimately, equipment and remote learning instructional tools were updated for the Automotive Technology Program, in which 61% of enrollees were students of color.
- Olive-Harvey College: Supplemental Instruction and Criminal Justice Apprenticeship Initiatives

Olive-Harvey focused on improving tutoring services for CTE students by adding Student Supplemental Instruction Leaders (SI Leaders) to support CTE programs. The Criminal Justice program planned to implement an Apprenticeship program that targets the special populations groups. This will also be an offered opportunity to students that are enrolled in the Associate of Applied Science. The program is also working towards more work-based learning opportunities to further prepare students for employment. The college was able to add Student Supplemental Instruction Leaders (SI Leaders). Additionally, the college purchased six laptops for SI Leaders to continue to support students virtually after COVID-19 disrupted in person learning.

- **Rend Lake College: CTE Support Services ADD UP.**
Rend Lake focused on developing and providing student centered support services as well as hiring a CTE Support Specialist. The CTE Support Specialist works with instructors to identify potential barriers and challenges for students and works directly with students to assist them with barriers, provide career coaching, and connect them to support services. A support math class was added to improve placement scores in math for welding programs. In the Fall 2019 semester, the math course had an 88.8% successful completion rate, which was 8% higher than previous courses and the math lab had an 86.6% pass rate, which was over 20% higher than previous courses. Due to the Coronavirus pandemic, in the Spring 2020 semester all math courses were changed to online learning. Unfortunately, this negatively impacted the math course completion rate that semester.
- **Rock Valley College: Integrating Curriculum to Improve Pathways.**
Rock Valley used this grant to engage and develop writing and math skills as they relate to CTE courses. Divisions of Communications and Humanities, Math and Science and Aviation and Engineering faculty worked collaboratively to revise Technical Writing and Math courses and incorporate employability skills into the curriculum. The project greatly impacted the CTE offerings at Rock Valley College. The Technical Writing and Technical Math courses will now be integrated into the CTE programs to make them more robust to better meet the workforce needs of the college's region.
- **Sauk Valley Community College: Building Better Bridges: Sauk Valley Community College, the Keystone from Vocational to a Bachelor's in Technology**
Sauk Valley planned to utilize this grant to increase the pipeline of high school students interested in manufacturing, expand first-year internship opportunities, and improve retention rates of Multicraft Technology (MT) students through additional tutoring and intrusive advising (support services). Along with intrusive advising, students were to be provided extra coaching for continuous supports as they complete the A.A.S degree. Students were to also be working with Career Services on writing resumes and cover letters as each term progresses. The college had to make several changes to their initial plans due to COVID-19. The college was able to offer tutoring services, as well as paid internships to two Multicraft students. Additionally, the college was able to purchase equipment that ameliorated the damage bought on by the pandemic.

- Southeastern Illinois College: Project Employment
 Southeastern Illinois College used this grant to begin a Project Employment initiative program to benefit Career and Technical Education programs and students at the college. Specific programs involved included Diesel Technology, Early Childhood Education, Business, Cosmetology, Massage Therapy and Allied Health. A part-time Career Evaluator was employed to help Career and Technical Education students with career cruising, to help engage in employer outreach and to provide training and workshops for Career and Technical Education students preparing for the workforce. This funding helped strengthen partnerships between the college, students, employers, and the local workforce investment board. The college found several ways to offset costs for CTE students, including creating a Nursing Scrub Closet to offset the cost of scrubs for students, purchasing books and book codes for a Text Library for CTE students, and purchasing two sets of diesel program tools to loan to students who cannot afford the kits. The college also decided to include the Career Evaluator position in their Perkins grant so the services can continue.
- Triton College: “Connecting Women of Color in CTE Programs to a Work-Based Learning Experience”
 Triton College planned to offer students strong comprehensive work-based learning experiences that will include a mixture of: one-on-one mentoring, group mentoring, group tours to CTE companies, weekly reflections, industry speakers and panel discussions, and individual student work-based learning plans. CTE students who are enrolled in the SURGE (Sisterhood of Undergraduates Representing Great Excellence) program were to be provided the opportunity to connect with an educational-business partner to receive mentoring outside of Triton College to gain an understanding of their field of choice. Career advisors were to also be actively engaged in helping students reflect on their experiences. The college experienced great challenge due to COVID-19 and had to cancel several events that were planned (SURGE Symposium, college tours and company tours). The program was able to purchase laptops and other technology to aid in the equipment challenges that were being faced. The SURGE Student Success Advisor kept participants engaged, supported and provided weekly mental and physical well-being check-ins. Zoom and various other platforms was used to continue to provide calls, virtual workshops, one-on-one check-ins, mentorship, and academic advisement.
- Wilbur Wright College: Computer Information Systems (CIS) and English Faculty Collaboration to Improve Student Transitions to Employment
 Wilbur Wright College used this grant to help improve student employability by incorporating a linked learning community within the English Department and Computer Information Systems program. Career and Technical Education students in the Computer Information System program have stated that they would be better prepared for the workforce if they had stronger writing skills. To address this gap, an English faculty member team taught within the CIS 260 capstone course. In addition, a writing tutor was trained on the CIS 260 course and

coached students on their writing projects outside of class. Throughout this grant project, Career and Technical Education students became more employable with these targeted interventions. Once the success of this integration model is established, the concept will be rolled out into additional Career and Technical Education programs. The college's projects provided a learning environment that helped students realize that what they are learning in the classroom will make them effective in the workforce. By building relationships with area high schools and employers, the college became more engaged with the outside community.

IV. **Title I Leadership Integrated Education and Training Grant Summaries**

- Harper College – *Logistics Career Pathway*: The Logistics certificate of four courses which can be completed in two semesters. The support class helps students develop critical skills in time-management, effective reading strategies, technology, and basic skills. The leadership team sought direct input from area employers to improve and enhance curricular content and strategies. Throughout the Logistics Certificate sequence, there are embedded work-based scenarios. As a result of this grant, Harper College developed a forklift training module resulting in an industry recognized certificate, giving Adult learners a basic, practical, entry-level industry credential in Supply Chain. Harper College was also able to explore and build relationships with key personnel---inside and outside of Harper---who can help Adult learners access educational funding streams.
- Illinois Central Community College – *Basic Medical Office Certificate*: After completion of the program, students were eligible to enroll in the Medical Office Administrative Assistant program or continue with Associate level programs. This three-semester ICAPS program fast-tracked students into the Medical Office Administrative Assistant (MOAA) program and resulted in 7.5 college credit hours, a BLS-CPR Certificate, a Microsoft Office Specialist (Word) certificate, and an ICAPS certificate in Basic Medical Office. Attainment of a High School Equivalency (GED) is a requirement for MOAA program.
- Illinois Valley Community College – *Phlebotomy or Nursing Assistant Certificate*: The project was a collaborative effort between Department of Nursing in conjunction with the Adult Education Department. Workforce preparation and workforce activities enhanced overall preparation of students participating in the Nursing Assistant or Phlebotomy certificate program(s). All students completed a career interest inventory in Career Cruising to identify digital literacy skills, career interests, and career exploration opportunities. Career Cruising also an ability profile to help students identify how their abilities compare to those in careers of interest. Students increased their employability skills by participating in career exploration activities, time management sessions, career-building exercises, soft skills workshops, college events, and job fairs. Students in both the Nursing Assistant and Phlebotomy programs engaged in a clinical experience, equivalent to eighty contact hours. Students must pass this clinical portion of the course/program in order to successfully complete the IVCC certificate program.

The target population for this support were students who lacked high school diplomas, students with advanced-level English as a Second Language, and students with professional degrees from their native countries

- John A. Logan Community College – *Manufacturing as a general Applied Technology Program*: This cluster was chosen because the regional economic plan indicated the manufacturing sector would see a steady growth in the coming years and this sector was vital for our region. The ICAPS program allowed students to complete a welding, metallurgy, an electrical, or blue printing class; all of which are required classes for the CNC machinist, Welding, Heating and Air, and Auto collision technology certificates. Once the students complete their first semester of college instruction, they could then branch into any one of these certificate programs. Academic counselors provided individual assistance in identifying and overcoming barriers that can affect attendance and success. A counselor dedicated to transition services helped students complete the processes involved in college admissions, financial aid, advisement, and identification of support services. The transition counselor maintained contact with the student after transitioning to post-secondary education to help students overcome barriers and meet deadlines. A Career Navigator helped in completing applications and resumes, learning interview skills, and finding employment.
- Joliet Junior College – *Transportation, Distribution, and Logistics*: The support class continued on-ground, but having the course online alleviated some access issues of transportation for students. This initiative primarily addressed employees of local logistics and supply chain companies. JJC also provided ELL and HSE curriculum on ground in addition to the online blended instruction. A computer lab dedicated to Adult Education students, facilitated by the Adult Education co-teacher, was available for students who wanted additional support or needed to access the coursework. Students benefited from several site visits to local employers to experience a real-work environment for this industry. Two local partners engaged in this ICAPS work are United Parcel Service (Lockport facility) and Cadence Logistics.
- Lake Land College – *Manufacturing Skills I Certificate*: Manufacturing Skills I is a 16 credit hour industry recognized certificate to prepare graduates for entry level manufacturing positions. Emphasis is placed on measurement, hydraulics, pneumatics, electric motors and mechanical and electrical drives. Basic skills in blueprint reading and mathematics are also included. Students were exposed to team teaching, lab learning, computer skills, contextualized learning on different levels to accelerate their educational pathway. The Adult Education Advisor visited the classroom to build a relationship with students and to help to remove barriers to completion of the coursework. This program provided work-place tours for students to get a real world work experience, in addition to workplace simulation in the lab. The grant offered students the opportunity to gain the specific skills needed for employment, while also refining soft skills needed by employers.

- Malcolm X College – *Adding Student Ambassadors to current Healthcare ICAPS program*: These Student Ambassadors improved the program by providing the students enrolled with peer-level social and educational support, an evidence-based strategy for increasing student success. The Student Ambassadors (SA) were supervised and supported by MXC's Transition Specialist (TS), the nursing department faculty, and Adult Educators who teach in the program. While the SAs did not provide direct instructional assistance, they engaged their peers in productive use of MXC resources, including free academic and study skills tutoring in the Academic Success Center, and generated a sense of community designed for encouraging retention and completion. Communication-based affective competencies are reflective of the Personal Ethic, Communication, and Teamwork elements of the Essential Employability Skills Framework. These skills were assessed via the clinical experience as students interacted with patients in a professional environment. The Student Ambassadors were trained in the Essential Employability Skills. As they met with the enrolled students in the academic and social environment, the SAs were able to share the tenets of professionalism with their peers, serving as role models or mentors.
- Morton College – *Project EDO: Education Door to Opportunity – Education and Training Cluster*: Project EDO was an opportunity to develop a new program between the Adult Education and the Early Childhood Education departments. This project consisted of four early childhood courses, and one adult education support course. Upon successful completion of these classes, students earned their Early Childhood Aide Career Certificate. However, students could continue with additional stackable certificates, earning additional credentials leading to better paying jobs. Because the Early Childhood Education department has childcare and a Pre-Kindergarten program, there were opportunities for students to observe work-based experiences. Bi-weekly check-ins with their adult education transition coach included academic and career guidance, as well as referrals to academic and/or social support services offered through the college and the community. The next career certificate, Early Childhood Assistant, is only six credits, (two courses) and allows students to apply for the Level II ECE Illinois Gateway Credential. The Early Childhood Education career certificate and the Associate in Applied Science degree allow students to apply for additional Gateway credentials, with each step opening additional career opportunities.
- Rend Lake College – *Basic Machining*: Over the past year, industry partners have become more involved in recruitment, employment, and curriculum planning for this program. Partnerships with local businesses have helped improve program quality. The Basic Machining Certificate is a certificate for students who are seeking to improve their skills for the machining industry. The Basic Machining Certificate is a lecture/lab combination. Students learned the fundamentals of machining using lathes and milling machines. In reviewing the program and holding advisory meetings, the need was identified for a machining blueprint course. There was a course on the books that was revised and updated to meet this need. Additionally, RLC requires all certificate seeking students to take BUSI 1202 - Work Ethics. This course is currently in revision with both the CTE Support

Specialist and the Adult Education Director serving on the review team. The Illinois Essential Employability Skills Framework will be the new foundation for BUSI 1202. Students were exposed to industry opportunities and real work environments through guest speakers and field trips. Partners who have contributed resources were encouraged to continue providing monetary assistance or services to support the program.

- Safer Foundation – *Construction and Electrical*: Besides the classroom work, participants worked at other locations including the RTP/PACE Construction Learning Center. Cloud-based modules were utilized where accessible. PACE collaborated closely with credential training providers to ensure lesson plans and curriculums were tailored for people with criminal records. Work-based learning provided students the opportunity to learn technical, academic, and essential employability skills in a real work environment while also increasing credential attainment and workforce preparation. The PACE Institute partners with Reconstruction Technology Partners (RTP) and Associated Building Contractors of Illinois (ABCIL) to provide integrated training that includes HSE preparation and examination. ABCIL provided pre-apprenticeship training. RTP offered on-the-job training. The target population for this project was detained or incarcerated individuals, and/or persons with a criminal / arrest record. This included juveniles who were disadvantaged and/or have been introduced to the criminal justice system.
- Truman College – *Information Technology*: This program improved student success by recruiting Student Ambassadors, other ESL students who have undergone similar A+ training and education, to support the IET students. The course was offered over two semesters, giving students more time with the material. Students then sat for the Test-Out certification putting them on the path to a career and an Associate in Science degree in Computer Information Systems. In Fall 2019 and Spring 2020, Truman offered the CIS 111 course to ESL students. Students engaged first with hardware through hands-on curriculum and learning outcomes in the fall. The A+ hardware certification is a building block to most Information Technology careers and a requirement for IT Help Desk work. In the spring, students moved into software A+ certification and learning outcomes, which are fundamental to employment. This project increased academic and social support services for students by adding student ambassadors to the various support structures. Students had access to the career center, tutoring centers, CIS lab, and transition specialists throughout their course.
- Universidad Popular – *Entrepreneurship*: Career development included a focus on job-appropriate and job-focused vocabulary and grammar, help with writing or visualizing business plans, dialog and speech development through pitch competitions, and navigating job-markets with local business mentors. For those participants who needed additional instruction, they were paired with volunteer mentors who provided individualized support for students on a one-on-one basis. The mentors assisted students in discussing real life experiences in marketing, production, growth, sales, and planning. This program was offered concurrently

with ESL classes. This IET allowed participants to gain critical thinking and problem-solving skills through analyzing community data and news, assessing employment opportunities, learning about civic engagement, and identifying ways in which they can change their lives and the community through personal economic development. Students also learned how to obtain licensure and industry recognized credentials and certifications. A non-paid internship model with current business partners was developed to provide real experience and training at worksites. During the pilot of this model they secured 3 partners in food industry, manufacturing and social assistance to provide experienced based training and workforce preparation activities.

V. **Resources**

1. Illinois State Plan for Perkins V: <https://www.iccb.org/cte/wp-content/uploads/2020/06/Illinois-State-Perkins-Plan-approved-by-USDOE-5.21.20.pdf>
2. ICCB Civil Rights Compliance webpage: <https://www.iccb.org/cte/civil-rights-reviews/>
3. Illinois Civil Rights Review Tool: <https://www.ilcivilrightsreview.com/>
4. MOA State Plan for Postsecondary Education: <https://www.iccb.org/cte/wp-content/uploads/2020/12/Illinois-Postsecondary-MOA-State-Plan.pdf>
5. Model Programs of Study Guides: <https://www.iccb.org/cte/pos-models/>
6. Programs of Study Expectations Tool: <https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf>
7. Postsecondary Perkins Grant Manual: <https://www.iccb.org/cte/wp-content/uploads/2020/04/CTE-Grant-Manual-12.19.pdf>
8. Program Review Portal (OCCRL): <https://ocrl.illinois.edu/pri>
9. Program Review webpage (ICCB): https://www.iccb.org/academic-affairs/?page_id=36
10. ICSPS: <https://icsps.illinoisstate.edu/>
11. OCCRL: <https://ocrl.illinois.edu/>

Item #14
January 15, 2021

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 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.