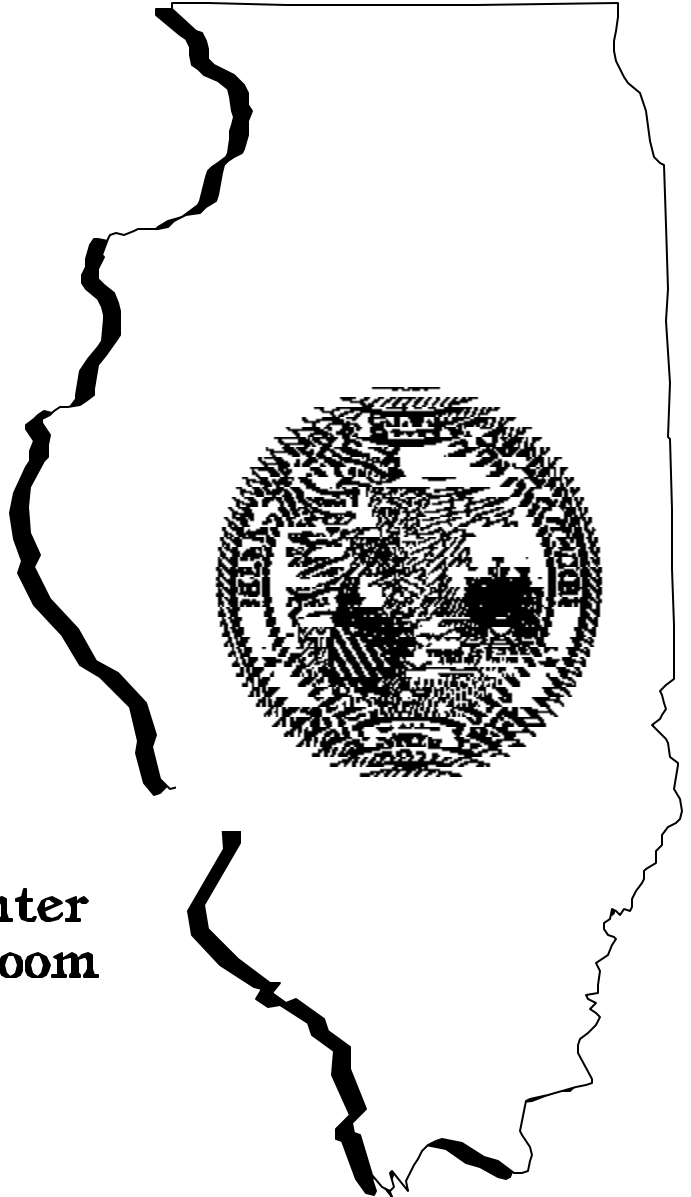


# Illinois Community College Board

## 325th Meeting Agenda and Materials

October 20, 2000  
9:00 a.m.

Harry L. Crisp II  
Community College Center  
2nd Floor Conference Room  
Springfield, Illinois



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Agenda  
325th Meeting of the  
Illinois Community College Board

Harry L. Crisp II Community College Center  
2<sup>nd</sup> Floor Conference Room  
Springfield, Illinois

October 20, 2000  
9:00 a.m.

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UNAPPROVED

Minutes of the 324th Meeting of the  
Illinois Community College Board  
September 15, 2000  
McHenry County College  
B Building  
Crystal Lake, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Dave Davis, Edward Duffy, Gwendolyn Laroche, Joseph Neely, Martha Olsson, Delores Ray, Lee Walker, James Zerkle, and James McFarland. Inez Galvan and Laurna Godwin were absent.

Item #2 - Announcements and Remarks by Edward T. Duffy, Chair

Chairman Duffy reported that Executive Vice President Virginia McMillan would be representing President/CEO Joe Cipfl at today's meeting.

The Chairman introduced Dr. LaVista and invited the president to make remarks on behalf of McHenry County College.

Item #3 - Remarks by Dr. Daniel LaVista, President, McHenry County College

Dr. LaVista welcomed the Board and guests to MCC.

An instructor of pipe organs and piano teacher at MCC, Patricia Marks, performed Westminster Carillon on a 16 rank Wicks pipe organ which was a 1996 gift to the MCC music department. Judith Williamson, MCC Chair of the Music Department, assisted Ms. Marks.

Item #4 - Minutes of the June 16, 2000 Meeting

James Berkel made a motion, which was seconded by Delores Ray, to approve the minutes as recorded. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Item #5 - Committee Reports

Item #5.1 - Adult Education Transition Committee

James Berkel reported the adult education transition is continuing smoothly and will be completed by July 1, 2001. Activity identification logs have been produced for Project Management, Financial Systems, Reporting Systems, and Federal Requirements.

Staffing activity is underway with 8 position to be filled by October 15 - some of these will be filled with current ICCB staff employees. Additional positions will be filled to total approximately 12 persons. Four consultants (reporting, policy, program components, and technical assistance) will be hired by May 2001.

Funding for transition activities has been obtained. This is separate from the Adult Education and Literacy program funding which will be covered in Item #10 of today's agenda.

Communications are in place with all providers. Four issues of the *Transition News* have been published.

On August 10-11, 100 adult administrators and staff attended a summer retreat for discussion and feedback on specific issues relative to the transition.

A three-page handout is available today for persons interested in transition details.

Item #5.2 - Funding Equity Study Committee

James Zerkle reported that a technical steering committee for the Funding Equity Study had been established and the committee has met three times to date. An aggressive schedule is being adhered to in order to complete work before an October 2000 deadline. Corporate consultants have been retained and focus groups will meet in the first few weeks of October.

Item #5.3 - Budget and Finance Committee

Martha Olsson reported that the committee met this morning and approved the CEO's reimbursements for fiscal year 2000 final expenditures, the fiscal year 2001 office budget, and the proposed fiscal year 2002 office budget.

The fiscal year 2000 ended on June 30, 1999, and only 0.1 percent of general funds were lapsed.

Fiscal year 2001 began on July 1, 2000, and the Board is receiving appropriations from eight funds.

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Agenda Item #10.4 will detail the fiscal year 2002 office operating budget.

Item #5.3.1 - Fiscal Year 2000 Financial Statements (June-August)

The financial statements are provided for Board information.

Item #5.3.2 - Fiscal Year 2001 Financial Statements (July-August)

The financial statements are provided for Board information.

Item #6 - Board Liaison Reports

Item #6.1 - Status Report on the Statewide Leadership and Core Values Committee

Martha Olsson introduced Dr. Margaret Lee, President of Oakton Community College; Dr. Robert Luther, President of Lake Land College; and Don Wilske, ICCB Chief Financial Officer, as Statewide Leadership and Core Values Committee members who are present at today's meeting. The full committee is composed of trustees, presidents, faculty, and ICCB staff.

Yvonne Singley reported on the committee's accomplishments to date, current activities, and future goals of the committee.

Beginning in November, a student from the Student Advisory Committee will begin serving as student representation on the Statewide Leadership and Core Values Committee.

A national Leadership and Core Values Conference will be sponsored in Chicago in fiscal year 2002. One of the goals of the conference is to create more recognition for the Illinois community colleges.

A web page has been created for this initiative and plans are to link with the ICCB website. A chat room will be a component of this web page.

Ms. Olsson indicated that Rushworth Kidder, a nationally known speaker on ethics, addressed a recent workshop of the ICCTA. Studies show that 73 percent of Illinois' residents believe ethical decisionmaking should be taught to Illinois students.

A Leadership and Core Values Institute entitled "Best Practices Among Illinois Community Colleges II" will be held January 31-February 1, 2001, at the Crowne Plaza in Springfield.

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Item #7 - President/CEO's Report

Executive Vice President Virginia McMillan presented the President/CEO's report on behalf of Joe Cipfl. Dr. Cipfl is vacationing in Australia attending Olympic events; however, he maintains regular communication with the ICCB staff.

Appreciation was expressed to the MCC Board, President LaVista, and staff for hosting ICCB events last evening and this morning.

Sarah Hawker, ICCB Vice President for Workforce Development and Adult Education, sent greetings as she recovers from surgery.

Ms. McMillan reported on her recently completed second trip to China, whereby she was accompanied by the College of Lake County President Gretchen Naff and Dean of Students at Heartland Community College, Fred Peterson. This recent trip included a follow up to the cooperative agreements set in place during a first trip last May with a group of Illinois educators which included Deputy Governor Hazel Loucks, ICCB President/CEO Joe Cipfl, former John A. Logan College President Ray Hancock, current John A. Logan College President Robert Mees, Heartland Community College President Jon Astroth, and Heartland Community College Vice President Girard Webber. Six faculty members will be visiting Illinois from Haidian University in late January/February 2001, and plans are in place for Illinois community colleges to host faculty members from Beijing. Next fall a group of Chinese administrators will visit the Illinois Community College System to examine how our system is organized. Haidian University has been identified by the Chinese government as an institution they would like to see be developed into a community college. Also during this second visit to China, the group took part in an educational forum and exposition which included expositions from over 25 different countries and 250,000 people attended. Ms. McMillan was one of 15 speakers at the forum. Additional reporting was made on meetings with key Chinese education officials.

Three new staff members will be introduced to the Board at its October meeting in Springfield; Lynn Robberson, Associate Director for Business/Industry Services; Brian Erdman, Associate Director for Policy Studies; and Nathaly Ranger, Intern in Allied Health and a student at UIS.

A study is being conducted in East St. Louis as a result of a House Resolution passed by the General Assembly last spring. Delores Ray is representing the ICCB on the study group. The Board was assured that the study will not compromise the position this Board has taken on the dissolution of Metropolitan Community College in East St. Louis. The purpose of the study is to evaluate the entire educational system in East St. Louis from pre-school through collegiate level.

Work continues on the implementation of the Workforce Investment Act.

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A study has been completed on the Illinois Articulation Initiative, and ICCB staff will work with the Presidents Council and the Illinois Board of Higher Education staff to determine where improvements are necessary.

Heartland Community College celebrated the Grand Opening of its new campus on September 13, 2000.

Ms. McMillan will represent Dr. Cipfl on September 21 at a Professional Development Seminar at the College of Lake County, and on September 26 she will participate in the groundbreaking ceremony for the Lake County University Center.

Item #8 - Advisory Organizations

Item #8.1 - Presidents Council

Don Crist reported that, at the recent meeting of the Council, two presentations were made. The first was presented by the National Director of Skills USA VICA. VICA is an organization of vocational education students which is expanding into the postsecondary arena. Dr. Crist reported on the Skills USA VICA national competition this summer in Kansas City and how the Illinois community colleges might work with that organization in the future. The second presentation was made by a vice president from Phoenix University in hopes of arranging articulation between the University and the Illinois community colleges. They will seek approval in the spring for this undertaking.

The Council's three officers are providing input into the study for financing higher education at the request of ICCB staff. The Council's officers are also participating in the Big Picture meeting on October 12.

Dr. Hazel Loucks, Deputy Governor for Education and Workforce, met with the Council at its last meeting. In November, Lt. Governor Corrine Wood will meet with the Council.

The Presidents Council will hold its annual retreat in October at the Oak Brook Hills Resort. Addressing the retreat will be Dr. David Pierce, recently retired president of AACC, who will address national events, and Dr. Steve Crow from the North Central Association will address distance education issues.

Dr. Crist commended Dr. LaVista and past president Robert Bartlett for their leadership at McHenry County College, and commended the ICCB and its staff for their leadership to the system.

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Item #8.2 - Illinois Community College Trustees Association

Dave Maguire reported that the trustees met last weekend to establish plans for the coming year. The trustees are using the electronic media to upgrade communication between the trustees, presidents, and faculty.

Next June's meeting will be at the Palmer House in Chicago, and the Trustees will host the ACCT regional meeting as they will be celebrating the anniversary of the community college movement. Also at that time will be the meetings of the Illinois Community College Board and the Presidents Council.

Mr. Maguire commended Virginia McMillan and President Robert Luther on their work with the Strategic Plan which will be acted on today in Item #9.

The community college system has a very aggressive budget request in Item #10 in this agenda. The Trustees are very interested in the equity of higher education funding which will be addressed next month.

The Association is also developing its Spring Legislative Agenda. There are many issues for advancement of the community college system, and efforts to develop partnerships will be encouraged for this movement. Adult education will be a main focus for next year.

Item #8.3 - Student Advisory Committee

James McFarland reported that he was pleased to be elected to serve on the ICCB. Mr. McFarland is a student at Joliet Junior College.

The Student Advisory Committee met on Friday, September 8, in Springfield and elected a Chair from Prairie State College, Ms. Lois Nemeth; and a Vice Chair from Danville Area Community College, Ms. Wyatt Shelato. SAC is gathering a lot of student participation to support statewide community college issues. The Steering Committee for Leadership and Core Values was commended for appointing student representation to the committee.

The Illinois Board of Higher Education's Student Advisory Committee has proposed changes for the next year.

Mr. McFarland said current SAC members were apprised of the *Promise for Illinois* but did not have an opportunity to provide input into the document that will be acted on in Item #9.

More information will be provided on October 20, and possibly other students will attend to talk about the Student Advisory Committee.

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Item #8.4 - Illinois Community College Faculty Association

Leo Welch reported on the Faculty Association meeting held last weekend when staffing trends were cited as a concern within higher education in Illinois.

The Association supports the *Promise* and recommends adoption as presented in Item #9 of this agenda. Mr. Welch, however, stated that the Association has concern with the *Promise* under Pledge Five's Actions whereby it is stated that it will aggressively recruit and retain the best faculty and reward exceptional teaching with competitive salaries. The Faculty Association strongly supports this goal; however, the Association feels the system is not meeting this goal, and additional comments were made on a BHE staffing trends report in Illinois colleges and universities which was distributed in August.

The ICCFA Teaching/Learning Conference will be held November 3, 2000, at the Renaissance Hotel in Springfield. Dr. Alan Friedman of Southwestern Illinois College will serve as keynote speaker.

Mr. Welch requested that representatives from the Faculty Association be invited to meet with the Chinese delegation during their next visit in Illinois.

Item #9 - The "Promise" Illinois Community College Strategic Planning Initiative

The Illinois Community College Strategic Planning Steering Committee members present today were introduced: Dan LaVista representing the Presidents Council; Dave Maguire representing the Trustees Association; and Yvonne Singley and Don Wilske representing the ICCB staff. Virginia McMillan and Dr. Robert Luther of Lake Land College co-chaired the committee. Brenda Albright of the Franklin Education Group facilitated the plan and she addressed the Board on June 16. Dr. Luther presented the plan to the Board.

Gwendolyn Laroche made the following motion, which was seconded by James McFarland:

The Illinois Community College Board hereby adopts the attached plan, **PROMISE FOR ILLINOIS**, as its plan and guiding document and directs its President/CEO to take the necessary steps to implement the plan.

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

\* \* \* \* \*

Chairman Duffy recognized ACE Fellow Holly Hubert in the audience. Holly is from the College of DuPage and is a fellow at Waubensee Community College this year.

\* \* \* \* \*

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Item #10 - Fiscal Year 2002 Illinois Community College Board Budget Requests

Item #10.1 - Fiscal Year 2002 Operating and Budget Request

James McFarland made the following motion, which was seconded by Gwendolyn Laroche:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2002 Community College System Operating Budget Request for grants to colleges and other community college grants administered by the ICCB office as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make technical adjustments and reallocations based on information received subsequent to approval of this budget request.

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

Item #10.2 - Fiscal Year 2002 Capital Budget Request

Dave Davis made the following motion, which was seconded by James Berkel:

It is recommended that the following motions be adopted:

1. Approves the fiscal year 2002 Capital Budget Request for the Illinois public community college system as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

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

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Item #10.3 - Fiscal Year 2002 Adult Education System Operating Budget Request

James Berkel made the following motion, which was seconded by Delores Ray:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2002 Adult Education System Operating Budget Request for grants to approved adult education providers administered by the ICCB office as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based upon information received subsequent to approval of this budget request.

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

Item #10.4 - Fiscal Year 2002 Office Operating Budget Request

Dave Davis made the following motion, which was seconded by James McFarland:

The Illinois Community College Board hereby approves the fiscal year 2002 Office Operating Budget Request as presented in Table 1 and gives authority to its President/CEO, with concurrence of the Chair, to make adjustments as needed.

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

Item #11 - Illinois Community Colleges Online (ILCCO)

Dr. Margaret Lee and Dr. Diane Davis, President and faculty, respectfully, from Oakton Community College, presented the recommendations of the Illinois Community Colleges Online Steering Committee. Other members of the Steering Committee were introduced.

Dave Davis asked that all program costs be recorded for future review.

Joe Neely made the following motion, which was seconded by Lee Walker:

The Illinois Community College Board hereby endorses the report of the Illinois Community Colleges Online Steering Committee and directs the President/CEO to implement the recommendations contained therein.

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

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Item #12 - Community College System Results Report - Fiscal Year 2000

Carol Lanning briefed the Board on the second annual report to the Illinois Board of Higher Education that summarizes actions taken or planned by Illinois community colleges in support of statewide goals in the *Illinois Commitment: Partnerships, Opportunities, and Excellence*. The statewide goals address economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability.

References throughout the Results Report relate the Illinois community college system's *Promise for Illinois* and the six statewide goals for Illinois higher education identified in the IBHE's *Illinois Commitment*. In the *Promise for Illinois*, the colleges pledge to (1) produce a locally and globally competitive workforce, (2) offer effective transfer opportunities, (3) expand adult education and literacy programs, (4) provide universal technical skills, (5) emphasize high quality, (6) deliver affordable access to learning opportunities, and (7) model leadership and ethical decision making. As the community college system works toward fulfilling the *Promise*, the colleges will continue to measure and report their progress in continually improving programs, services, and outcomes to enhance Illinois' system of higher education.

Item #13 - Consent Agenda

Lee Walker made the following motion, which was seconded by James McFarland:

The Illinois Community College Board hereby approves the following items listed below:

Item #13.1 - Illinois Community College Board Appointments to the Joint Education Committee

The Illinois Community College Board hereby reappoints Edward Duffy and Joseph Neely to represent the Illinois Community College Board on the Joint Education Committee and authorizes its Chair to appoint alternates as needed.

Item #13.2 - Illinois Community College Board Appointment to the Midwestern Higher Education Commission

The Illinois Community College Board hereby reappoints Lee Walker as the Illinois Community College Board Member to serve on the Midwestern Higher Education Commission.

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Item #13.3 - New Units of Instruction

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

**PERMANENT PROGRAM APPROVAL**

College of DuPage

- Associate in Fine Arts - 100 quarter credit hours
- Emergency Medical Services AAS degree - 96 quarter credit hours

Heartland Community College

- Criminal Justice Studies AAS degree - 63 semester credit hours
- Criminal Justice-Corrections Certificate - 21 semester credit hours

Illinois Central College

- Travel and Tourism Certificate - 34 semester credit hours
- UNIX System Specialist AAS degree - 64 semester credit hours
- Web Designer Certificate - 15 semester credit hours
- Web Developer Certificate - 30 semester credit hours
- Web Administrator Certificate - 36 semester credit hours

Joliet Junior College

- Computer Networking Technologist AAS degree - 64 semester credit hours
- Webmaster Certificate - 46 semester credit hours
- Web Design and Administration AAS degree - 64 semester credit hours

John A. Logan College

- Vascular Medical Sonography Certificate - 20 semester credit hours

Prairie State College

- Associate in Fine Arts - 61 semester credit hours

Richland Community College

- Pharmacy Technician Certificate - 15 semester credit hours
- EMT-Basic Certificate - 11.5 semester credit hours
- EMT-Intermediate Certificate - 20.5 semester credit hours
- Emergency Medical Technology AAS degree - 64.5 semester credit hours

Waubonsee Community College

- Medical Assistant Certificate - 47 semester credit hours

## **TEMPORARY PROGRAM APPROVAL**

### City Colleges of Chicago - Richard J. Daley College

- Computerized Commercial Graphics Certificate - 31 semester credit hours

### College of DuPage

- Therapeutic Massage AAS - 96 quarter credit hours

### Elgin Community College

- MOUS Word Preparation Certificate - 3.5 semester credit hours
- MOUS Access Preparation Certificate - 3.5 semester credit hours
- MOUS Powerpoint Preparation Certificate - 3.5 semester credit hours
- MOUS Excel Preparation Certificate - 3.5 semester credit hours

### Parkland College

- Teaching English as a Foreign Language Certificate - 30 semester credit hours

### Rend Lake College

- Therapeutic Massage Certificate - 24 semester credit hours

### Item #13.4 - Video Conference Room User Charges

All video conference facility users other than the Illinois Community College Board and other State of Illinois governmental entities will be required to pay actual line and bridge charges and other costs incurred by the Illinois Community College Board, unless granted a waiver by the Illinois Community College Board President/CEO or designee.

### Item #13.5 - Certification of Eligibility for Special Tax Levy(Chapter 123, Paragraph 3-14.3)

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2000 or fiscal year 2001 and (2) had combined educational and operations and maintenance purposes tax rates less than 23.01 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 23.01 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act.

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Black Hawk College  
Illinois Valley Community College  
Kankakee Community College  
Lake Land College  
Moraine Valley Community College  
Carl Sandburg College  
Southwestern Illinois College  
South Suburban College  
John Wood Community College

Item #13.6 - Bright Start College Savings Plan

The Illinois Community College Board hereby recognizes the college savings plan entitled **Bright Start** and encourages colleges to make information on the plan available through their financial aid information packages.

Item #13.7 - Cooperative Agreement Between Southwestern Illinois College and Rend Lake College

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Southwestern Illinois College and Rend Lake College.

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

Item #14 - Information Items

Item #14.1 - Illinois Community College Board Advisory Committee Member Appointments

The Board received a listing of the ICCB advisory committee membership for fiscal year 2001 as appointed by the President/CEO.

Item #14.2 - Short-Term Certificate Approval Policy

A proposal will be presented to the Board for action at a later date recommending that the ICCB develop a process to simplify and accelerate the review and approval of requests for new short-term certificates of less than 30 semester credit hours, in order to serve the increasing number of students that desire short, focused instruction to acquire specific skills in the workplace.

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Item #16 - Adjournment

James Zerkle made a motion, which was seconded by James Berkel, to adjourn the meeting at 11:55 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes

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Edward T. Duffy  
Chair

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Virginia K. McMillan  
Executive Vice President

Attachments

Illinois Community College Board

**STATUS REPORT ON SUBSTANCE ABUSE PREVENTION ACTIVITIES**

For the past several years, the Illinois Community College Board Student Advisory Committee has formed a subcommittee to address issues on substance abuse prevention and traffic safety. Members of the subcommittee have served on task groups to help select the Illinois Department of Transportation Traffic Safety grants awarded to community colleges. In addition, the subcommittee has participated in campaigns to raise the awareness of the hazards of drunk driving and traffic safety through the statewide efforts such as “Soberfest” and 3-D Month in December. Last spring, the Illinois Community College Board created a liaison position to the ICCB Student Advisory Committee Substance Abuse Prevention Subcommittee. Inez Galvan was appointed to serve as the liaison to the SAC subcommittee. The following liaison report highlights individual college and statewide activities on substance abuse prevention and traffic safety.

**Community College Programs .** For the past 14 months, community colleges have sponsored activities that heighten the awareness of drunk driving and traffic safety. Many of these activities are offered as part of the Soberfest campaign held every April. Colleges take part in this statewide program because it is a way of demonstrating to students on their respective campuses the benefits of non-alcoholic socialization. Initially started by **Triton College** as the World’s Largest Sober Party, Soberfest has evolved to include community colleges statewide. The following are examples of Soberfest and other campus activities.

- # For the month of March 2000, **Danville Area Community College** hosted an Alcohol and Drug Awareness Program entitled “Fatal Vision.” This event was cosponsored with the Illinois State Police. During the academic year, the college also promotes several safety activities with the help of students and Channel 3-WCIA, a local television station.
- # From November to December 1999, **Elgin Community College**’s student government sponsored several activities for 3-D Month (National Drunk and Drugged Driving Prevention Month). Program events involved students passing out bookmarks with statistics on Illinois alcohol-related crashes. Representatives from the Student Assistance Program and persons who have had problems with alcohol were asked to participate in the *Life with Alcohol* forum. In addition to the forum, the Student Government and the Student Life Office partnered to sponsor workshops to orient new and returning students to the dangers of drunk driving.
- # For Soberfest Month in April 2000, **Lewis and Clark Community College** hosted a program that featured Wendi Fox, a comedienne, who was raised in an alcoholic family. Fox, who brought her “Alcohol Insanity Tour” to students, shared her thoughts, experiences, and personal opinions on how alcohol abuse has become a national catastrophe. The college also sponsored a Mock Crash Reenactment event designed to show the tragic and often fatal results of drinking under the influence of alcohol.

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- # **Kishwaukee College's** student association sponsored a week of Soberfest activities. The many events included "Mocktail Party," goggle activities, and a "Silent Day" in honor of students who were killed in alcohol-related car accidents.
  
- # **Parkland College** held a Spring Fling, a non-alcoholic, end-of-the-year celebration. In addition to food, soft drinks, a dunk tank, and various activity booths, an alcohol awareness booth provided participants an opportunity to drive remote-control cars through a maze. In addition, more than 500 alcohol prevention education pamphlets were distributed in the new student orientation packets. To create a more sustained effort in substance abuse prevention and traffic safety, two faculty members at the college developed teaching modules on alcohol abuse and traffic safety for their colleagues' use in their classroom instruction.
  
- # **Richland Community College** sponsored a DUI Teen Conference featuring topics on safety belt usage and facts on substance abuse and safe celebration. The college's MADD (Mothers Against Drunk Driving) roving workshops attracted several students. During the college's Health Fair, game shows, a hypnotist, and gospel fest were featured and, while entertaining students, they offer a message on alcohol abuse prevention.

For fiscal year 2001, the **Illinois Community College Board Student Advisory Committee** has again formed a subcommittee to encourage colleges to participate in Soberfest and 3-D Month (National Drunk and Drugged Driving Prevention Month). In meeting its goals and objectives, the Student Advisory Committee will work with ICCB staff on substance abuse activities for the year. Staff will continue to collaborate with the Secretary of State's Office and the Traffic Safety Program at Eastern Illinois University on various projects.

Funding for the **Illinois Department of Transportation** grant program has ended. ICCB staff will investigate other funding sources, including resources from the National Highway Traffic Safety Administration in Washington, D.C.

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**2000 FOLLOW-UP STUDY OF FISCAL YEAR 1999  
OCCUPATIONAL PROGRAM GRADUATES**

The externally attached report contains detailed information about the results of the *2000 Follow-up Study of Fiscal Year 1999 Occupational Program Graduates*. This is an annual report produced from data provided by the colleges who use a uniform survey instrument in the process. Each year, designated programs are studied systemwide. Every college with completers in these selected programs survey their graduates to obtain information that will be used in program review and improvement initiatives. Highlights of the report follow.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations contained in the *2000 Follow-up Study of Fiscal Year 1999 Occupational Program Graduates* and asks the President/CEO to implement these recommendations.

1. Colleges with occupational follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year.
2. Colleges that had programs with more than one-quarter of the total employed graduates working in a field that was not related to their community college program should examine these programs to determine if program improvement initiatives or additional placement efforts are necessary.
3. A small contingent of employed graduates working in positions unrelated to their programs of study reported that they could not find a position in their field of preparation. Colleges should provide additional follow-up to individuals so situated to determine if circumstance have changed and offer further assistance in locating employment in their chosen field as necessary.
4. Colleges offering programs with graduates who exhibit elevated unemployment rates should examine them to determine if program improvement initiatives or additional placement efforts are necessary.

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5. Colleges with programs in which more than 13 percent of the graduates were employed in part-time positions should monitor local labor market needs to determine the availability of full-time employment in the field.
6. Colleges with programs leading to occupations with relatively low initial earnings should make students aware of the compensation available in these fields both short and long term.

**BACKGROUND.** The Illinois Community College System's statewide strategic plan *Promise for Illinois* was adopted by the Board at its September 2000 meeting and makes Seven Pledges to the citizens of Illinois. The Occupational Follow-up Study plays a part in delivering on at least two Pledges: (1) to address workforce development needs with flexible, responsive, and progressive programs and (2) to emphasize quality in all programs, services, and operations. Key portions of the survey address employment status, education status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has important quality control implications for colleges as they develop new program proposals and perform program review in order to ensure that they stay in step with the changing job market and strive to provide satisfactory employment and compensation for their graduates. The uniform survey provides benchmark data and a basis for comparison for graduates of similar programs from across the community college system.

Occupational programs provided by community colleges have an important role to play in providing people with the skills required to be productive members of today's workforce and to compete successfully in the workforce of the future. To achieve and sustain a competitive advantage in the marketplace, Illinois needs a knowledgeable, skilled, creative, and productive workforce. The Occupational Follow-up Study is one component of multifaceted systemwide accountability and program improvement initiatives which help ensure that graduates and individuals who take skills-building courses at community colleges are making positive contributions to address these needs. Selected other components of the community college system's efforts to promote accountability and program improvement include the Program Approval Process, Program Review, Accountability and Results Reporting, Performance-Based Incentive System Funding, the Recognition Process, Workforce Investment Act Performance Reporting, Perkins Postsecondary Performance Measure Reporting, Adult Education Performance Funding, etc.

Fiscal year 1999 graduates from selected Illinois community college occupational programs were surveyed in March 2000 – six to nine months after program completion. The survey response rate was 60.3 percent with 1,504 usable responses from a pool of 2,494 graduates included in the analysis. The following list contains the cross section of community college occupational programs that were included in the analysis.

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Agricultural Mechanization  
Teacher Assistant/Aide  
Industrial/Manufacturing Technology/Technician  
Child Care Provider/Assistant  
Social Work  
Carpenter  
Industrial Equipment Maintenance and Repairers  
Auto/Automotive Body Repairer  
Auto/Automotive Mechanic/Technician  
Diesel Engine Mechanic and Repairer  
Aviation Systems and Avionics Maintenance Technologist/Technician  
Truck, Bus and Other Commercial Vehicle Operator  
Sign Language Interpreter  
Medical Assistant  
Occupational Therapy Assistant  
Pharmacy Technician/Assistant  
Physical Therapy Assistant  
Physician Assistant  
Veterinarian Assistant/Animal Health Technician  
Alcohol/Drug Abuse Counseling  
Psychiatric/Mental Health Services Technician  
Enterprise Management and Operation  
Hotel/Motel and Restaurant Management  
Human Resources Management  
International Business

Three broad program areas accounted for nearly two-thirds of the respondents: Child Care (26.3 percent), Health and Medical Diagnostic and Treatment Services (21.5 percent), and Vehicle and Mobile Equipment Mechanics and Repairers (14.5 percent). Graduates from the remaining 21 program areas accounted for 37.7 percent of the respondents. Overall statewide results are influenced by differences in program size and in the number of graduates responding to particular questions. As detailed in the report, ten programs were eliminated from the statewide analysis due to a low number of responses or a small number of graduates. Statewide results follow with table citations referring to the full externally attached report.

< 93.3 percent were employed or pursuing additional education or both. (Table B-1.)

< 88.8 percent of the occupational completers were employed. (Table B-2.)

Among working graduates,

< 87.0 percent held full-time status in their current jobs. (Table B-2.)

< 80.7 percent were employed in positions related to the field in which they studied at the community college. (Table B-5).

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- < 78.3 percent obtained their current positions while enrolled or after graduating. (Table B-7.)
- < 93.9 percent were employed in Illinois. Of those, more than two-thirds remained in the district where they received their training. (Table B-8.)
- < The average salary was \$12.36 per hour, 2.4 times the minimum wage at the time (\$5.15 per hour). (Table B-9.)
  
- < Graduates employed in full-time positions earned the equivalent of about \$26,458 annually.
  
- < The average rate of unemployment (the percent of graduates who were unemployed and seeking work) was 4.3 percent. (Table B-2).
  
- < Nearly 23 percent of the respondents were pursuing additional education. Seventy-three percent of those enrolled in further study were taking coursework in a related field (Table B-4).
  
- < Graduates employed in positions related to their community college program were satisfied with their current positions (4.19 on a five-point scale, with 5 being very satisfied and 0 being very dissatisfied). Including nonrelated positions, job satisfaction averaged 4.08/5.00. (Table B-10.)
  
- < On average, graduates expressed satisfaction ( $M = 4.27/5.00$ ) with components of their program (course content, lecture/lab experiences, equipment, facilities and materials, job preparation, preparation for further education, and labor market employment information). (Table B-11.)
  
- < Graduates were also satisfied with college services, such as financial aid, academic advising, career planning, transfer planning, counseling, tutoring, library/audio visual, student activities, awarding an average rating of 4.22/5.00. (Table B-12.)

Graduates from similar program areas were surveyed five years ago. Generally, more recent graduates (fiscal year 1999) exhibited slightly higher satisfaction ratings. Workers in both studies reported high levels of satisfaction with their jobs ( $\underline{M} = 4.08$  for 1999 and  $\underline{M} = 4.03$  for 1994). Likewise, graduates reported high levels of satisfaction with major program components ( $\underline{M} = 4.27$  for 1999 completers and  $\underline{M} = 4.18$  for 1994 completers) and college services ( $\underline{M} = 4.22$  for 1999 and  $\underline{M} = 4.00$  for 1994).

A comparison of other follow-up survey outcomes from 1994 and 1999 reveals only slight differences. A slightly larger proportion of recent graduates were employed, or continuing their education or both (93 percent for 1999 versus 92 percent for 1994). A slight decrease was noted

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in the percentage of survey respondents pursuing additional education among more recent graduates (4.7 percent for 1999 versus 6.4 percent for 1994). The percentage of recent graduates who were unemployed and seeking work is currently slightly lower at 4.3 percent versus a 4.4 percent unemployment rate reported five years earlier. A higher percentage of current graduates were working in the community college district in which they received their training (64 percent in 1999 versus 55.9 percent in 1994). The average hourly wage of \$12.36 increased \$1.90 from five years ago for all workers. (The minimum wage increased \$0.90 over the same period of time.) A larger percentage of the 1999 graduates were employed in their current position during program enrollment (26.8 percent among 1999 completers versus 24.6 percent for 1994 completers).

A statewide committee assisted in the development of minimum accepted response rates for the Occupational Follow-up Study, and colleges with response rates below the required levels are asked to formulate strategies for improvement. Additionally, programs exhibiting elevated outcomes in the following areas may warrant further review at the local level: incidence of working in unrelated fields especially due to the lack of availability of jobs in a chosen field; part-time employment particularly where it is uncommon for a given occupation; unemployment; low wages overall among full-time workers – particularly when compared with others working in the chosen field; and low satisfaction levels among program graduates. Programs exhibiting combinations of these less desirable outcomes can be problematic.

Response Rates. In a positive response to a request by the Illinois Community College Board, the colleges have put additional time and energy into attaining increased response rates to the annual follow-up survey. These efforts are paying off with higher overall response rates for the system. The current statewide response rate of 60.3 percent shows a substantial improvement over five years ago (51.8 percent) and matches the historical high for response rates to this survey. Historically, state-level response rates have varied from 40.2 percent to 60.3 percent. *There were several colleges with occupational follow-up study response rates below recommended levels and they should put forth additional effort to increase response rates for the coming year (Table A-1).* In most cases, just a few more responses would put colleges over the established minimum response rate levels for the Occupational Follow-up Survey. For colleges surveying 30 or more graduates, a 50 percent response rate is required and for those surveying less than 30 graduates a 60 percent response rate is required.

Occupational Graduate Follow-up Survey results are incorporated into outcomes reporting under another statewide accountability initiative called the Performance-Based Incentive System (PBIS). The statewide committee working with PBIS helped establish response rates for the Occupational Follow-up Survey. Capturing a broader cross-section of respondents through the follow-up survey provides a more balanced picture of graduate outcomes for the current study and benefits the tracking of PBIS outcomes. Student satisfaction and student success in employment/continued pursuit of education are two of the five statewide PBIS measures. Occupational Follow-up Study data provide the percentage of students who are somewhat or very satisfied with courses in the student's major program of study, courses outside the student's major program of study, and

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student support programs and services in a combined “overall student satisfaction” goal. In addition, the percentage of occupational completers reporting in the follow-up study that they are employed or continuing their education provide supplemental data for the “student success in employment/continued pursuit of education” goal. Deductions are made from a district’s PBIS score/funding if minimum standards are not met.

Related Employment. The proportion (80.7 percent) of 1999 graduates employed in an area related to their program of preparation was slightly higher (2.8 percent) than 1994 graduates reported. *Several programs reviewed in this statewide study had more than one-quarter of the total employed graduates working in a field that was not related to the community college programs they completed. Those programs which also have at least ten graduates in the statewide study should be examined through college program review processes to determine if program improvement initiatives or additional placement efforts are necessary: Auto Body Repair, Sign Language Interpreter, Teacher Assistant/Aide, Industrial Equipment Maintenance and Repair, and Social Work (Table B-5).*

Although the numbers tended to be small among workers in unrelated positions, several noted that they could not find a position in their fields of preparation. Programs with more than a few workers in this situation included Physical Therapy Assistant (N = 18), Occupational Therapy Assistant (N = 8), Industrial Equipment Maintenance and Repair (N = 6), Social Work (N = 5), and Teacher Assistant/Aide (N = 4). Several factors may contribute to an inability to locate suitable employment in the field. Individuals may be placebound with external circumstances, such as family commitments limiting the individual’s job search to a relatively small geographic area. Placement office officials may need to extend additional assistance to these students in their job search and/or the students themselves may need to redouble their job search efforts. Labor market demand may be weaker than anticipated. In any event, the community college system strives for all graduates to have the opportunity to attain employment in their chosen field. *Additional follow-up on this small group of graduates to offer further assistance is recommended.* To put these outcomes into perspective, all five of these programs combined created concerns about job availability related to the program in which they studied for 41 graduates out of 1,504 who responded to the survey.

Unemployment. The unemployment rate for community college graduates was 4.3 percent which is in keeping with the spring 2000 unemployment rate in Illinois of 4.4 percent (seasonally adjusted). The statewide data provide useful contextual information even though the array of community college programs surveyed for the study does not mirror the entire labor market. Very few community college graduates reported problems locating jobs. *Those programs which have over 30 graduates in the statewide study and elevated unemployment rates should be examined through college program review processes to determine if program improvement initiatives are necessary: Truck Bus and Other Commercial Vehicle Driver (10.3 percent, N = 8), Physical Therapy Assistant (5.6 percent, N = 9), Alcohol/Drug Abuse Counseling (5.6 percent, N = 6) and Social Work (4.8 percent, N = 3).* These four programs account for a total of 26 graduates out of 1,504 respondents.

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Part-Time Employment. Overall results indicate that 13.0 percent of workers were in part-time positions. Six programs with over 30 graduates statewide exceeded this percentage: Sign Language Interpreter (34.5 percent, N = 10); Social Work (29.1 percent, N = 16); Teacher Aide (26.8 percent, N = 11); Physical Therapy Assistant (20.0 percent, N = 29); Child Care Provider/ Assistant (15.7 percent, N = 56); and Occupational Therapy Assistant (15.1 percent, N = 11). Part-time employment can be common in some fields. *Colleges with programs in which more than 13 percent of the graduates employed in part-time positions should monitor local labor market needs to determine the availability of full-time employment in the field.*

Earnings. Overall, average graduate earnings for all workers were substantial at \$12.36/hour which is 2.4 times minimum wage (currently \$5.15 per hour). Graduates from programs earning entry-level salaries that were less than one and three quarters times minimum wage (\$9.01/hour) included Teacher Assistant/Aide at \$7.92/hour (1.54 times minimum wage), Diesel Engine Mechanic/Repairer at \$8.44/hour (1.64 times minimum wage), Human Resources Management at \$8.63/hour (1.68 times minimum wage), and Medical Assistant at \$8.71/hour (1.69 times minimum wage). Note that very few Diesel Engine Mechanic/Repairer and Human Resource Management graduates provided earnings information but, in both instances, all workers were employed in full-time positions. Colleges with programs leading to occupations with relatively low initial earnings should make students aware of both short- and long-term compensation available in these fields. Among the listed programs whose graduates exhibited limited earnings, satisfaction levels for those working in positions related to their training were relatively high for Diesel Engine Mechanic/Repairer ( $\bar{M} = 4.67$ ), Teacher Assistant/Aide ( $\bar{M} = 4.36$ ), and Medical Assistant ( $\bar{M} = 4.14$ ) graduates. Human Resources Management ( $\bar{M} = 3.14$ ) graduates working in the field reported lower levels of satisfaction with their jobs.

Overall, community colleges are receiving additional recognition for their roles in workforce preparation by external audiences. For example, Badway and Grubb (1997) provide a positive description of the multiple roles community colleges perform.

Community colleges and technical institutes constitute one of the most significant workforce preparation developments of the twentieth century. Nearly half of all adults take at least one course in a community college, and about 45% of all undergraduates enroll first in a two-year college. They are the one educational institution simultaneously providing initial preparation for work, upgrade training to those needing additional skills, retraining for displaced workers and others who want to change careers, and second-chance training for individuals who need some combination of basic academic education and technical skills. In most states, they are nearly ubiquitous, providing a source of both academic and occupational instruction within commuting distance of the majority of the population.

Kane and Rouse have continued to look at economic returns from higher education using national databases. In their latest analysis, Kane and Rouse (1999) found that the return for one year of study at a community college is approximately the same as the estimated value of a year's worth

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of education at a four-year college. Successful completion of each year of study at a community college equates to a 5 to 8 percent increase in annual earnings. Kane and Rouse (1999) estimate that completing an associate degree is associated with a 15 to 27 percent increase in annual earnings. Community colleges offer the citizens of Illinois real value which is magnified when one factors in these economic returns with the quality of the programs and services provided, the reasonable cost to attend, and the geographic accessibility colleges offer. Illinois community colleges will continue their efforts to strengthen programs and services through the Occupational Follow-up Study as an integral part of a multifaceted assessments aimed at improving accountability and productivity.

Illinois Community College Board

**ACCOUNTABILITY AND PRODUCTIVITY  
IN ILLINOIS COMMUNITY COLLEGES  
FISCAL YEAR 2000**

The full report entitled *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000* is included as an external attachment to this agenda.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations within the report titled *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000* and asks the President/CEO to take necessary steps to implement the recommendations.

1. In order to improve the reliability of the data collected on students who require special services, colleges should explore strategies to strengthen the data and improve the reporting process, such as the coordination of the various existing reporting formats, increased collaboration between advisement and special services, matching administrative software to support services, and providing more technical assistance to those responsible for collecting the data.
2. ICCB staff should undertake an in-depth study of the current issues and trends within the nursing profession and their implications for community college nursing programs.
3. Colleges should examine policies, practices, and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion.

**BACKGROUND.** This report highlights and summarizes accountability activities and initiatives submitted by Illinois' 48 community colleges in their *Accountability/Program Review Reports for Fiscal Year 2000*. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. Each year, colleges also address selected focus areas of particular relevance to state-level issues and concerns.

The three primary sections of this report include **Accountability Special Focus Areas, Analyses of the Results of Fiscal Year 1999 College Program Reviews, and State-Level Initiatives.** Topics considered in the Accountability Special Focus section this year include College Priorities, Performance-Based Incentives - District-Based Goal, and Academic and Student Services - Availability and Accessibility. Colleges were also asked to submit information regarding programs and activities that support and help advance the six goals identified in the Illinois Board of Higher Education's initiative entitled *The Illinois Commitment: Partnerships, Opportunities, and Excellence.* The responses were summarized in the *Illinois Community College System Results Report for Fiscal Year 2000*, which was issued as a separate document in September 2000. Programs in five academic disciplines, 37 occupational program areas, and in adult and developmental education and English as a Second Language are examined in the Results of Fiscal Year 2000 College Program Reviews. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level in support of the role community colleges in Illinois play in meeting local and statewide needs for education and workforce development through high quality, accessible, and cost-effective programs and services. Highlights of the findings of the report follow.

### **Accountability Special Focus Areas**

#### ***College Priorities***

- # Colleges continue to identify priorities in the areas of teaching and learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, resources, and technology.
- # College goals and priorities are closely aligned with, and clearly supportive of, the Seven Pledges articulated in the *Promise for Illinois* that was adopted by the Illinois Community College Board in September 2000.

#### ***Performance-Based Incentives - District-Based Goal***

- # The ICCB performance-based funding pilot project is entering its third year. The pilot model is a two-tier model that includes (1) measures that reflect statewide goals for community colleges and (2) district-specific measures in three goal areas that reflect autonomy, mission differentiation, and community needs.
- # The Performance-Based Incentive System was funded at \$1 million for fiscal year 1999, \$1.5 million for fiscal year 2000, and \$2 million for fiscal year 2001.
- # Peer Review Panels are currently evaluating the college reports of progress made toward district-based goals during fiscal year 2000 to determine the amount of funding that will be awarded to each district for fiscal year 2001. Detailed information on the results of the district-based goal reports for fiscal year 2000 will be presented to the ICCB at a later date.

***Academic and Student Services – Availability and Accessibility***

Colleges are becoming increasingly proactive in providing support services for all students. Colleges are looking for ways to collaborate and coordinate their efforts with other state agencies and funding sources to avoid duplication of services or effort.

- # Colleges use a variety of outreach activities to promote the early identification of students with needs and to link them with the appropriate services, including printed materials, campus meetings, liaisons with community groups, referrals, student/faculty mentors, service awareness speaking engagements in the community, open houses, high school exit interviews, local student service advisory groups or committees, individual consultations with students, and student orientation programs.
- # Reporting data regarding students with disabilities is a challenge at most colleges because the students need to self-identify. While colleges employ a variety of strategies to ensure the data are as complete as possible, there is a clear need to improve the reliability of the data collected on students who require special services.
- # With the increase of on-line courses and programs available each year, colleges recognize that support for on-line students is critical and have provided support services in a number of innovative ways, including informational publications, on-line tutoring, and a Virtual Reference Desk.

***Instructional Program Review***

Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.

- # During fiscal year 2000, colleges reviewed a total of 233 academic disciplines, 29 adult and developmental education and English as a Second Language programs, and 461 occupational programs.
- # Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included innovative ways of addressing remediation and retention, providing service learning opportunities, and increasing technology to facilitate student learning.
- # Reviews of adult and developmental education and English as a Second Language programs indicated strong need. Although serving an at-risk population requires the provision of numerous support services and technological support, the colleges indicated that the programs are cost-effective. Quality enhancements included an increased number

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of full-time faculty, more faculty and staff development opportunities, and a student-centered approach to teaching.

- # As a result of reviews of occupational programs, 379 programs were continued with minor changes, 21 programs were significantly modified, 35 programs were scheduled for further review during fiscal year 2001, and 25 programs were identified for elimination.
- # The most commonly identified strengths for occupational programs were knowledgeable faculty, good relationships with related business and industries, relevant curriculum, and quality work-based learning opportunities. The most commonly identified weaknesses were lack of up-to-date equipment and/or technology.
- # Nursing programs are consistently among the largest occupational program areas offered by Illinois community colleges. During the five-year review period, enrollments and completions declined steadily. In light of labor market projections that indicate an increasing need within these occupations, there is concern regarding the declining numbers in these programs.
- # Low numbers of program completers continued to be a concern for many occupational program areas which colleges largely attributed to a strong economy and low unemployment rates, as well as an increasing number of students who intend to take specific skill-building courses rather than complete a program.

### **Recommendations**

As a result of the findings in the report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000*, the following is recommended:

- # In order to improve the reliability of the data collected on students who require special services, colleges should explore strategies to strengthen the data and improve the reporting process, such as the coordination of the various existing reporting formats, increased collaboration between advisement and special services, matching administrative software to support services, and providing more technical assistance to those responsible for collecting the data.
- # ICCB staff should undertake an in-depth study of the current issues and trends within the nursing profession and their implications for community college nursing programs.
- # Colleges should examine policies, practices, and data collection systems to ensure that they support the collection and reporting of the most accurate possible data on student intent and program completion.

### **Conclusion**

The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2000* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs.

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Highland Community College

- Computer Technician Certificate - 25 semester credit hours

Rock Valley College

- Dental Hygiene AAS degree - 81 semester credit hours (Regional)
- Graphic Arts Technology AAS degree - 66 semester credit hours (Regional)
- Prepress Certificate - 23 semester credit hours (Regional)
- Press Operations Certificate - 23 semester credit hours (Regional)

**The following colleges were approved to offer programs on a temporary basis for a period of one year and now request permanent approval of these programs.**

Illinois Central College

- Tractor Trailer Driver Certificate - 7 semester credit hours

Kaskaskia College

- Tractor Trailer Driver Certificate - 7 semester credit hours

Lake Land College

- Commercial Truck Driver Training Certificate - 7 semester credit hours

Lewis & Clark Community College

- Truck Driver Certificate - 7 semester credit hours

Richland Community College

- Transportation Certificate - 7 semester credit hours

Southwestern Illinois College

- Certified CISCO Networking Specialist Certificate - 19 semester credit hours

## **BACKGROUND**

**Highland Community College** is seeking approval to offer a 25 semester credit hour “Computer Technician” certificate program. The program will prepare students for employment as computer repair/maintenance technicians, computer service specialists and technical support specialists who are able to install, upgrade, or repair computer equipment found in the home or office. The curriculum consists of coursework in microcomputers, peripheral devices, technical support, applied math and technical report writing. The program will also provide students with the knowledge and skills to successfully complete the A+ Certification exam for computer maintenance, installation, and repair. The college anticipates an enrollment of eight full-time and four part-time students the first year, increasing to twelve full-time and six part-time students by the third year. Labor market information provided by the college supports the need for individuals trained in computer maintenance technology both statewide and districtwide. “Computer maintenance technicians” is one of the 50 fastest growing occupations in Illinois and in Highland’s district. The program will require one full-time existing faculty member and two part-time existing faculty members the first year. The cost of implementing the program will be approximately \$15,000 the first year, \$8,000 the second and third years.

**Rock Valley College** is seeking regional approval to offer an 81 semester credit hour Associate in Applied Science degree program in “Dental Hygiene”. The program will prepare students for employment as dental hygienists who are skilled in the treatment of teeth and gums, and in the maintenance of oral health under the supervision of a licensed dentist. Dental hygienists are employed in private dental offices, hospitals and clinics, nursing care facilities, public health departments, correctional facilities, and health maintenance organizations. The curriculum consists of coursework in anatomy and physiology, dental anatomy, dental procedures, dental radiology, oral pathology, pharmacology, dental materials, periodontics, preventive dental hygiene, community education, dental ethics, and general studies. In addition, Rock Valley’s dental hygiene program will provide students with on-site clinical experience for required practical learning opportunities. Rock Valley College has also established work-based learning arrangements with numerous local community-based dental care providers, including the Winnebago County Public Health Department and Swedish American Hospital Dental Outreach. The college anticipates an enrollment of 12 full-time students the first year, increasing to 18 full-time students by the third year. Labor market information provided by the college also includes data from Illinois Valley Community College, McHenry County College, Sauk Valley Community College, Kishwaukee College, and Highland Community College districts and supports the need for skilled dental hygienists. The program will require two new full-time and two new part-time faculty members the first year. The cost of implementing the program will be approximately \$349,869 the first year, \$220,352 the second year, and \$239,456 the third year. Costs include hiring a licensed dentist and dental hygienist for course and clinical lab instruction, facility costs for building an on-site clinic, and equipment costs as required for program accreditation.

**Rock Valley College** is also seeking regional approval to offer a 66 semester credit hour Associate in Applied Science degree program in “Graphic Arts Technology”, a 23 semester credit hour “Prepress Certificate” program, and a 23 semester credit hour “Press Operations Certificate” program. The certificate programs will prepare individuals for entry-level employment in areas of the printing industry, such as electronic prepress operations, conventional prepress operations, and finishing and binding. The AAS degree program will build on the knowledge and skills developed in the certificate programs to prepare individuals for higher-level employment in the areas of graphic arts and design, desktop publishing, sales, and customer service. The curricula consists of coursework in graphic arts technology, digital imaging, industry software (such as Photoshop), color system management, desktop publishing, lithographic and offset press operations, finishing and bindery operations, in addition to required general studies in the degree program. All programs require a work-based learning component in the form of a graphic arts internship. The development of these programs was a cooperative effort between Rock Valley College and CEANCI (Career Education Associates of North Central Illinois) an ISBE Education for Employment regional delivery system of career and technical education. There are four high schools within this region that offer programs in graphic arts and are accredited by the Printing Industries of America (PIA). Rock Valley College plans to attain PIA PrintEd Accreditation for this graphic arts program which will allow students to pursue individual PIA PrintEd Certification, a valuable credential for obtaining employment in the printing field.

The college anticipates a combined enrollment of ten full-time and 17 part-time students the first year, increasing to 26 full-time and 27 part-time students by the third year. Labor market information provided by the college also includes data from Highland Community College, Kishwaukee College, McHenry County College, and Sauk Valley Community College districts and supports the need for individuals trained in current graphic arts and printing technologies. The programs will require one new full-time and one new part-time faculty member, and one existing part-time faculty member the first year. The cost of implementing these programs will be approximately \$145,000 the first year, decreasing to \$71,600 the second year, and \$53,200 the third year. First year costs include the purchase of equipment and facility costs required for program accreditation.

### **Temporary to Permanent Recommendations**

Last year the ICCB approved several colleges to offer programs on a temporary basis for a period of one year. In seeking permanent program approval, the colleges have been asked to review their programs and report on their progress including meeting projected benchmarks, identifying program strengths/weaknesses, and recommendations for program improvement. Below is a summary of each programs performance during this trial period.

***Staff have reviewed the applications for permanent approval and find that all of the programs exceed their projected benchmarks for enrollments, completions, and job placements and, therefore, permanent approval is recommended.***

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Five of the following programs seeking permanent approval are truck driver training programs. A review of information provided by the colleges indicates that the programs are meeting their intended objectives, and the colleges have verified the continued use of a training contractor who is in compliance with Secretary of State regulations. Permanent approval of these programs by the ICCB will be contingent upon the continued assurance that any training contractor the colleges use will be in compliance with Secretary of State regulations.

**Illinois Central College** is seeking permanent approval to offer a seven semester credit hour “Tractor/Trailer Driver” certificate program. The program was approved on a temporary basis January 22, 1999, for a one-year period. This program prepares students for employment as Class A commercial truck drivers who transport goods and materials often over long distances. The program meets all requirements of the Secretary of State for commercial truck drivers and uses a contractor in compliance with these regulations. Program enrollments have surpassed expectations at 297 students (projected at 120 students) and completion rates average around 98 percent. Illinois Central College reports a 100 percent pass rate for students on the CDL exam and a 97 percent job placement rate. The college has met its objectives by providing students with training balanced in classroom instruction and on-the-road practical driving experience, and plans to establish an employer advisory committee this year.

**Kaskaskia College** is seeking permanent approval to offer a seven semester credit hour “Tractor/Trailer Driver Training” certificate program. The program was approved on a temporary basis January 22, 1999, for a period of one year. This program prepares students for employment as Class A commercial truck drivers who transport goods and materials often over long distances. The program meets all requirements of the Secretary of State for commercial truck drivers and uses a contractor in compliance with these regulations. Program enrollments have surpassed expectations at 140 students (projected at 45 students) and completion rates average around 93 percent (projected at 89 percent). Kaskaskia College reports a 100 percent pass rate for students on the CDL exam and a 93 percent job placement rate (projected at 89 percent). The college has met its objectives by providing local employers a pool of knowledgeable and skilled students from which to recruit.

**Lake Land College** is seeking permanent approval to offer a seven semester credit hour “Commercial Truck Driver Training” certificate program. The program was approved on a temporary basis March 19, 1999, for a period of one year. This program prepares students for employment as Class A commercial truck drivers who transport goods and materials often over long distances. The program meets all requirements of the Secretary of State for commercial truck drivers and uses a contractor in compliance with these regulations. Program enrollments have surpassed expectations at 128 students (projected at 40 students) and completion rates average around 97 percent (projected at 90 percent). The college reports a 95 percent job placement rate. Lake Land College has met its objectives by providing students with a low student to instructor ratio that maximizes quality teaching and learning, and plans to conduct bi-annual steering committee meetings with transportation industry representatives.

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**Lewis and Clark Community College** is seeking permanent approval to offer a seven semester credit hour “Truck Driver” certificate program. The program was approved on a temporary basis January 22, 1999, for a one-year period. This program prepares students for employment as Class A commercial truck drivers who transport goods and materials often over long distances. The program meets all requirements of the Secretary of State for commercial truck drivers and uses a contractor in compliance with these regulations. Program enrollments have surpassed expectations at 188 students (projected at 150 students) and completion rates average around 96 percent. The college reports a 94 percent pass rate for students on the CDL exam and a 94 percent job placement rate. Lewis and Clark Community College has met its objectives by providing local employers a pool of knowledgeable and skilled students from which to recruit.

**Richland Community College** is seeking permanent approval to offer a seven semester credit hour “Transportation” certificate program. The program was approved on a temporary basis January 22, 1999, for a period of one year. This program prepares students for employment as Class A commercial truck drivers who transport goods and materials often over long distances. The program meets all requirements of the Secretary of State for commercial truck drivers and uses a contractor in compliance with these regulations. Program enrollments have surpassed expectations at 287 students (projected at 110 students) and completion rates average around 96 percent (projected at 92 percent). The college reports a 100 percent pass rate for students on the CDL exam and a 93 percent job placement rate (projected at 86 percent). Richland Community College has met its objectives by providing students with training balanced in classroom instruction and on-the-road practical driving experience, and has further plans to incorporate diversity awareness material into the program’s curriculum.

**Southwestern Illinois College** is seeking permanent approval to offer a 19 semester credit hour “Certified CISCO Network Specialist” certificate program. The program was approved on a temporary basis September 17, 1999, for a one-year period. This program prepares students for employment as networking specialists and technicians. The program consists of coursework in network connections, router configurations, local and wide area networks, operating systems, internet connections, and networking applications as prescribed by CISCO Systems and leads students towards successfully completing the CISCO certificate exam. Program enrollments surpassed expectations with 20 students (projected at ten students) and completion rates average 85 percent (projected at 80 percent). Overall, student satisfaction with this program has been high, around 90 percent favorable. Southwestern Illinois College has met its objectives by becoming a CISCO Regional Networking Academy supporting six area high schools and vocational centers, and by partnering with local business to provide equipment.

Illinois Community College Board

**REVIEW AND APPROVAL OF  
SHORT-TERM OCCUPATIONAL CERTIFICATE PROGRAMS**

The *Fiscal Year 1999 Accountability and Productivity Report for the Illinois Community College System* included a recommendation that the Illinois Community College Board should develop a process to simplify and accelerate the review and approval of requests for new short-term certificates of less than 30 semester credit hours. This recommendation was made in order to serve the increasing number of students that desire short, focused instruction to acquire specific skills in the workplace.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the following policy to streamline the approval of occupational certificate programs.

1. Two categories for occupational certificate programs of less than 30 semester credit hours will be established.
  - a. Short-term certificate programs of less than seven semester credit hours.
  - b. Basic certificate programs of between seven and 29 semester credit hours.
2. Colleges will be allowed to implement short-term certificate programs (less than seven semester credit hours) by reporting their intention to Illinois Community College Board staff, provided the college has previous approval to offer one or more programs in the same two-digit CIP category as the new short-term certificate program.
3. Colleges will be required to follow the existing new unit request procedure for basic certificates (seven to 29 semester credit hours). To facilitate a timely response to the requests for basic certificate programs, the Illinois Community College Board delegates approval authority to its President/ CEO, who will report to the Board a list of basic certificate programs that have been approved.

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**BACKGROUND.** Two major factors point to the need for community colleges to provide an array of short-term certificate programs to meet students' educational goals and employer demands. First, completion rates for many occupational areas have been a concern over time. Continuously low completion rates for degree and/or certificate programs suggest that the programs may not be meeting students' educational goals. During fiscal year 1998, colleges were asked, as part of the PQP/Program Review process, to examine occupational programs with low completion rates to determine if one or more short, targeted certificates would better meet student goals, based on coursetaking behavior and other pertinent factors, including the willingness of employers to hire students before program completion. In response, colleges identified a variety of strategies used to address low completion rates, including improvements to student information systems and processes for coding student intent and increasing the number of completers who apply for graduation. In addition, a number of occupational areas were identified for which short-term certificates are indicated, such as computer information systems and office technologies, manufacturing and production technologies, allied health, and automotive repair. Analysis of the fiscal year 1999 Accountability/Program Review reports from the colleges indicated that low completion rates for occupational programs continued to be a major concern. Nearly every college indicated that increasing numbers of students take occupational courses to acquire specific skill sets rather than to complete a program and that employers are increasingly demanding short-term, focused training for employees. Second, an increased emphasis on accountability at the state and federal levels has elevated the concerns over completion rates. At the state level, completion rates are used as a component within the student advancement indicator in the Illinois Community College Board Performance-Based Incentive System. At the federal level, both the Workforce Investment Act and Perkins III legislation require colleges to report program completion rates as a performance indicator. For Perkins III, colleges must also set goals for continuous improvement and demonstrate progress toward meeting those goals.

It is expected that the continued concern over low completion rates, coupled with trends of student and employer demand identified through program review and in the priorities and accountability systems within recent workforce development legislation, has and will continue to have implications for the manner in which occupational curricula are structured. Increasingly, colleges are developing curricula that include short-term certificates, either as stand-alone certificates or as related certificates that provide (1) training from entry level to more highly skilled levels within an occupation and (2) a series of exit points into the workforce.

The proposal was developed with input from college career deans, chief academic officers, and the Illinois Community College Board Program Advisory Committee to address continuing concerns over low completion rates and the needs of students, employers, and the workforce development system.

Illinois Community College Board

**STATUS REPORT ON THE JOINT EDUCATION COMMITTEE  
AND THE P-16 PARTNERSHIP FOR EDUCATIONAL EXCELLENCE**

The Joint Education Committee (JEC) includes membership from the three education boards and the Illinois Workforce Investment Board and serves as the state's official P-16 Partnership coordinating body. At the September 15, 2000 meeting of the Illinois Community College Board, Edward Duffy and Joseph Neely were reappointed to represent the ICCB on the Joint Education Committee. The JEC is the formal mechanism for setting the P-16 agenda and coordinated strategies for its implementation, as well as for recommending new or revised P-16 Partnership policies, goals, and directions to the individual boards when individual board action is needed.

The JEC meets several times a year. Discussions have focused primarily on the first two priority areas identified in the P-16 Partnership – student preparation and teacher quality. Regarding student preparation, the JEC held extensive discussions on the Prairie State Achievement Exam, the legislatively mandated test to be given to all public high school juniors to assess their attainment of newly implemented student learning standards. As a result, the Illinois Community College Board and the Illinois Board of Higher Education have agreed to support the exam as a potentially meaningful evaluation of students' readiness for college and/or the workplace. If the predictive value of the test can be established after several administrations, it will also have the potential to be used as a placement tool by colleges and universities. In the area of teacher quality, staff from the three education agencies, at the direction of the JEC, collaboratively developed a proposal for a federally funded Teacher Quality Enhancement grant that would focus on the recruitment and preparation of new middle school teachers, as well as the professional development of current middle school teachers. The grant has been funded for a period of three years and will begin as soon as final budget details are worked out with the Department of Education.

This summer, several members of the Illinois P-16 team attended two national meetings sponsored by the National Association of System Heads and the Education Trust. The first meeting brought together system heads and CEOs, and the second brought together staff planning teams from several states in an ongoing effort to support and extend the work of P-16 initiatives throughout the country. As a result of these meetings, the Illinois P-16 team solidified its agreement that the ability of individuals to compete successfully in the workplace now depends largely on their successfully attaining some postsecondary education and that educational improvements under way in Illinois will not adequately address this fundamental challenge. Subsequent JEC discussions have focused on the identification of specific initiatives to be undertaken in both the short- and long-term to address the need for all students to be prepared to succeed in life and careers. The most recent discussions focused in four areas: the need for public awareness of the new economic realities and the need for student success; the need to provide the support services to ensure that all students are successful; the need to eliminate system barriers that hinder student preparation and transition to postsecondary education; and the need to recruit, develop, and retain quality

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teachers. It is the intention of the JEC, with staff support, to identify an agenda of both collaborative and agency-specific initiatives to address these four areas, including legislative and fiscal implications, and to move forward toward their implementation.

Additional reports will be made to the Board as these initiatives are identified and developed.

**INFORMATION ONLY**