

Illinois Community College Board

353rd Meeting
Agenda and Materials

Business Session

June 18, 2004
9:00 a.m.

Renaissance Hotel
Freeport Room
Springfield, IL



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Agenda
 353rd Meeting of the
 Illinois Community College Board
 Business Session
 Springfield Renaissance Hotel
 Freeport Room
 Springfield, Illinois
 June 18, 2004

Committee Meetings

Meeting Site

7:30 a.m. - Adult Education Transition Committee	Executive Board Room, 2 nd Floor
8:00 a.m. - Budget and Finance Committee	Governor's Cabinet Room, 2 nd Floor

9:00 - 12:00 noon - Business Meeting

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Agenda Item #3
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Illinois Community College Board

**ELECTION OF ILLINOIS COMMUNITY COLLEGE BOARD
VICE CHAIR FOR FISCAL YEAR 2005**

Nominations will be accepted from the Board at its meeting on June 18, 2004

RECOMMENDED ACTION

(Oral nominations will be received from the Board.)

BACKGROUND

As stated in Statute 110 ILCS 805/2-3 of the Illinois Public Community College Act, "...At a regular meeting by the end of June each year the vice-chairman shall be selected by members of the board for an annual term beginning July 1 next. The vice-chairman shall act as chairman in the absence of the chairman..."

Illinois Community College Board

**RECOMMENDATIONS OF THE
ADULT EDUCATION AND FAMILY LITERACY
FUNDING STUDY TASK FORCE**

The Illinois Community College Board Adult Education and Family Literacy Funding Study Task Force Report and recommendations were provided to the Board at its meeting on May 21, 2004, for review and comment. This item is asking for the Board to take action on the recommendations contained in the report.

Discussion of the report and recommendations will be presented by:

Adult Education Funding Study Task Force Tri-Chairs:

Dr. Charles Guengerich, President
Wilbur Wright College

Ms. Susan Kidder, Executive Director
Literacy Chicago

Mr. John Muirhead, Director
Adult Education
Urbana School District #116

ICCB Staff:

Sarah Hawker, Vice President for Adult Education and Workforce Development
Don Wilske, Chief Financial Officer
Jennifer Foster, Senior Director for Adult Education and Family Literacy

RECOMMENDED ACTION

The Illinois Community College Board hereby adopts the principles and recommendations of the Adult Education and Family Literacy Funding Study Task Force and directs the ICCB staff to implement these recommendations consistent with applicable state and federal legislation beginning in fiscal year 2006.

Illinois Community College Board

**COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR UNDERREPRESENTED GROUPS**

Over the past year the Illinois Community College Board has had a focused initiative on serving students with disabilities. In cooperation with the Paul Simon Public Policy Institute at Southern Illinois University at Carbondale, an in-depth evaluation of programs and services for persons with disabilities is being conducted. **The Illinois Community College System Selected Programs and Services for Underrepresented Groups; Focus Area: Addressing the Needs of Students with Disabilities** is the first in a series of reports that the Board will be receiving as a result of that evaluation. The evaluation will culminate in a systemwide plan for improving transitional services for students with disabilities.

The externally attached report was used to derive the information on community colleges that was included in this year's *Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education* (Board of Higher Education, June 2004) and is presented for your information and action on initial recommendations.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the following recommendations from the *Illinois Community College System Selected Programs and Services for Underrepresented Groups – Focus Area: Addressing the Needs of Students with Disabilities*.

1. The Illinois Community College Board and partners in the delivery of education and training programs should make the pursuit of additional funding to provide services and support to students with disabilities and other underrepresented groups a priority.
2. College officials should continue actively engaging in the implementation of cooperative agreements between Office of Rehabilitation Services to promote student achievement and employability for individuals with disabilities.
3. The Illinois Community College Board and partners should collaboratively pursue additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities.
4. Illinois Community College Board and colleges should fully cooperate with additional information requests about the types of disabilities which individuals possess.
5. College officials should address those areas identified in local analysis that provide the greatest opportunity to improve services to students with disabilities.

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BACKGROUND. The annual Underrepresented Groups Report provides community colleges with the opportunity to report on initiatives and strategies to increase participation and achievement among individuals with disabilities, minorities, and women. Underrepresented Groups Report production is an important annual statutory responsibility (Public Act 85-283). Each community college provides a report detailing current activities and programs aimed at strengthening participation and progress among traditionally underrepresented student populations. Illinois Community College Board staff summarizes the information provided by the individual colleges and forwards it to officials from the Illinois Board of Higher Education who combines it with responses from the public universities and forwards it to the Governor and General Assembly.

The attached report begins with an overview of the demographic characteristics of community college students and faculty. External comparative information is referenced where available. The focus topic for the current Underrepresented Groups Report explores the extent to which higher education is meeting the needs of the individuals with disabilities.

Students with Disabilities During fiscal year 2003, Illinois community colleges served approximately 10,683 students with disabilities (1.5 percent of all credit students). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Underrepresented Groups reporting process. This year was the second year that colleges were asked to report the type of disability individuals attending community colleges possessed through the underrepresented groups reporting process.

Based on the duplicated count, specific disabilities included learning (43.0 percent of reported disabilities); medical (7.5 percent); auditory (6.6 percent); mobility (8.7 percent); mental (8.3 percent); visual (3.9 percent) and other (22.0 percent). In the 2000 census data, 17 percent (1.2 million) of all Illinoisans between the ages of 21 and 64 years of age reported having a disability. Fifty-seven percent of these individuals who reported a disability indicated that they were employed. Census figures show a substantial Illinois population of individuals with disabilities.

Gender The overall male/female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 56.0 percent of the student population in fiscal year 2003. The percentage of male students has averaged 44.4 percent over the past five years. Census data show a slight reduction in the proportion of females in Illinois with 51.0 percent in 2000 versus 51.4 percent in 1990. Over the past five years, the number of female students completing degree programs has increased 28.2 percent, while the number of female students enrolled in Illinois community college courses has increased an average of 7.0 percent. These are large increases over the previous five-year trends (from 1998 to 2002) when completions increased 7.7 percent and enrollment rose 1.4 percent.

Racial/Ethnicity According to the state census website, Illinois' population grew to nearly 12.42 million in 2000 compared to 11.43 million in 1990. Detailed Illinois census data indicate that the state's population grew 8.6 percent over the decade between 1990 and 2000. Illinois' 2000 census data show that Caucasians remained the largest racial/ethnic group. However, minorities have been responsible for Illinois' population growth over the last ten years, as the percent of Caucasians decreased from 78.3 percent to 73.5 percent of the population.

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The racial/ethnic data collection methodology changed for the 2000 census. In 2000, approximately two percent of all Illinoisans indicated two or more races on their census forms and this percentage is included in the "Some Other Race*" column in the table. Selecting more than a single race was not permitted in the 1990 census. The question on Hispanic ethnicity was asked independently from an individual's race in 2000. The 1990 census data were adjusted to allow for comparisons. The Hispanic** figure is a duplicated count for both years. These duplicated Hispanic population counts show substantial growth, from 904,446 in 1990 to 1,530,262 in 2000. Growth definitely occurred in Illinois' Hispanic population between 1990 and 2000. At the same time, a portion of this growth may be attributable to the changes in the reporting structure.

Overall in fiscal year 2003, minorities accounted for just over one-third (35.9 percent) of the individuals enrolled in credit coursework in the Illinois Community College System whose ethnicity was known. Current data show that minority representation remained the same as last year (35.9 percent). During the past five years, minorities have comprised an average of more than one-third (35.1 percent) of the student population. Students identifying themselves as Hispanic (currently 110,245) became the largest minority group in 2000, followed by African American students (currently 99,350). In fiscal year 2003, proportionate representation by Hispanic students decreased slightly to 16.0 percent from 16.2 percent in fiscal year 2002, and African American students increased to 14.4 percent from 14.1 percent in fiscal year 2002. Over the past five years, the Illinois Community College System Hispanic student population has grown by 25.6 percent, the largest increase of any racial/ethnic group.

Student racial/ethnic representation varies across broad program levels. Minority students accounted for nearly two-thirds (64.1 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known in fiscal year 2003. African American students accounted for just over one-third (36.5 percent) of the adult education enrollments. Hispanic students accounted for just under one-quarter (24.1 percent) of the individuals enrolled in Adult Education coursework. Minority students accounted for over three-quarters (80.2 percent) of the individuals enrolled in community college ESL coursework in fiscal year 2003. Hispanic students accounted for over two-thirds (69.2 percent) of the students enrolled in community college ESL coursework.

During fiscal year 2003, over one-quarter (27.8 percent) of baccalaureate/transfer enrollees whose ethnicity was known were minority students. An examination of each minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American students (14.3 percent) accounted for the largest minority group enrollments, followed by Hispanic (7.6 percent), Asian (4.8 percent), Nonresident Alien (0.5 percent), and Native American (0.3 percent) students. Over one-fourth (28.1 percent) of students enrolled in occupational programs were members of a minority group. African-American students had the highest representation among minorities in occupational programs and accounted for 15.3 percent of the population. Hispanic students had the second largest enrollment in occupational programs (7.6 percent), followed by Asian (4.1 percent), Nonresident Alien (0.5 percent), and Native American (0.4 percent) students.

Across all minority groups, in 2003 there were more than four times as many occupational

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completers as baccalaureate/transfer graduates. During fiscal year 2003, four times as many minorities completed occupational programs (10,166) than baccalaureate/transfer programs (2,507). Minority students accounted for 33.1 percent of occupational graduates, compared to 18.5 percent of baccalaureate/transfer graduates. Slightly less than one out of five occupational program completers was African-American (17.4 percent). The distribution for the remaining minority occupational completers was Hispanic (8.8 percent), Asian (5.8 percent), Native-American (0.5 percent), and Nonresident Alien (0.4 percent). African-American students represented a much smaller proportion of the baccalaureate/transfer graduates at 8.3 percent than the occupational program completers. Hispanic students (6.4 percent) accounted for the second largest group of baccalaureate/transfer minority graduates followed by Asian (3.2 percent), Nonresident Alien (0.4 percent), and Native American (0.2 percent) students.

FOCUS TOPIC: ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES

Community colleges value diversity and constitute an important avenue of access for traditionally underrepresented groups. A diverse and inclusive college community provides an enriching atmosphere for learning and growth among all students, faculty, and staff. Accommodations made for individuals with disabilities can produce benefits for the entire campus community as institutional self-examination occurs, physical barriers are eliminated, and ways of delivering course content are expanded.

Community colleges in Illinois offer individuals with the ability to benefit affordable access to education and training very close to home. Additionally, Illinois community colleges are a major provider of on-line instruction that has been developed within the state which brings opportunity into the individual's internet equipped home. Yet, nationally additional gains are needed in providing internet access to individuals with disabilities. "Among the non-elderly (aged 15-64), the gaps in access to these technologies are still pronounced as 32.6 percent of those with disabilities have computers and 15.1 percent use the Internet, compared to 55.6 percent and 42.3 percent, respectively, of their counterparts without disabilities." (Kaye, July 2000)

The Illinois Community College System is committed to serving students with disabilities who can benefit by providing services and reasonable accommodations appropriate to the individual's documented disability. In higher education appropriate services are provided once the individual self-identifies and presents necessary documentation to verify the existence of a disability.

During fiscal year 2003, approximately 10,683 students with disabilities were served by Illinois community colleges. According to Barnett and Li (1997), nationally about 53 percent of public higher education students are enrolled in community colleges and the proportion of students with disabilities served by the community colleges is about 71 percent. More recent statewide comparative information available from the Illinois Board of Higher Education (IBHE) for fall 2002 (fiscal year 2003) show community colleges enrolled 63.9 percent of the students in public higher education. IBHE fiscal year 2003 data show that community colleges served about the same proportion (63.8 percent) of the individuals with disabilities enrolled in public higher education.

FOCUSED QUESTIONS

A series of overarching questions were formulated to assess the extent to which Illinois higher education is providing needed services to all eligible students with disabilities. Community colleges and universities all responded to the underlying concepts contained in three questions which address: **adequacy of services**, **transitioning students** from high school to postsecondary education, and examining the **campus climate** for individuals with disabilities. Since providing needed services to individuals with disabilities requires resources related **funding** issues are also reviewed in the report.

Staff from the Illinois Community College Board and the Public Policy Institute at Southern Illinois University Carbondale developed, administered, and are collaborating to analyze a survey on Postsecondary Transition Planning and Services for Students with Disabilities (Transition Services Survey). The survey is another step in the Illinois Community College Board's ongoing efforts to gain a more complete understanding of available programs and services that work for students with disabilities and to help share promising practices across the system.

The Transition Services Survey builds upon work currently underway as part of the Interagency Coordinating Council (ICC). The ICC was created by state legislation (1990 Interagency Coordinating Council Act, 20 ILCS 3970) to facilitate transition services for students with disabilities entering into post-secondary education and improve outcomes for youth with disabilities. The Council is charged with: gathering and coordinating data on services for transition-age youth with disabilities; providing information, consultation, and technical assistance to state and local stakeholders; assisting state and local stakeholders in establishing interagency transition agreements; conducting an annual statewide evaluation of student transition outcomes and needs; and providing in-service training to consumers in developing and improving awareness of transition services.

An ICC subcommittee focuses its attention on higher education service issues for persons with disabilities. Membership on this subcommittee includes representatives from the Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), Department of Human Services (DHS), and the Illinois State Board of Education (ISBE). The subcommittee was apprised of the project and had the opportunity to review and comment on the direction of the Transition Services Survey as well as the content of specific items throughout the survey development process. Further analysis of Transition Services Survey outcomes will be provided in a separate forthcoming report. The externally attached report addresses the focus questions agreed to by partners preparing Underrepresented Groups Reports across all sectors of higher education along with related funding issues. The broad recommendations coming out of the this first report are based on the analyses of these focus questions.

Agenda Item #9.1

June 18, 2004

UNAPPROVED

Minutes of the 351st Meeting of the
Illinois Community College Board

Work Session

May 21, 2004

James R. Thompson Center

Chicago, IL

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Marjorie Cole, Lurna Godwin, Hermene Hartman, Marikay Hegarty, Suzanne Morris, Rudolph Papa, and Judith Rake. James Frommeyer was absent.

Item #2 - Announcements and Remarks by Guy H. Alongi, Chair

Chairman Alongi welcomed Marikay Hegarty to the Board membership.

Item #3 - Recognition of Members of the Illinois Community College Board for their Service to the Illinois Community College System

Judith Rake read the following ICCB Resolution in Honor of former Board member Gwendolyn D. Rogers:

Illinois Community College Board
Resolution in Honor of

GWENDOLYN D. ROGERS

WE, the members of the Illinois Community College Board, express our abiding gratitude to Gwendolyn D. Rogers for her exemplary service to the students, parents, taxpayers, and the entire community college system during her eleven years on the Illinois Community College Board.

Ms. Rogers' long period of service to the ICCB and to the people of Illinois since 1992 has been a period of growth and tremendous change for the Illinois Community College System. Her patient voice, hard work, and dedication to her position as a member of the Board earned her the respect of her fellow Board members and the admiration of those working in the Illinois Community College System. Ms. Rogers has been an outspoken advocate of students and of the securing the funding necessary for community colleges to properly serve their communities.

Ms. Rogers served on the ICCB Adult Education and Family Literacy Transition Committee at a time when the transfer of administration of Adult Education to the ICCB needed guidance in the most judicious manner possible.

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Ms. Rogers set an example for all Board members with the thorough preparation, discipline, and focus she has brought to the Illinois Community College Board. Her support and encouragement of the Board's staff have reinforced the professional respect she has garnered over the course of her term on the ICCB.

The Illinois Community College Board and the entire higher education community have benefitted from Ms. Rogers' experience, knowledge of the educational system, and advocacy for excellence in educational delivery that every Illinois community college student deserves.

WE, the members of the Illinois Community College Board, salute Gwendolyn D. Rogers for her strength of character, her public spiritedness, and her commitment to the Illinois Community College System and the people of the State of Illinois.

Illinois Community College Board
January 16, 2004

Guy H. Alongi, Chair

A. James Berkel

Marjorie P. Cole

Laurna Godwin

Hermene Hartman

Marylou Lowder Kent

Suzanne Morris

Rudolph J. Papa

Judith A. Rake

James Frommeyer, Student Member

Ed Welk and James Zerkle were also recognized for their service as former members of the Illinois Community College Board, but were unable to attend today's meeting.

Chairman Alongi requested that the Board move to a segment of Agenda Item #9, Public Comments.

Item #9 - Public Comments

Prior to the meeting, Chairman Alongi approved a request from ICCB Student James Frommeyer for students from the City Colleges of Chicago to address the Board to express their concerns for a more equitable form of funding.

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Alphonsa Santoya, Dion Lopez, Jennifer Berkhart, William Stewart, Donnetta Ramsey, Gezero Chesney, Tanya Cody-Robinson, and Maurice Stanton, spoke on behalf of the student body for each of the colleges in the City Colleges of Chicago district. Chairman Alongi stated that he understood their concerns and that the Board would do everything possible to work with the Funding Task Force Committee to reach a mutually agreeable decision. The Chairman stressed that no one had a desire to close any community college.

Also addressing the Board were: Jerry Roper of the North Chicago Chamber of Commerce; Mark Schulman, President of Eli's Cheesecake Company; and Neil Bosanko, Executive Director, of the South Chicago Chamber of Commerce. Each stressed his concern over the possible closure of one of the City Colleges of Chicago. They also stressed the important part the colleges play in training Chicago's workforce. The Board thanked all of the presenters and held a brief discussion on alternative methods of funding.

Item #4 - Illinois Community College Board Approval of the Associate of Arts in Teaching Secondary Science Degree Model

Virginia McMillan presented an overview of the background and general principles for the A.A.T. degree models. She then presented the proposed Associate of Arts in Teaching Secondary Science Degree Model. Nancy Grimm, education faculty member from Chicago State University, and Marguerite Boyd, Acting President of Harry S Truman College, who have been involved in the development of the degree expressed support for the model.

Rudolph Papa made the following motion, which was seconded by Laurna Godwin:

The Illinois Community College Board hereby approves the proposed Associate of Arts in Teaching in Secondary Science Degree model.

The motion was approved by unanimous voice vote.

Chairman Alongi expressed the Board's appreciation for the excellent work of the A.A.T. Task Force.

Item #5 - Consent Agenda

James Berkel made the following motion, which was seconded by Suzanne Morris:

Item #5.1 - Minutes of the February 20, 2004 Meeting

The Illinois Community College Board hereby approves the minutes of the February 20, 2004 meeting, as recorded.

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Item #5.2 - 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

Kaskaskia College

- ▶ Network Administration A.A.S. degree (66 semester credit hours)
- ▶ Paramedicine Certificate (44 semester credit hours)

College of Lake County

- ▶ Emergency Medical Technology A.A.S. degree (62 semester credit hours)
- ▶ Surgical Technology A.A.S. degree (62 semester credit hours)

John A. Logan College

- ▶ Graphics Design A.A.S. degree (67 semester credit hours)

Lincoln Land Community College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)

Wm. Rainey Harper College

- ▶ Radiologic Technology A.A.S. degree (76 semester credit hours)
- ▶ Diagnostic Medical Sonography A.A.S. degree (64 semester credit hours)
- ▶ Diagnostic Medical Sonography Certificate (36 semester credit hours)

Item #5.3 - Extension of Courses and Curricula Out-of-State

The Illinois Community College Board hereby:

1. approves the out-of-state extension of College of DuPage courses in mid-level Italian, advanced-level Italian, and culture and history of Italy to be offered to students of College of DuPage participating in the Study Abroad Program in Italy.
2. approves the out-of-state extension of College of DuPage courses in British literature and British cultural context to be offered to students of College of DuPage participating in the Study Abroad Program in London, England.

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Item #6 - President/CEO Remarks

Geoff Obrzut welcomed Hermene Hartman and Marikay Hegarty to membership on the Illinois Community College Board..

The Board received a legislative update on events during this legislative session.

House Bills 4775 and 4776, which are shell bills initiated by the ICCB to address possible changes in the Adult Education and Family Literacy funding formula and the Equalization Grant formula, were kept in the House Rules committee. Other bills introduced by Representative Bill Black which address GED transfer and funding for GED transfer to the ICCB were also held in House Rules.

The Governor's Office of Management and Budget is directing the progress of legislation to transfer the administration of GED testing from the Illinois State Board of Education to the ICCB. . There are indications that the legislation could be incorporated into a budget implementation bill at the end of the session rather than amending an available current shell bill.

In general, most of the legislative session has been devoted to the fiscal year 2005 budget and to issues involving the State Board of Education and the administration of K-12 education in Illinois. Conclusions to these issues have not been reached.

Both the House and the Senate were scheduled to adjourn on May 21. The House cancelled its Friday session and advised its members to prepare to remain in session through the end of May. At this writing, the Senate is scheduled to meet on May 21. Speculation is that this legislative session may go beyond May 31.

Regarding changes in the Equalization Grant and appropriating more funding for City Colleges of Chicago, meetings have been held with Representative Barbara Flynn Currie, Senator Miguel del Valle, City Colleges of Chicago representatives, community college system representatives, and ICCB staff. The general response from legislative leaders was that there are funding shortages, but efforts would be made to seek additional funds. The ICCB has experienced funding shortfalls resulting in a funding level equivalent to that of fiscal year 1998. The equalization formula was established in the 1970s before property tax caps and Property Tax Extension Limitation. The assessed value of property in Chicago is one of the factors of concern to the Funding Committee. The Funding Committee has been meeting weekly in an attempt to remedy the system's funding concerns.

The Governor's Office requested a 2 percent recision in the fiscal year 2004 agency operating budgets, including state universities. This has a \$44,000 effect on the ICCB agency operating budget. Community colleges, however, were not required to return 2 percent, which saved the system approximately \$5.78 million.

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Several ICCB budget proposals are currently in the General Assembly. ICCB is monitoring two in the House and two in the Senate, one of which may prove to be the bill used for our budget. Last year, the budget for all of higher education was included on a shell bill originally designated for one of the universities. Which bill will contain our budget will not be known until late in the session.

Mr. Obrzut attended the American Association of Community Colleges Annual meeting in Minneapolis, Minnesota, April 23-26. He met with Presidents and Directors of other state community college systems. Other states are also experiencing financial and reporting issues. ICCB staff are working with Department of Corrections personnel to address community college contract concerns in the offering of prison classes. Judy Rake expressed her willingness to participate in a telephone conference call at 2:30 p.m. on Tuesday, May 25.

Item #7 - Information Items

Item 7.1 - Adult Education Funding Task Force Report and Recommendations

Sarah Hawker presented an overview of the Adult Education Funding Task Force Report and Recommendations. Two concerns arose from the Adult Education Funding Task Force Report and its recommendations, one was that program excellence should be rated at 20-25 percent of performance funding and the second was that each program not lose more than 5 percent for each of the first three years of the new formula. There will be federally-identified quality indicators along with ICCB's indicators. Multiple providers agreed that this was a balanced funding formula, including those programs that would lose some funding. The report and recommendations are included in this agenda as information only. In-depth discussion will be held on June 18, 2004. Ms. Hawker thanked the tri-chairs, Susan Kidder, Charles Guengerich and John Muirhead. Committee members all agreed that there is a lack of funding for adult education. The system currently serves 150,000 students and there is a need to serve 2,000,000 statewide needy students.

Sarah Hawker reported on the status of GED testing. The budget appropriated to the Illinois State Board of Education for the administration of the GED program was eliminated. These funds were partially defrayed by the American Council on Education in order that student test-taking fees would not rise above the current fee of \$35.00. At the request of the Governor's Office of Management and Budget, ICCB staff are negotiating with the Illinois Department of Commerce and Economic Opportunity to secure incentive and discretionary funds available through the federal Workforce Investment Act to support the GED program for fiscal year 2005. There are four staff in the ICCB Chicago office that can be utilized, but one professional person and one clerical person will need to be hired for the ICCB Springfield office to handle the program.

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Chairman Alongi asked the Board to move the remainder of Agenda Item #9 - Public Comments prior to beginning the ICCB Work Session, Agenda Item #8. Administrators from the City Colleges of Chicago were also granted prior permission from Chairman Alongi to address the Board on this agenda.

Item #9 - Public Comments

The Board was presented with copies of petitions supporting equitable funding for City Colleges of Chicago and no cuts in state funding to community colleges.

Wayne Watson, Chancellor of the City Colleges of Chicago and Jim Tyree, Chairman of the Board of Trustees of the City Colleges urged the Board to take immediate action to develop a permanent remedy to the funding of the City Colleges to present to the General Assembly prior to its recess. Hermene Hartman questioned why the Board could not address the equalization issue at today's meeting. Chairman Alongi indicated that the Board could not formally take action on a previously unpublished item. Don Wilske, ICCB Chief Financial Officer, updated the Board on discussions of the Funding Task Force. Hermene Hartman stated that an emergency meeting should be called so that the Board does not miss the opportunity of reaching the General Assembly before adjournment. Hermene Hartman made a motion, which was seconded by Laurna Godwin, to schedule a Special Meeting of the ICCB on May 27, 2004 at 1:00 p.m. The motion was approved by unanimous voice vote.

Item #8 - Work Session

Chairman Alongi expressed the need for the appointment of a committee to fulfill the evaluation component of Mr. Obrzut's contract. Judith Rake made a motion, which was seconded by Marjorie Cole, to appoint Guy Alongi, Rudolph Papa, and James Berkel to review Mr. Obrzut's performance and report their findings for the Board's consideration. The motion was approved by unanimous voice vote.

The *Promise for Illinois*, which was completed over three years ago, needs to be reviewed and updated. Marikay Hegarty, Hermene Hartman, and Marjorie Cole will work with ICCB staff on its review and report to the Board in September or October.

James Berkel requested that some of the new ICCB members be added to the two Board committees. Suzanne Morris will join Rudolph Papa and Marjorie Cole on the Budget and Finance Committee, and Marikay Hegarty will join James Berkel, Laurna Godwin, and Judith Rake on the Adult Education and Family Literacy Committee.

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The Board engaged in an orientation session for new members. Mr. Obrzut gave an overview of the Illinois Community College System. Illinois has the third largest community college system in the nation. The system's 39 community college districts is composed of 48 community colleges and one community college center. Community colleges serve 74.2 percent of all students enrolled in Illinois higher education. The ICCB has three offices, one in Chicago at the James R. Thompson Center, one on the Lincoln Land Community College campus in Springfield, and one at 401 East Capitol Avenue in Springfield. It also has two satellite offices: one in Carlyle and one located on the McHenry County College campus in Crystal Lake.

Virginia McMillan, Executive Vice President, discussed ICCB Instructional Technology, Policy Studies, and Program Planning and Accountability divisions. An overview of these divisions is located in the ICCB Reference Document under tabs seven, eight, and nine. In addition, Ms. McMillan provides the leadership for strategic planning and college recognition. Recognition evaluations are conducted on five-year cycles, and visits are based on information provided by each college on a regular basis. If problems are identified, evaluations can be conducted at any time.

Sarah Hawker, Vice President for Workforce Development and Adult Education, discussed Adult Education and Family Literacy, Student and Instructional Development, and Workforce Development. An overview of these departments is located in the ICCB Reference Document under tabs four, ten, and thirteen. There are numerous vacancies in the Adult Education division, which are in the process of being filled. The ICCB received criticism in the Federal Government review for the lack of staff and the level of staff. Ms. Hawker suggested that the level of affordable pay makes attracting higher levels difficult. Even with these vacancies, the Adult Education departments meet or exceed the performance standards.

Ellen Andres, Chief Operating Officer, discussed the office's front desk, Office Budget Development, Expenditure and Fund Projections, Payables, Receipts, Fixed Asset Inventory, Procurement and Purchasing, Contract and Grant Management, and External Audits. A detail on each of these is located in tab five of the ICCB Reference Document.

Don Wilske, Chief Financial Officer, discussed System Finances and Technology Services. The details on these operations can be found in tabs eleven and twelve of the ICCB Reference Document. He also discussed the closure of Metropolitan Community College in East St. Louis and the establishment of the East St. Louis Community College Center. A disaster recovery program in the event of a total system melt down is being addressed.

The Funding Task Force which met from December 1, 2001 to March 2003 was discussed. This committee studied the system funding formulas, including equalization, base operating, small college, and restricted grants. Research was also done on other factors such as credit hours, unemployment data, students, and financial and demographic data that are used in calculating grant allocations.

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Laurna Godwin inquired on the progress of replacing the External Affairs Division vacancy. James Berkel indicated that he did not see the need to fill the position. Mr. Obrzut stated that he believes there is a need for the position given the amount of activity in this area.

Sarah Aughenbaugh provided an overview of the Employee Guidebook. Board action will be requested on June 18, 2004.

William Rainey Harper College's desire to offer a four-year college degree was discussed. ICCB staff will research the matter before bringing it to the Board. Chairman Alongi stated that the ICCB needs to work with the Illinois Board of Higher Education on this issue as this could affect community college system funding. Virginia McMillan was assigned to lead this research.

Item #10 – Adjournment

Suzanne Morris made a motion, which was seconded by Laurna Godwin, to adjourn the meeting at 2:30 p.m. The motion was approved by unanimous voice vote.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Agenda Item #9.2
June 18, 2004

UNAPPROVED

Minutes of the 352nd^t Meeting of the
Illinois Community College Board
Special Meeting
May 27, 2004
Videoconference/Telephone Conference

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 1:00 p.m. Roll call was taken with the following members present via teleconference or telephone: Guy Alongi, James Berkel, Marjorie Cole, James Frommeyer, Lurna Godwin, Hermene Hartman, Marikay Hegarty, Suzanne Morris, Rudolph Papa, and Judith Rake. Motion to waive that all members be physically present was made by Lurna Godwin and seconded by Judith Rake. The motion was approved by a unanimous voice vote.

Item #2 - Consideration of the Recommendations of the ICCB Finance Advisory Committee

Rudolph Papa made the following motion, which was seconded by Lurna Godwin:

The Illinois Community College Board hereby endorses the following recommendations of the ICCB Finance Advisory Committee:

- ▶ Employ Franklin Education Group to facilitate the work of the Finance Advisory Committee as it continues to examine the Illinois Community College System funding formula at an amount agreed upon by the President/CEO with concurrence of the Board Chair;
- ▶ Support an additional \$16.7 million in the Illinois Community College Board fiscal year 2005 budget for the City Colleges of Chicago understanding these funds will not come from funds allocated to other Illinois community colleges; and
- ▶ Complete work on the Finance Advisory Committee recommendations no later than October 15, 2004.

The motion was approved by a unanimous voice vote.

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Item #3 - Adjournment

Hermene Hartman made a motion, which was seconded by Lurna Godwin, to adjourn the meeting at 1:25 p.m. The motion was approved by a unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Agenda Item #9.3
June 18, 2004

Illinois Community College Board

REVIEW OF EXECUTIVE SESSION MINUTES

The Illinois Open Meeting Act requires public bodies to review, at least twice a year, minutes of the executive sessions to determine if the contents of such minutes continue to require confidentiality or if they may be made available for public inspection.

The last review of executive session minutes was made on January 16, 2004. The next review of executive session minutes will be made on January 21, 2005.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002, September 20, 2002, October 18, 2002, January 17, 2003, May 15, 2003, November 13-14, 2003, November 18, 2003 and December 8, 2003 are to remain confidential. All prior minutes of executive sessions have been made available for public inspection.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
FISCAL YEAR 2006 CALENDAR OF MEETINGS**

Each fiscal year, the Board will conduct three business sessions and three work sessions around the state. The June session will be held at a location to be determined by the Trustees Association.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the following fiscal year 2006 calendar of meetings.

Fiscal Year 2006

July 15, 2005	(Subject to Call)
September 16	9:00 a.m. - ICCB Office, Lincoln Land Community College Campus, Springfield (Work Session)
October 21	9:00 a.m. - Lake Land College Mattoon (Business Session)
December 2	(Subject to Call)
January 20, 2006	9:00 a.m. - ICCB Office, James R. Thompson Center, Chicago (Work Session)
February 17	9:00 a.m. - Shawnee Community College, Ullin (Business Session)
May 19	9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield (Work Session)
*June	9:00 a.m. - (Day and Chicago location to be determined) (Business Session)

* June meetings of the ICCB are held in conjunction with the ICCTA and the Presidents Council

Agenda Item #9.8
June 18, 2004

BACKGROUND

The “Fiscal Year 2006 Calendar of ICCB Meetings” presented today for approval include meeting sites at Lake Land College and Shawnee Community College in accordance with invitations from the presidents at the two institutions.

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. During fiscal year 2004, eight community college districts have undergone in-depth recognition evaluations. Seven districts are being recommended for “recognition continued” status. The eighth district’s evaluation has not been completed and recommendations for this district will be brought to the Board for its consideration in September 2004. This agenda item not only presents the staff recommendations for the colleges having 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:

Illinois Central College
Lincoln Land Community College
John A. Logan College
McHenry County College
Moraine Valley Community College
Rend Lake College
Shawnee Community College (with continued monitoring of data systems and analyses during fiscal year 2005)

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) the 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.

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Based on a five-year cycle, ICCB staff conduct 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 nonfocused standards. On individual standards, districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

Recognition continued - The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions - The district generally does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor later 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 has been satisfied. A district will have state funding suspended on a prorata, per diem basis for the period of time for which such status is in effect.

Standards identified for focused review during the fiscal years 2001 and 2005 were selected from the following categories: accountability, finance/facilities, instruction, workforce development, and technology/telecommunications. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

Evaluations for the seven districts included in this item have been completed through receipt of responses to draft reports. The responses include the districts’ planned action for the compliance recommendations as well as reactions to advisory or quality recommendations when the districts chose to provide them. Each of these seven districts is judged by staff to be in general compliance with ICCB recognition standards and, therefore, recommended for continuation of its recognized status. In cases where there appears to be a systemic problem impacting a college, ICCB staff will continue to monitor the college’s progress over the next year. The final report of each district, including district responses, is externally attached.

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College districts included in fiscal year 2005 recognition evaluations are: Heartland Community College, John Wood Community College, College of Lake County, Lewis and Clark Community College, Oakton Community College, Richland Community College, Southeastern Illinois College, and Spoon River College. Each of these colleges underwent Illinois Community College Board financial audits during fiscal year 2004. Results of the audits will be considered in the recognition evaluation for fiscal year 2005.

Fiscal year 2005 is the final year of the current five-year recognition cycle. Staff are in the process of identifying the standards on which to focus for the next five-year cycle. Any changes in the procedures are also being identified and will be brought to the Board for its endorsement in the fall 2004.

June 18, 2004

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

Richard J. Daley College

- ▶ Transportation & Distribution Logistics A.A.S. degree (63 semester credit hours)
- ▶ Transportation & Distribution Logistics Certificate (36 semester credit hours)

John A. Logan College

- ▶ Massage Therapy Certificate (30 semester credit hours)
- ▶ Emergency Medical Services A.A.S. degree (67 semester credit hours)

Waubonsee Community College

- ▶ Construction Management Technology A.A.S. degree (64 semester credit hours)

Illinois Valley Community College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)

Prairie State College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)

Richland Community College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)

Rock Valley College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)
- ▶ Paraprofessional Educator Certificate (34 semester credit hours)

Triton College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- ▶ Paraprofessional Educator Certificate (33 semester credit hours)

BACKGROUND

Richard J. Daley College is seeking approval to offer a 63 semester credit hour A.A.S. degree and a 36 semester credit hour Certificate program both entitled “Transportation and Distribution Logistics”. The programs will prepare individuals for entry-level employment and advancement in the field of logistics and logistics management. The certificate includes seven (7) semester credit hours of required general education coursework, 24 semester credit hours of required career and technical education, and five (5) semester credit hours of work-based learning in transportation and distribution logistics. The degree program ladders on the certificate curriculum to include an additional nine (9) semester credit hours of required general education coursework, and 18 additional credit hours of career and technical education requirements. Career and technical coursework in both curricula cover introductory transportation and logistics, traffic management and customer service, warehousing and distribution, purchasing, export/import management, legal compliance issues, global logistics management, e-commerce technology, supply chain optimization and information systems, and inventory control.

Labor market information provided by the college supports the demand for transportation and distribution managers and workers both district-wide and statewide. The college anticipates an enrollment of 20 full-time and 15 part-time enrollments the first year. The program will require two new part-time and three existing full-time faculty the first year. Costs of implementing this program will be approximately \$18,500 the first year, \$43,500 the second year, and \$52,500 the third year. Higher second and third year costs reflect the addition of a coordinator/supervisor for the program’s work-based learning component and the development of online course offerings.

Certification in the field of production planning and inventory control is optional through the American Production and Inventory Control Society (APIC), and through the Institute of Supply Management (ISM) for purchasing. Graduates of the degree curriculum will be prepared for both certifications. In addition, students have the opportunity for articulation with the Illinois Institute of Technology in the area of “Industrial Logistics”. Students will be assessed on the knowledge of transportation and distribution logistics through observation by faculty and employers during the supervised work-based learning experience.

John A. Logan College is seeking approval to offer a 30 semester credit hour certificate program in “Massage Therapy”. This program will prepare individuals for employment as massage therapists and will also serve as professional development training for existing health professionals interested in pursuing holistic treatment methods. The curriculum consists of coursework in anatomy and physiology, introductory and advanced massage therapy, massage therapy practices and techniques, and massage business management. The curriculum includes over 600 contact hours of practice and exceeds the minimum contact hour requirements of the Illinois Department of Professional Regulation (IDPR) for licensure. The curriculum will prepare individuals for the required licensure through IDPR and for certification through the National Certification Board of Massage Therapy and Body Work (NCBMTB). Labor market information provided by the college is supportive of the need for trained massage therapists within the college’s district. Furthermore, the college will be

assuming training provided currently by an existing private institution. The college anticipates an enrollment of 12 full-time students the first year, increasing to 16 full-time students by the third year. The college plans to seek accreditation through the Commission on Massage Therapy Accreditation (COMTA). The program will require one existing full-time faculty member and two new part-time faculty the first year. Costs for implementing this program will be approximately \$22,879 the first year, \$21,779 the second year, and \$18,779 the third year.

John A. Logan College is also seeking approval to offer a 67 semester credit hour A.A.S. degree program in “Emergency Medical Services”. This program will prepare students for employment as Emergency Medical Technician-Paramedics (EMT-P). This curriculum was developed according to the National Standard Curriculum for Paramedics issued by the U.S. Department of Transportation-Highway Traffic Safety Commission as well as requirements of the Illinois Department of Public Health for licensure as a paramedic. The proposed program combines two existing certificate programs currently being offered by the college, certificates in EMT-Basic and EMT-Paramedic. The curriculum consists of 17 semester credit hours of required general education coursework, and 50 semester credit hours of required career and technical education coursework. Career and technical coursework covers basic, intermediate and paramedic emergency medical technology, including topics such as medical terminology, shock and trauma patient care, pre-hospital and emergent assessment and treatment, psychiatric disorders, and communication with hospital personnel. In addition, this curriculum includes 460 contact hours of work-based learning experiences in emergency medical services.

Labor market information provided by the college is supportive of the continued demand for licensed EMTs at all levels. The college anticipates 15 part-time enrollments each year during the first three years of the program. The program will require four existing part-time faculty the first year. Costs of implementing this program will be approximately \$13,380 the first year, \$13,984 the second year, and \$16,334 the third year.

The college’s existing certificate programs have been approved by the Illinois Department of Public Health, as will the proposed program once the required state approvals have been granted by ICCB and IBHE. Graduates of this program will be prepared for the required licensure exam offered by the Illinois Department of Public Health. Students will be assessed on their knowledge of emergency medical technology and practice through a cumulative written and practical exam, as well as through observation by faculty and employers during the work-based learning experiences.

Waubensee Community College is seeking approval to offer a 64 semester credit hour A.A.S. degree program in “Construction Management Technology”. This program will prepare individuals with a background or work experience in construction for employment in the field of construction management. The curriculum consists of 21 semester credit hours of required general education coursework, 41 semester credit hours of required career and technical education coursework, and two (2) semester credit hours of career and technical electives. Career and technical coursework includes introduction to construction management, management accounting, construction estimating, safety,

commercial and residential wiring, residential comfort systems, architectural drafting, computer-aided drafting, interior design, contracts and real estate transactions. The proposed program will provide secondary students in construction trades programs from three district high schools and two area career centers with Tech Prep opportunities, in addition to possible articulation with construction management programs at Illinois State University and Southern Illinois University.

Labor market information provided by the college supports the demand for construction managers both district-wide and in the nearby Chicago Metropolitan Area. Currently, there are no surrounding community colleges offering similar degree programs. The college anticipates an enrollment of five (5) full-time and 10 part-time students the first year, increasing to 15 full-time and 20 part-time students by the third year. The program will require two (2) new part-time faculty the first year. Costs of implementing this program will be approximately \$9,000 the first year, and \$16,000 each year during the second and third years.

Program accreditation is optional through the American Council for Construction Education (ACCE). The proposed curriculum meets the standards for construction management education programs developed by ACCE. The college plans to seek program accreditation following the graduation of one class from the degree curriculum. Students will be assessed on their knowledge of construction management theory and practices through a portfolio project including estimating, scheduling, bid preparation and drafting.

Illinois Valley Community College, Prairie State College, Richland Community College, Rock Valley College and Triton College have submitted applications to offer the “Paraprofessional Educator” Associate in Applied Science (A.A.S.) degree Statewide Model Curriculum. **Rock Valley College and Triton College** have also submitted applications to offer the related “Paraprofessional Educator” Certificate Statewide Model Curriculum. These proposals meet the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. The Board indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required.

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

Following is a list of basic certificates that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval

Kaskaskia College

- ▶ CISCO Networking Certificate (16 semester credit hours)

Oakton Community College

- ▶ Network Security Administrator Certificate (20 semester credit hours)

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Waubonsee Community College

- ▶ Traditional Photography Certificate (12 semester credit hours)
- ▶ Basic Digital Photography Certificate (9 semester credit hours)
- ▶ Intermediate Digital Photography Certificate (18 semester credit hours)
- ▶ Comprehensive Photography Certificate (24 semester credit hours)

Temporary Program Approval

Oakton Community College

- ▶ Nonprofit Advancement Certificate (21 semester credit hours)
- ▶ Oracle Database Administrator Certificate (12 semester credit hours)

Illinois Community College Board

**PROPOSED AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES CONCERNING
MIDTERM CERTIFICATION OF STUDENTS FOR STATE FUNDING**
(Initial Approval)

A major driver of funding within the Illinois Community College funding formula is credit hours generated by students attending classes. Credit hours are reported in the instructional credit hour claim report as SU and SR records. Illinois Community College Board (ICCB) administrative rules 1501.501 (Definitions) and 1501.507 (Credit Hour Grants) define and outline requirements for submission of the SU/SR claims. These rules have been modified from time to time to reflect changing requirements. However, the whole midterm certification concept has been predicated on hard copy midterm class lists and hard copy instructor signatures on those midterm class lists. Technology has changed significantly in the past ten years and provides some opportunities for designing operational efficiencies into the colleges processes. Many districts have been exploring the possibilities of using electronic methods to obtain instructor signatures on their midterm class lists and final grade sheets. ICCB rules have not changed since their inception with regard to the manner in which the districts obtain the signature of the instructor. These proposed rule changes would allow districts to modify their practices and procedures to design systems that would eliminate the need for districts to physically distribute midterm class lists or final grade sheets to instructors, collect the signed forms, and store multiple pieces of paper in a file cabinet.

The following proposed rule modifications were presented to the Board and the system in the February 20, 2004, agenda for review and comment. No opposition to the proposed changes was received. The item is, therefore, presented for the Board's initial approval to be forwarded to the Secretary of State Index Department and Joint Committee on Administrative Rules.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts and initially approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act.

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

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

Midterm Certification signature- the college may either obtain and maintain midterm class lists manually signed and dated by faculty or accept electronic signature of the faculty. If the college chooses to accept an electronic signature of faculty then the college must include in the Midterm Class List Certification Process a written summary explaining what steps are in place which assure:

- 1) Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists which they teach;
- 2) Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (i.e. one or two weeks before and one or two weeks after the midpoint of the class);
- 3) Each faculty member's identity is authenticated and attributed to the midterm certification signature; and
- 4) The integrity of the electronically signed midterm class list of each course section has been secured and verified;
- 5) The college has the capability of generating a signed printed midterm class lists which support the ICCB SU/SR credit hour claim submission.

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

Section 1501.507 Credit Hour Grants

e) Midterm class list certification requirements

- 1) The midterm class lists' primary purpose shall be for certification of students' credit hours for state funding eligibility or ineligibility.
- 2) The process must rely on the course section's instructor's assessment of the students' pursuit of successful completion at the midpoint of the class as indicated by that instructor's midterm certification signature.
- 3) The college shall document and communicate district requirements to faculty each semester.

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