

Illinois Community College Board

359th Meeting Agenda and Materials



June 17, 2005

Hyatt Regency McCormick Place
2233 So. Martin Luther King Drive
Chicago, Illinois

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Agenda
359th Meeting of the
Illinois Community College Board
Hyatt Regency McCormick Place
2233 South Martin Luther King Drive
Chicago, Illinois

June 17, 2005

Committee Meetings

8:30 a.m. - Adult Education & Family Literacy Committee

8:30 a.m. - Budget and Finance Committee

9:00 - 12:00 noon - Second Floor Conference Center Room 23

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3.5 Recognition of Christopher Denton, Student Member, Illinois Community College Board	—
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Illinois Community College Board

HOMELAND SECURITY PRESENTATION

An oral presentation will be given by Rebecca Miller, Intelligence Analyst, FBI, at the Board meeting on June 17.

Illinois Community College Board

HOMELAND SECURITY INITIATIVE STATUS REPORT

The events of September 11 has brought the issue of homeland security to the forefront. The visualizations of firefighters, EMTs, police officers, and a cadre of other first responders brought into clear view the need for Illinois to be totally prepared for any kind of emergency, whether it be natural disasters or harm inflicted upon us by domestic or international terrorists. As the events of September 11 unfolded before our eyes, many of the heros responding that day were former community college students.

This paper is intended to bring into focus the efforts of Illinois community colleges in homeland security and to begin the process of identifying untapped opportunities and unmet needs. The paper will show the connection between homeland security and economic development, state the five focus areas as identified by the Office of the Governor, explain the role that Illinois community colleges have in homeland security, describe efforts already underway by colleges in preparing the state for emergencies, and provide a glimpse of possible demonstration sites that address the five focus areas.

Homeland Security and Economic Development. Homeland security is important to Illinois, not only for the protection of its citizenry, but also for the economic vitality of the state. Most leaders and policymakers recognize that a key to readiness is targeted education and training. Community colleges in Illinois offer a powerful mix of first responder and prevention programs. But, they are also heavily engaged in economic development efforts with homeland security-related industries and want to expand that engagement.

Governor Rod Blagojevich in his State of the State speech delivered February 3, 2005, announced an initiative “to encourage companies that make homeland security products to either come to Illinois or expand in Illinois.” Developing a well-trained workforce for the homeland security industry is a key ingredient to this initiative. “The better our workforce understands their industry, the more likely companies are to locate here,” the Governor said.

Illinois community colleges offer customized solutions to the business community that help employers be more competitive in a global marketplace. The presence of a highly skilled workforce is crucial factor to corporate decision makers when considering location or expansion plans. Illinois community colleges offer flexible workplace training solutions and certificate and degree programs that help businesses acquire and/or develop a highly skilled workforce. In addition, they offer businesses assistance with management production and distribution strategies to increase productivity and adapt to new market demands, such as homeland security.

Five Focus Areas. The Office of the Governor has identified five priority areas for a statewide comprehensive homeland security economic development initiative. The areas include Bio-Technology and Public Health; Manufacturing; Information Technology; Agro-Security/Food Safety and Security; and First Responder, Security, and Emergency Services. Illinois community colleges are already actively engaged with programs and services in all five of these priority areas.

The Role of Community Colleges. The fields of law enforcement and public safety, health care, information technology, biotechnology, hazardous materials, and community service all utilize community colleges for education and training of workers. Businesses in all these industries often depend on community colleges to help them develop a knowledgeable and efficient workforce. Community college instruction generally leads to portable credentials that support career advancement and educational progression. They deliver education and training that leads to nationally recognized certification and licensure. Furthermore, each Illinois community college district supports a Business and Industry Center that responds to local employer needs with flexible and responsive programming. Community colleges are also involved in service learning and civic engagement activities. Community colleges help their students develop intercultural competencies. These programs develop or strengthen multi language skills and cultural mobility, which is especially important as businesses increasingly are becoming more global and the number of immigrants continues to increase.

Community College Engagement. Community colleges provide an array of courses and programs in emergency and disaster management, including public safety and law enforcement, first responder training, health care, biotechnology, cyber security, hazardous materials, mass fatalities, and disaster recovery. Many of these offerings are credit bearing while many others are provided as noncredit instruction.

Many community colleges are connecting their various offerings into more comprehensive homeland security programs. For example, a college with a Criminal Justice or Public Safety program is now establishing the vital link with the Allied Health and Information Technology programs.

Community colleges are using their curriculum development skills to build custom programs for distinct and emerging needs. At the same time, much work is being done to recognize the role and scope of existing programs and exploring how these can be coordinated and built upon to address homeland security. Community college offerings include “Protecting Your Workplace from Terrorism,” “Basic Concepts of Terrorism,” “Safeguarding Our Schools,” “Dispatcher’s Role in Terrorism-Weapons of Mass Destruction Incidents.” and “Emergency Preparedness Management.”

Businesses are seeking out community colleges for assistance in helping them to prepare for emergencies and disasters. In addition to using community colleges for EMT, first responder, and first aid training, they are working with colleges to address to homeland security needs such as hazardous material handling and hazard communication training. Many community colleges have been asked to customize existing courses to relate directly to homeland security.

Demonstration Sites. In order to retain and recruit business and industry that supports the need for homeland security products and services to Illinois, the Illinois Community College Board has identified five colleges as demonstration sites for each of the five focus areas described above. Having already addressed one or more of the focus areas regarding homeland security, these colleges will serve as models for business partnership and support, program development, and technical

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training in their specified areas. Businesses and industries interested in establishing a presence in Illinois or seeking assistance in homeland security-related business services or training will work with the community colleges to develop customized and innovative programs and services to fit their specified needs. After the demonstration period, other colleges can replicate the demonstration project, seek input and assistance from the demonstration site, or customize the training for their own business partners using the demonstration model as a starting point. The five demonstration sites are as follows:

Bio-Technology/Public Health and Manufacturing (Wilbur Wright College)

The Environmental Technology Program at Wilbur Wright College was developed during the 1990s. It was intended to address the training needs of people, firms, and facilities involved in the handling of hazardous materials. The program was developed under a grant from the U.S. Department of Energy. Wright College began offering an A.A.S. and a Certificate in Environmental Technology as well as offering customized business and industry training.

After September 11, 2001, many of the Wright students, as well as business, industry, and government agency clients, recognized the need to address training for homeland security. As part of their existing Emergency Response Preparedness and First Responder training curriculums they were requested to customize these generic topics so that the classes would relate to the special topics required to address the skills and knowledge related directly to homeland security. Among the clients for this curriculum are the City of Chicago Department of the Environment, the Chicago Transit Authority, and multiple for profit industrial manufacturing firms in the Chicagoland area. Wilbur Wright College continues to increase their client base and to recruit more students into credit programs.

Wilbur Wright College is a partner with HMTRI (The Hazardous Materials Training and Research Institute), based in Iowa, which is funded by the National Science Foundation and the Occupational Safety and Health Administration (OSHA) to develop and support these curricula. A particular strength of Wright College's program is the equipment, technical support, instructional technology, and faculty available to address the needs of their clients. Instructors are sent to national training events that are sponsored by HMTRI and FEMA.

As part of continuing education and customized training services Wright College has offered about 100 separate training sessions for an average of 12 to 15 students at each session, each year. There have also been fifty or more students complete credit degrees and certificates. These students have been hired into positions that directly relate to homeland security.

Wright College often provides customized material related to hazard identification and control. It is interesting to note that their first class related to terrorism and weapons of mass destruction (WMD) was taught in 1998. This was relevant for a client as a way of preparing for an incident that might occur such as the Oklahoma City tragedy. This material was also presented the following year at the Joint Safety Conference sponsored by the American Society of Safety Engineers and others.

Information Technology (William Rainey Harper College)

Companies and organizations who have a computer network, share data, or have a connection to the Internet will have technical security measures applied and practiced to protect systems from outside penetration or intrusion into the organization's technical infrastructure.

Current programs at Harper College include:

- *Certified Wireless Security Professional* – Wireless Network Security is the protection of a wireless network from outside intrusion. This course teaches the best practices for thwarting unwanted users of a wireless network.
- *Certified Information System Security Professional* – This program provides the knowledge to manage, operate, develop and plan an effective network security infrastructure. This course provides full hands-on experience and covers all 10 CISP domains: Security Management Practices; Access Control Systems; Physical Security; Telecommunications and Network Security; Cryptography; Security Architecture; Law, Investigations, and Ethics; Operation Security; Business Continuity and Disaster Recovery Planning; Application and System Development.
- *Ethical Hacker* – The Ethical Hacker is a certification that teaches student how to find and exploit weaknesses in network computing and how to harden these weaknesses. In order for a student to take the ethical hacker they must sign and agree to use this skill for the betterment of society.
- *Oracle as 10g Enterprise Identity Management* – Enterprise Identity Management is an Oracle database security feature. This training helps secure the database system by eliminating the possibility of the wrong person or persons accessing data.
- *Computer Forensics* – In association with CompuForensics offers the basic and advanced Computer Forensics Examiner (CFE) programs. Previously restricted to full-time government employees or corporate security this computer forensics training is now available to the general public.
- *Basic Computer Forensics Examiner* – The basic computer forensics examiner is designed to equip computer literate government and corporate investigator/analysts with the skills needed to safely locate and secure computer evidence at the search site.
- *Advanced Computer Forensics Examiner* – The advanced computer forensics examiner is designed to provide skills to safely and effectively analyze Windows systems.
- *Computer Forensics First Responder* – Provides instruction for non-computer forensic personnel in limited onsite analysis procedures.

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- *Computer Forensics Program Manager* – Designed to meet the needs of those responsible for supervising computer forensic operations.
- *Microsoft Clinic – Microsoft Security Guidance for Developers and Network Professionals*- Clinic provides knowledge and skills essential for the creation of applications with enhanced security. Teaches the need for implementing security at every stage of the development process and best practices for applying security principles. Uses established threat modeling methodologies and tools with other best practices to minimize vulnerabilities and limits damage from attacks. Teaches how to implement security features to enhance security for Web applications and Web services that are built by using Microsoft ASP.NET.

Agro-Security/Food Safety and Security (Richland Community College)

Biotechnology resources from education, business, and government are coming together around a vision to create a Biotechnology corridor across central Illinois. Leading this effort is Richland Community College. This vision began with the Farm Progress Show, the world's largest farm show. Attendees from the central United States gather annually to see, first hand new farming technologies, products, and methods. With the Farm Progress Company selecting Decatur and specifically a site adjacent to Richland Community College as the new semi-permanent home for the company's annual Farm Progress Show a new world of opportunity has surfaced.

The Show will bring together many new partners in a permanent location creating a synergy for education, business, and government. Dr. Robert Easter, Dean of the College of Agricultural, Consumer and Environmental Sciences at the University of Illinois in a recent article in the *Prairie Farmer Magazine* has named Illinois "the global tech crossroad." Merging the technical expertise of business, the high-productivity of the Illinois farm land, the responsiveness of community colleges, and the research capacity of the University of Illinois provides the key elements for a bio-technology economic engine the can be found no where else in the world.

Since the Farm Progress Show has located in Illinois, Purdue University has expressed intensive interest in co-locating with the University of Illinois and Richland Community College at the Farm Progress site for research efforts. Other higher education institutions including Illinois State University, Millikin University, and potentially Iowa State University will also provide a web of research capacity located in the same neighborhood. With research directed universities driving new technologies and setting an agenda for future development, community colleges are in a tremendous position to provide the applied technical training for establishing a bio-technical focused workforce. Community colleges will serve as the link between businesses and research institutions further supporting a growing economic development initiative. Products that result from this partnership will have the potential to drive jobs on a worldwide market.

First Responder and Security (Illinois Central College)

"We must plan, equip, train, and exercise many different response units to mobilize without warning for any emergency," noted the White House in *National Strategy for Homeland Security*. That statement could very well be the description for Illinois Central College's (ICC) Homeland Security

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Training Center (HSTC). The HSTC is designed to develop integrated, multidisciplinary training for all first responders through the use of local and regional emergency, law enforcement, and fire safety resources and ICC's education and training programs in those same areas.

The need for integrated, multidisciplinary training is paramount given the potential negative consequences of natural and man-caused events. The need for practice as well as theory is equally important and both of these high-demand areas have led to local, regional, state, and national entities collaborating to develop the HSTC. Currently, focus groups are meeting with ICC faculty and administrators as part of the DACUM (**D**eveloping **A** **C**urriculum) process, planning a curriculum that addresses the needs of all first responders. The end result will be a facility that makes maximum use of ICC property and local homeland security related facilities (i.e., Peoria Fire Academy, University of Illinois College of Medicine-Peoria) for "live training," a cutting-edge curriculum addressing the practice and theory of homeland security, and the trainers and educators necessary to provide instruction and perform individual assessment and program evaluation.

The HSTC is being developed through the collaboration of a large group of local and regional education and business partners. Currently, the collaborative effort includes Caterpillar Security and Aviation Services, the University Of Illinois College Of Medicine – Peoria, the United States Department of Agriculture National Center for Agricultural Utilization Research, Ameren CILCO, Peoria School District 150 campus police, City of Peoria Fire and Police Departments, City of East Peoria Fire and Police Departments, City of Pekin Police Department, the sheriff's departments of Woodford and Tazewell counties, and the police and/or fire departments of 17 communities located in ICC's District. Letters of support for the HSTC are pending from the Federal Bureau of Investigation, 182nd Airlift Wing, the Salvation Army, and the Peoria County Sheriff's Department. Since Illinois Central College is located in the central part of the state, the facility will be easily accessed by partners throughout the state.

The proposed Homeland Security Training Center will consist of five structures: a 50,000 square foot Classroom Building with 150 seat auditorium and computer training facility; a Command Training Center and Fire Substation; a 24,000 square foot Tactical Training Center for firearms training; a 12,800 square foot Nuclear/Biological/Chemical (NBC) Decontamination Building; and a three-story Tower and Burn Building. There will also be a Driver Training Skills Pad and Skid Pad. All will be phased in through the life of the program. Descriptions of each structure follow.

- ▶ The **Command Training Center** and **fire substation** will be a collaborative effort between the city of East Peoria and ICC. The proposed police/fire substation will have two equipment bays, command offices, a training room, living quarters, and physical training equipment. The basement will house the communications and incident command training facilities. This facility will be an anchor facility for the HSTC.
- ▶ A **precision driving course** with a driver training skills pad and skid pad area will allow police to practice high speed cornering and stops, maneuvering practice, and chase opportunities. Training will also include car stops, arrest scenarios, and other auto-related law enforcement activities.

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- ▶ A **clinical skills laboratory** is being developed on the University of Illinois College of Medicine – Peoria campus. It will offer opportunities to use the latest and most effective medical simulation equipment to acquire new skills, and to demonstrate and maintain competence. The laboratory will be a community resource and will be utilized by medical, nursing, allied health, and emergency response students in the Peoria region. Disaster medical training is being planned. Medical care providers and first responders would be able to learn disaster-oriented strategies through programs such as Advanced Disaster Life Support Program (ADLS).
- ▶ The **Tactical Training Center** will be constructed with 25 state-of-the-art shooting points constructed so that portable walls can be arranged to allow for live fire exercises. Training simulators will be used, allowing officers opportunities to confront “virtual” targets in a variety of situations prior to engaging in live fire.
- ▶ The **multi-story burn building** being developed in collaboration with the Peoria Fire Academy will provide training opportunities for activities above ground that do not require fire. Inside and outside stairs will provide access to all floors, there will be installed secure anchor points for rope tie off, and there will be available opportunities for confined space rescue, trench rescue, and high angle rescue.
- ▶ The **NBC Decontamination Building** can be placed at ICC or the Peoria Fire Academy. The building will be equipped with smoke and heat generators, as well as an exhaust system, and will contain mazes that can be restructured to create training scenarios and areas for decontamination. Also proposed for this training are areas simulating a liquid petroleum hazard, as well as a simulated chemical plant “tank farm” with tanks, valves, and a foam training facility.

Emergency and Disaster Services (Kankakee Community College)

Kankakee Community College is developing an Illinois Center for Emergency Services Education, (ICESE). A not-for-profit group has acquired a former industrial site and funding sources are being solicited to renovate the facilities. The intent is to become a regional training center.

The training center will educate those who protect the world and provide for the safety of others; provide education for professionals; educate the public; and train those who are learning and want a career as an Emergency Service Provider. Other instruction including Law Enforcement, Emergency Medical, Fire Service, Industry and Homeland Security, and specialty courses will also be available through the ICESE. Educational programs for community and volunteer organizations will also be available.

Organizations expressing interest and support for the ICESE project include the Federal Emergency Management Agency (FEMA), Emergency Management Institute, Emergency Management Higher Education, National Fire Administration, FBI, US Army WMD response team, Illinois Terrorism

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Task Force (ITTF), Illinois Medical Emergency Response Team (IMERT), Team Illinois US&R, Illinois Fire Service Institute (IFSI), Illinois U.S. Attorney General's Office, Illinois Law Enforcement Training and Standards Board Region 16, Illinois State Fire Marshals Office, Governors State University, Olivet Nazarene University, University of Chicago, Local, State, and Federal Leaders, Industry/Nicor Gas.

By using a former industrial site for the training center, Kankakee Community College is producing economic re-development. The rehabilitation of the structures will create jobs for contractors, electricians, and laborers. The ICESE will offer programs nationally creating service jobs for hotels, restaurants, and entertainment.

Statewide Conference. The Illinois Community College Board is planning a statewide homeland security conference in late 2005 or early 2006 to create awareness on campuses of homeland security issues, identify the connection between homeland security and workforce/economic development (helping businesses secure themselves and highlighting the Governor's homeland security, economic development, and industry training initiative), and promote the development and coordination of homeland security instruction focusing on innovations to satisfy unmet needs. Using a planning committee of community college leaders and agency partners, it is intended that the conference will begin a comprehensive dialogue on campuses to strategically think about homeland security and the college's role in the larger sense of regional and statewide impact. Colleges need to identify their vulnerabilities and create solutions for the short- and long-term to address those issues. At the same time, colleges must continue to identify the unmet needs within their communities whether it be in the area of initial workforce education and training, current employee training, or business services to aid economic development.

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LEGISLATIVE/PR REPORT

An oral report will be presented at the Board meeting on June 17.

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Illinois Community College Board

BUDGET REPORT

An oral report will be presented at the Board meeting on June 17.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
SELECTED PROGRAMS AND SERVICES FOR
UNDERREPRESENTED GROUPS**

Over the past year, Illinois community colleges have been examining data on Academic Achievement for Students in Underrepresented Groups. The **Illinois Community College System Selected Programs and Services for Underrepresented Groups Report Focus Area: Academic Achievement Promoting Positive Results and Highlighting Promising Practices** is an externally attached document. The report was the source of 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 2005) and is presented for your information and action on recommendations.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

1. The Illinois Community College Board and colleges should make the pursuit of additional funding to provide services and support to underrepresented groups a priority.
2. Steps to assist additional Minority and other underrepresented students in their efforts to arrive college ready and enroll full-time would benefit all students. Better secondary academic preparation can position students for more timely degree or certificate completion for those individuals interested in pursuing formal awards. Similarly, better secondary preparation provides individuals seeking workplace skills the opportunity to reach their goals at an accelerated pace.
3. The Illinois Community College Board and partners should collaboratively pursue with the Department of Human Services' Division of Rehabilitation Services (DHS DRS) additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities.
4. State and local discussions aimed at dedicating additional resources to support Students with Disabilities in the Community College System should continue. A return to funding levels by the DHS DRS similar to what was available two years ago would be a positive step. Earlier funding levels represented a more balanced partnership between the colleges and DHS DRS collaborators and Students with Disabilities benefitted.
5. College officials are encouraged to fully cooperate with additional information requests about the types of disabilities which individuals possess who are enrolled in community colleges.

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6. College officials are asked to develop action plans and continue efforts to improve underrepresented student performance on outcome measures at the local level including Graduation Rates, Combined Outcome Rates (graduation, transfer, and persistence), and Fall to Fall Adjusted Retention Rates.
7. The colleges and the Illinois Community College Board should continue collaborating with partners in the delivery of high skills, high demand education and training programs. As a part of these initiatives, an emphasis should be placed on expanding access and revitalizing support systems that promote student success particularly for those individuals from traditionally Underrepresented Groups who can benefit.

BACKGROUND: Illinois Community College System demographic data on credit students are gathered through the Annual Enrollment and Completion (A1) submission. These data illustrate that Illinois community colleges serve a broad cross section of the general population.

During fiscal year 2004, Illinois community colleges served approximately 11,639 Students with Disabilities (1.7 percent of all credit students). The latest comparative data are from the 2000 census data, which shows that 17 percent (1.2 million) of all Illinoisans between the ages of 21 and 64 years of age reported having a disability.

The Male/Female distribution of all students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 55.9 percent of the student population in fiscal year 2004. Census data show little change in the proportion of Females in Illinois with 51.1 percent in 2003 versus 51.4 percent in 1990.

In fiscal year 2004, the average age of Illinois community college credit students was 30.9, while the median age was 26.3. According to 2003 census data, the median age of all Illinoisans was 35.3 years.

According to 2003 census data, Minorities accounted for 25.5 percent of the total Illinois population. Student racial/ethnic representation varies across broad program levels. During fiscal year 2004, Minorities comprised 28.0 percent of baccalaureate/transfer enrollees whose ethnicity was known. An examination of each minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American (14.4 percent) students accounted for the largest minority group, followed by Latino (7.9 percent), Asian (4.8 percent), Nonresident Alien (0.5 percent), and Native American (0.4 percent) students.

Minority students accounted for 28.7 percent of the career and technical enrollments. African-American students had the highest representation among minorities in career/technical programs and accounted for 15.7 percent of the population. Latino students had the second largest career/technical program enrollment (7.9 percent), followed by Asian students (4.2 percent), Nonresident Alien students (0.4 percent), and Native American students (0.4 percent).

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Minority students accounted for nearly two-thirds (64.4 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known in fiscal year 2004. Almost eight out of ten students were Minorities in English as a Second Language programs.

Minority students accounted for 34.1 percent of career/technical graduates, compared to 19.5 percent of baccalaureate/transfer graduates. Minority faculty accounted for 13.5 percent of full-time and 14.2 percent of part-time Illinois community college faculty whose ethnicity was known.

Academic Achievement – IPEDS Graduation Rate Survey – Federal officials have developed an approach for looking at selected educational outcomes called the Graduate Rate Survey (GRS) which is part of the nationwide Integrated Postsecondary Data System (IPEDS) initiative. The IPEDS GRS survey provides a **Graduation Rate** for full-time, first-time, degree or certificate-seeking students in a specified year and provides a count of the number completing within 150 percent of "catalog" time (i.e., three years for a two- year Associate Degree); and a **Combined Rate** for those who either graduated, transferred to other postsecondary institutions, or were still enrolled at the end of the observation period. Although still limited in the range of potential results tracked, the Combined Outcome Rate measure more fully reflects the range of academic outcomes sought and progress being made by community college students. Even the Combined Outcome Rate reported still undercounts the positive achievements of the community college students.

Retention Rates provide a measure of student attachment to college. First year retention is particularly important since new students – especially recent high school graduates – need to successfully transition to college and the accompanying elevated academic and personal responsibility expectations if they intend to pursue a degree or certificate. Elevated Retention Rates show an ongoing engagement in the educational process and the student's persistence demonstrates an attachment to the college. Elevated Retention Rates are typically associated with individuals who are making academic progress and improve the individual's chances of completing a certificate or degree.

Statewide full-time student Fall to Fall Retention Rates were calculated for the most recent three years. Note that the time frames for the GRS-related measures and the more recent Retention Rates differ so the numbers will not track across GRS and Fall to Fall retention tables. The GRS figures by definition require three years of retrospective data. Fall to Fall Retention Rates can be calculated after a single year passes.

Retention Rates are always expressed as a percentage. Two percentage figures are provided in the accompanying report: a Retention Rate that includes only individuals who re-enrolled the following Fall and an **Adjusted Retention Rate** which includes individuals who re-enrolled the next fall plus those individuals who graduated during the intervening or returning year. Part of the reason for the adjustment is that a variety of community college short-term intensive certificate programs can be completed within one year. In the tables, each student can only generate one positive outcome (unduplicated results). The Adjusted Retention Rate reflects a more comprehensive perspective and will be the focus of the analysis provided. The differences between these two rates tend to be small.

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Tables also include the unadjusted Retention Rate as another point of reference for interested readers. Statewide retention data are furnished for Students with Disabilities, by Gender, for Minority Students Overall, and by Racial/Ethnic Group for the larger groups.

Having a sense of how the system is making progress at the college level provides a useful point of reference. Hence, counts of colleges reporting increases (1 percent or more), decreases (1 percent or more) and little or no change (less than 1 percent) are provided across the student outcome portions of the report. The Combined Rate and Graduation Rate looks back five years. The Fall to Fall Adjusted Retention is based on a three-year horizon.

Bottom Line on Academic Achievement Measures for Students with Disabilities – The latest results for college ready Students with Disabilities compared to five years ago show positive movement for the Combined Outcome Rate (59.3 percent versus 38.7 percent in 1999) and little change in the Graduation Rate (18.7 percent versus 18.9 percent in 1999). Students with Disabilities Combined Outcome Rates were improving, and the number of colleges showing gains over the last five years outnumbered those with declines 3 to 1. Graduation Rates within 150 percent of catalog time for Students with Disabilities were less positive with some recent improvement noted. The most recent Graduation Rate results for Students with Disabilities (18.7 percent) were higher than the results achieved in four of the last five years. The latest Graduation Results for Students with Disabilities show progress in narrowing the gap with individuals who did not self report as having a disability. Over the last five years, the number of colleges reporting Graduation Rate reductions (M = 19) for Students with Disabilities and increases (N = 18) were about the same and eleven colleges reported little or no change.

The latest Adjusted Retention Rate at 59.2 percent was down compared to 2001 (62.9 percent), but remains competitive with the latest Adjusted Rate for students who did not self identify as having a disability (61.7 percent). Trends at the college level were mixed, with the number of colleges showing increases in Adjusted Transfer Rates over the last five years slightly below the number of colleges with decreases.

Bottom Line on Academic Achievement Measures for Female Students – Current Combined Outcome Rate results were very positive for Female students compared to five years ago (68.7 percent in 2003 versus 64.3 percent in 1999) and the Graduation Rate for Female students showed little change (26.2 percent in 2003 versus 25.9 percent in 1999). Looking at progress at the institutional level, the number of colleges with Female Combined Rate percent increases over the last five years shows that advances lead declines by over 3 to 1.

The Female Graduation Rate for Illinois (26.2 percent) was above corresponding national Graduation Rates (24.7 percent) as reported by the National Center for Higher Education Management Systems (NCHEMS). Among the 48 community colleges, Female student Graduation Rates decreased at 23 colleges, increased at 21 colleges, and were fundamentally unchanged at four colleges.

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The latest Adjusted Retention Rate for Female (63.7 percent) students were higher than Males (59.5 percent). Female Adjusted Rates have been consistently higher over the last three years. Compared to a couple years ago, Female student Adjusted Retention Rates were up at 19 colleges, down at 21 colleges, and relatively unchanged at eight colleges.

The most recent comprehensive all student data show that 390,628 Female students were enrolled in Illinois community colleges in fiscal year 2004. Female enrollments increased 5.1 percent compared to five years ago and are fairly consistent with last year (0.6 percent). With 27,365 graduates in 2004 Female completion counts are up 30.2 percent over the past five years. Female completions were up 4.6 percent compared to last year.

Bottom Line on Academic Achievement Measures for Overall Minority Students – Compared to five years ago, the most recent Combined Rate results for Minority students were very positive (60.7 percent in 2003 versus 54.7 percent in 1999) and Graduation Rate results for Minority students were about one half percent lower than five years ago (12.8 percent in 2003 versus 13.4 percent in 1999). The latest Combined Rate for Minority (60.7 percent) students was the highest during the five year period. Advances led declines by more than 4 to 1 in the number of community colleges reporting increases in overall Minority Student Combined Outcomes over the five-year period.

According to NCHEMS the Minority student Graduation Rate for two-year public institutions nationwide was 19.1 percent, which is about 1.5 times the Illinois Minority student Graduation Rate (12.8 percent). In Illinois, compared to five years ago, 27 colleges reported increases in Minority Graduation Rates, 18 colleges saw decreases, and three colleges experienced little or no change.

The latest data show an Adjusted Retention Rate for overall Minority was 53.8 percent, which is above performance levels from two years ago (52.2 percent).

Overall, the most recent comprehensive fiscal year 2004 data show that Minority enrollments increased 8.9 percent compared to five years ago (N = 248,275 in 2004 versus N = 227,997 in 2000). Over the last year, Minority student enrollments showed little change (0.4 percent, N = 248,275 in 2004 versus N = 247,338 in 2003). The number of Minority student completers increased 63.6 percent compared to five years ago (N = 14,285 in 2004 versus N = 8,733 in 2000). Minority completers increased 9.8 percent over the past year (N = 14,285 in 2004 versus N = 13,012 in 2003).

Bottom Line on Academic Achievement Measures for African American Students – The latest results for college-ready African-American Students compared to five years ago show strong positive movement for the Combined Outcome Rate (55.9 percent versus 47.4 percent in 1999) and a reduction of 1 percent in the Graduation Rate (10.8 percent versus 11.8 percent in 1999). The latest Combined Rate for African- American Students was the highest over the time frame reviewed. For African-American students, persistence and transfer were up, while graduation was down compared to five years ago. Just over one in ten African-American (10.8 percent) students graduated, while just over one out of two African-American (55.9 percent) students either graduated, transferred, or were still enrolled. Compared to five years ago, colleges with African-American Students Combined Rate increases outnumbered those with decreases by more than four to one.

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While the latest African-American Student Graduation Rate was higher than four of the last five years, national data indicate that further improvement is warranted. According to NCHEMS, the national completion rate among African-American students for two-year public institutions was 17.7 percent, which is more than 1.6 times higher than the Illinois completion rate (10.8 percent) among African American students. Compared to five years ago, colleges reporting increases (N = 22) in African-American Student Graduation Rates narrowly outnumbered those reporting decreases (N = 18). Nine colleges reported little or no change in African-American Student Graduation Rates.

The latest Adjusted Retention Rate at 45.9 percent was up 1 percent compared to 2001, but is not competitive with the latest Adjusted Rate for all students (61.6 percent). Trends at the college level were mixed with 25 colleges showing increases in Adjusted Transfer Rates compared to five years ago with 22 colleges reporting decreases and one college reporting little change. The latest Adjusted Retention Rate shows that almost one out of two African-American students returned or completed in the subsequent year.

In absolute terms, both enrollment and completion are increasing for African-American Students. In fiscal year 2004, there were a total of 101,453 African-American students attending an Illinois community college. Over the last five years, enrollment by African-American students was up 9.4 percent and enrollments grew 2.1 percent over the last year. There were 7,229 African-American graduates in fiscal year 2004, which is up 49.5 percent over the last five years and 7.7 percent compared to last year.

Bottom Line on Academic Achievement Measures for Latino Students – The newest results for college- ready Latino students compared to five years ago show increased results for the Combined Rate (64.1 percent in 2003 versus 60.3 percent in 1999) and a reduction of 1.7 percent in the Graduation Rate (14.5 percent in 2003 versus 16.2 percent in 2003). Progress is evident in the Combined Rate as nearly two-thirds of the Latino students graduated, transferred, or were still pursuing their education which was the best results over the last five years.

According to NCHEMS, nationally the Latino student completion rate for two-year public institutions was 16.8 percent compared to 14.5 percent in Illinois. Among Latino students in Illinois, over the last five years, 30 colleges reported Combined Rate increases, 11 reported decreases, and eight demonstrated little or no change. Almost three colleges saw Latino student Combined Rate increases for every college with a decrease.

The latest Fall to Fall Adjusted Retention Rate for Latino students was 61.2 percent. Latino students reported an Adjusted Retention Rate increase of 3.7 percent over the last three years. Among Latino students, 30 colleges reported Adjusted Retention Rate increases, 15 reported decreases, and three showed little or no change. Hence, two colleges saw increases for every college with a decrease in the Latino student Adjusted Retention Rate.

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A comprehensive look at all student enrollment and completion data show increases among Latino students compared to five years ago. In fiscal year 2004, overall 109,782 Latino students attended an Illinois community college. Over the last five years, enrollment by Latino Students is up 14.1 percent. Latino student enrollments showed little change from the previous year. There were 3,917 graduates in fiscal year 2004, which is an increase of 64.2 percent compared to five years ago and up 6.8 percent compared to last year.

Bottom Line on Academic Achievement Measures for Asian Students – Current results for college-ready Asian students compared to five years ago show little change in the Combined Rate (70.1 percent versus 70.4 percent in 1999) and gains in the Graduation Rate (14.5 percent versus 12.5 percent in 1999) with additional room for further upward movement in completions. Note that Asian students had the highest Combined Rate during each of the last five years. Institutional Combined Rate outcomes for Asian students were mixed compared to five years ago, as 22 colleges posted declines, 18 colleges reported increases, and eight colleges saw little or no change.

The most recent Graduation Rate results for Asian (14.5 percent) students were the highest achieved over the last five years, but were not competitive with the overall Graduation Rate results (23.5 percent). College- level results were mixed. Compared to five years ago, 18 colleges recorded Graduation Rate gains among Asian students, 17 reported little or no change, and 13 colleges saw losses.

The latest Adjusted Retention Rate for Asian students increased compared to two years ago (69.0 percent in 2003 versus 66.5 percent in 2001). Adjusted Retention Rates for Asian students were consistently higher than the all student overall Adjusted Retention Rate (61.6 percent in 2003 and 61.5 percent in 2001). College- level data show that 26 colleges experienced increases in the Adjusted Retention for Asian students and advances outnumbered losses nearly two to one.

The latest comprehensive data show both enrollment and completion are increasing for Asian students. In fiscal year 2004, overall 31,185 Asian students attended an Illinois community college. Over the last five years, enrollment by Asian Students was up slightly (1.4 percent), and enrollments grew 1.2 percent over the last year. There were 2,734 Asian graduates in fiscal year 2004, which is up 116.6 percent over the last five years and 20.9 percent compared to last year.

Promising Practices – All Illinois community colleges provide special programs and services that aim to increase participation and achievement among students, faculty, and staff from traditionally underrepresented groups in higher education. Many colleges reported how Student Success Centers, Early Alert Initiatives, and Transfer Centers help to improve the quality of education for students and increase retention and graduation rates. Other colleges reported on high impact strategies and initiatives that assist minorities, Students with Disabilities, and females with their academic endeavors.

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Centralized Student Success Centers are widely used in the Illinois Community College System to provide special support services to all students, particularly those who possess characteristics which increase the likelihood that they could experience academic difficulty. Student Success Centers typically provide services such as tutoring, advising and counseling, test proctoring, study skills workshops, note taking assistance, peer mentoring, and tutor training. Student Success Center services have been effective in increasing the retention, graduation, academic standing, and grade-point averages of the students that utilized the resources. The **Early Alert (EA) initiatives** also are highly successful in helping at-risk students succeed in community colleges. EA initiatives have been implemented to quickly identify academically at risk students and jointly develop an action plan to improve results by assessing deficiencies, building skills and coordinating the delivery of available support services. Students identified through EA systems are exhibiting academic performance at the beginning of a given course that would lead to failure if continued without corrective action. Another service that enables positive student outcomes and increases retention and graduation rates at community colleges are **Transfer Centers**. Transfer Centers have become an integral part of community college efforts to improve the academic and transfer success of all students with an emphasis on promoting positive movement for Minority students. Programs in Transfer Centers included summer bridge seminars for incoming freshmen, intensive academic and personal advising, academic workshops, and cultural events.

To serve the increasing numbers in Underrepresented Groups, many community colleges reported on unique strategies, programs, and services to help minorities, Students with Disabilities, and females succeed in higher education. Among those intense services for Disability Students included the **Fostering Academic Achievement in Students with Disabilities** at Danville Area Community College. The foundation of the program is intrusive developmental academic advising specifically tailored to the unique needs of Students with Disabilities. The secret to success lies in the highly collaborative nature of the program. The program involves building a supportive network of relationships with on campus faculty and staff, as well as coordinating services with local disability service providers and community agency personnel. Many strong support services for Minority students have been implemented in community colleges statewide. The **Directing Results Through Educational and Academic Mentoring (DREAM)** at Moraine Valley Community College is designed to enable Minority students and students whose primary language is not English achieve their educational and career goals through a mentoring relationship with faculty and staff. The objective of this program is to ensure that students who participate in the DREAM program identify and utilize support services, decide on their career goals, and achieve a 2.0 minimum grade point average (GPA). The programs and services specifically designed for females at community colleges foster growth academically and in their personal lives as well. The **Women's Program Life Skills Discussion Group** series at William Rainey Harper College was launched in July 2004 to cultivate peer support among the Women's Program participants while teaching life and academic success skills. Participants gather twice a month for an hour and a half of informal group activities and discussion on a relevant life skills topic. Topics include goal-setting, time management, stress management, confidence-building, and a job search toolbox.

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Community colleges continue to offer a multitude of unique programs and services for Minority students, Students with Disabilities, and female students. The high impact initiatives facilitate their success in higher education. The achievement of Underrepresented Groups remains a top priority for community colleges statewide.

Providing Resources to Promote Student Success – Recent state-level funding losses are impacting community college efforts to serve individuals with disabilities and other underrepresented groups. Historically, the Illinois Community College System's Special Populations Grant was one important source of funding to furnish needed services. However, due to fiscal constraints, dedicated funding for the Illinois Community College System's Special Population Grant was discontinued in fiscal year 2003, a nearly \$13 million loss. It provided support services to individuals in need of academic skill enrichment to remedy educational deficiencies. Many colleges have noted that the elimination of the Special Populations Grant has been detrimental to students who were provided services through grant funding. Colleges have reported that state- and federal-mandated services to Students with Disabilities that were funded through the Special Populations Grant are now being paid for out of operating budgets, which further reduces service capabilities to students in other areas. Colleges also have reported that the loss of the Special Populations Grant impedes their ability to provide other nonmandated education services. The Illinois Community College System sought \$2.5 million for a Disadvantaged Student Success Grant for fiscal year 2006, but no funds were appropriated due to state budgetary constraints. Efforts to restore funding to better serve underrepresented groups should continue.

Funding sources for Students with Disabilities are drying up. During fiscal years 2004 and 2005, cooperative agreements between community colleges and the Department of Human Services' Division of Rehabilitation Services (DRS) have changed substantially. Available funding from DRS for the partnership has been greatly reduced, payment caps implemented, and future eligibility requirements revised upward potentially excluding many Students with Disabilities. Community colleges must serve individuals with disabilities in order to be in compliance with federal law. Individuals with disabilities are part of the communities the colleges serve, and providing needed services to individuals with the ability to benefit is a foundational aspect of the Illinois Community College System's mission. Decreased funding, combined with mandates from the American with Disabilities Act, Vocational Rehabilitation Act, and Illinois Human Rights Act, exacerbates the challenges colleges are facing to serve Students with Disabilities. In spite of the continuing rise in the number of students to be served (10,683 in FY 2003 and 11, 639 in FY 2004) and the continuing decline of funding, community colleges remain dedicated to providing needed services to eligible Students with Disabilities.

Future Directions – The structure of the Underrepresented Groups Report continues to evolve in an effort to focus activities and resources on high impact initiatives. A series of focused topics has been identified structured around a three-year repeating cycle. Topics scheduled to be addressed to increase participation of minorities, women, and persons with disabilities include:

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Fall 2005: Recruitment and Preparation - Programs and initiatives related to the recruitment and retention of diverse student, faculty, and staff, as well as activities related to the student transition (high school to college, adult education to college, developmental education to college, etc.), and public-private partnerships are scheduled to be addressed.

Fall 2006: Campus Climate - Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis. A group of college and university representatives plan to meet during summer 2005 (FY 2006) to provide additional guidance as college officials continue looking at Campus Climate. Colleges will receive additional advanced notice on this topic to allow necessary survey initiatives to occur prior to the fall 2006 (FY 2007) submission date.

Fall 2007: Academic Achievement - Initiatives related to college success and transition to the workplace are scheduled for examination (i.e., persistence, completion, time to degree, programmatic diversity, etc.).

A set of review questions will be furnished each year. An additional topic may be added periodically to address emerging priority issues or concerns as they arise.

Conclusion – Demographic shifts and increasing workplace skill demands are challenging states and the nation to address shortages of educated and trained workers. Community colleges take pride in playing a pivotal role in educating and training a broad cross section of the population. Providing additional opportunities to individuals from traditionally underrepresented groups to participate and succeed in postsecondary education is in the best interests of these individuals and society as a whole. Carnevale & Desrochers (2003) make a strong case about the foundational importance of the skills building programs available through community colleges in preparing individuals for high wage careers.

With the retirement of the baby boomers and increases in jobs requiring college-level knowledge and skills, the nation faces a prospective shortage of workers needed for economic growth and competitiveness. . . The skills essential to success in college are much the same as those it takes to get ahead in the workplace. Just as educators have learned that courses like Algebra II are the gatekeepers to higher education, everyone must now come to understand that they are gatekeepers to well-paying jobs, as well. . . There is an increasing convergence between the skills needed to succeed in college and those necessary to succeed in the workplace. . .

In the United States, the increasing divide between those with skills at the “some college” level and those with skills typical of people with high school or less has increased income dispersion to the point where the United States has the widest income differences among the world’s advanced economies. Currently, about 40 percent of American adults do not have skills typical of those with some college, but the fastest job growth will occur in those jobs in which incumbent workers currently have skill levels that reflect at least some postsecondary education or training.

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Looking into the future, there is every reason to believe that the demand for college-educated workers will continue to grow along with the income divide between those who have some postsecondary education and those who do not. Carnevale & Desrochers (2003). Standards for What? The Economic Roots of K-16 Reform. Princeton, NJ: Educational Testing Service.

http://www.ets.org/research/dload/standards_for_what.pdf

Illinois has recognized these problems and is responding. The Critical Skills Shortage Initiative is one important collaborative education and training effort in Illinois that is mobilizing resources to address high demand areas for high skills workers. The Governors Office, Department of Commerce and Economic Development, Illinois Community College System, Department of Employment Security, Illinois State Board of Education, and Illinois Board of Higher Education are key collaborators in successful partnerships emerging through this initiative. The Critical Skills Shortage Initiative includes state and local processes to identify areas where the need for trained new and replacement workers is growing and the number of available workers is not keeping pace with demand.

According to the U.S. Department of Labor, Hecker (2004) reports that through 2012 the need for workers will increase most in the service industries and the professions and related occupations. Individuals choosing and succeeding in postsecondary education position themselves for high wage, high skills careers. Individuals choosing to skip college will be limited in their future employment options and are more likely to fill lower compensated service industry positions. Fortunately, community colleges offer flexible training and education opportunities that allow individuals to upgrade their skills on an as-needed basis. According to the Department of Labor, these two broad occupational areas will provide more than half of the job growth through 2012. Individuals and the state as a whole can benefit if more individuals from underrepresented groups enter and succeed in higher education.

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Illinois Community College Board

BACCALAUREATE ACCESS TASK FORCE UPDATE

An oral report will be presented at the Board meeting on June 17.

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UNAPPROVED

Minutes of the 358th Meeting of the
Illinois Community College Board
Business Session
April 22, 2005
Southeastern Illinois College
B Building, 1st Floor, B126E
Harrisburg, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:15 a.m. Roll call was taken with the following members present: Guy Alongi, Christopher Denton, Suzanne Morris, Rudolph Papa, Judith Rake, and Roberto Rivera. Laurna Godwin participated by phone. John Aurand, Marjorie Cole, John Donahue, and Marikay Hegarty were absent.

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

Chairman Alongi congratulated the Southeastern Illinois College's Speech Team on becoming this year's National Champions. This is their third national Championship, and they also won 17 additional medals. That is a school record.

John Donahue and John Aurand are new Board members that were appointed on Wednesday, April 20, 2005. Roberto Rivera was appointed on Friday, April 22.

Today marks the last meeting for Virginia McMillan, ICCB Executive Vice President. Virginia was unable to attend the meeting due to family illness. Virginia will be retiring at the end of April. The Chair acknowledged the new Assistant to the President, Ann Chandler, who was hired on March 18, 2005, to replace Joyce Chilton.

Item #3 - Remarks by Dr. Raymond Cummiskey, President of Southeastern Illinois College

President Cummiskey thanked the Illinois Community College Board for visiting and conducting its meeting at the Southeastern Illinois College facilities. He then introduced Southeastern Illinois College's National Champion Speech Team.

The speech team was presented with a plaque from the Illinois Community College Board.

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Item #4 - Recognition of Jake Rendleman for his Service to the Illinois Community College Board as President of the Illinois Community College Trustees Association

Judith Rake read the following resolution:

Illinois Community College Board
Resolution in Honor of

JACOB "JAKE" RENDLEMAN

WE, the members of the Illinois Community College Board, express our abiding gratitude to Jake Rendleman for his exemplary service to the students, parents, taxpayers, and the entire community college system during his Service as President of the Illinois Community College Trustees Association during Fiscal Year 2004.

Mr. Rendleman's period of service to the ICCTA and to the people of Illinois during the past year has been marked with growth and increasing respect for the Illinois Community College System. His thoughtful voice, hard work, and dedication earned him respect of his fellow colleagues and the admiration of those working in the Illinois Community College System. Mr. Rendleman has been an outspoken advocate of students and of securing the funding necessary for community colleges to properly serve their communities.

Mr. Rendleman set an example with the thorough preparation, discipline, and focus he has brought to the Illinois Community College System. His support and encouragement have reinforced the professional respect he has garnered during his term over the past year

The Illinois Community College Board and the entire higher education community have benefitted from Mr. Rendleman's 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 Jacob "Jake" Rendleman for his strength of character, his public spiritedness, and his commitment to the Illinois Community College System and the people of the State of Illinois.

Illinois Community College Board
October 15, 2004

Guy H. Along, Chair

Suzanne Morris, Vice Chair

A proclamation by Illinois State Treasurer Judy Baar Topinka for Virginia McMillan was also read by Judith Rake.

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Item #5 - Committee Reports

Item #5.1 - Adult Education & Family Literacy Committee

Judith Rake reported that the committee met this morning and discussed the national and state updates. The federal government is continuing to negotiate performance standards. Illinois has been involved with the Star Project. It deals with research on reading and it has ten pilots programs that will operate in Illinois. The committee believes a project like Star shows how hard the staff and people who are concerned with adult education and family literacy works to ensure that students get the best possible instruction by equipping teachers with the most information to help those students. There is a GED pretest study going on to determine the need for student pretests and their effect on improvement in grades for adult education students.

Item #5.2 - Budget and Finance Committee

Rudolph Papa reported that the committee met this morning and discussed financial statements for 2005, State General Funds, Special State Funds, Federal Funds, and Bond financed funds. Office funding was reviewed by the committee. The General Funds are 97 percent obligated and expanded. The State General Funding payments are running about six - eight weeks behind due to shortage of receipts by the state into that fund. The fiscal year 2006 budget certainly will be watched.

Item #6 - President/CEO Report

Geoff Obrzut, ICCB President/CEO, expressed his appreciation to Southeastern Illinois College for its hospitality on Thursday evening and today. The three new board members and Ann Chandler were also acknowledged. Geoff expressed his gratitude to Cherie VanMeter, Administrative Aide, who was performing the duties of his assistant for about two months before Ann. Virginia McMillan would have been here for her last meeting; however, due to her mother-in-law's illness, she could not make it.

Mr. Obrzut was involved with the National Legislative Conference which was held in Washington, D.C., in February. In President Bush's budget message there were a couple of negative issues toward community colleges. One was the elimination of Perkins funding and a two thirds cut in adult education. They met with the Illinois Congressional Delegation and received a very good response from them that they would not be supporting the President on these drastic cuts.

Two weeks ago, Mr. Obrzut was in Boston for the American Association of Community Colleges Conference. He participated in the National Community College State Directors meeting. One of the issues Mr. Obrzut brought up with them was the baccalaureate access issue. He found that many of the other states are studying that issue, and that we are on the right track. Virginia McMillan chairs and David Pierce, former ICCB Executive Director, facilitates the ICCB Baccalaureate Task Force. The Task Force has met twice, and the next meeting is scheduled in June.

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Dr. Stanley Ikenberry, President Emeritus of the University of Illinois, also attended the AACCC Conference. Dr. Ikenberry held a focus session entitled “The Public Trust Initiative: Getting Higher Education Front and Center Once Again.” He is going to be the chairman of this program, which is a multimillion dollar multi-year self promotion campaign to try to get higher education back to the forefront of public funding. This will include community colleges, four-year public schools, and private schools. Over the summer there will be advertisements across the country promoting higher education. Dr. Ikenberry made some positive comments at the meeting regarding the Illinois Community College System. He said we were very organized and very powerful.

The President of Illinois Valley Community College, Dr. Jean Goodnow, was elected to the AACCC Board. She joins Dr. Jack Daniels from Lincoln Land Community College on that board.

On Tuesday, April 5, 2005, Mr. Obrzut was active with the Phi Theta Kappa banquet. It was a very energetic banquet, which showcased outstanding student achievements. Dr. Paul McCarthy from Prairie State College was acknowledged and thanked for chairing the event.

Mr. Obrzut read an article from the USA Today All-Academic Team. There are five students from the Illinois Community College System represented. Caraleigh Holverson from Triton College and Marsela Jorgolli from College of DuPage made the first team. Allison Howard from Oakton Community College and Wravenna Phipps from Black Hawk College made the second team. Diedre Merriman from Harry S Truman College made the third team. Hopefully, these students will be able to join us at the May or June meeting.

Mr. Obrzut congratulated the Southeastern Illinois Community College Speech Team for their national championship. They did a great job, and the ICCB is very proud of them.

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Faculty Association

Kent Sickmeyer spoke on behalf of Kevin Weston who was unable to attend the meeting. Mr. Sickmeyer reported that the Faculty Association has been awarded all of their grants for the year. They have four faculty grants and a number of college grants that are being awarded at its meeting next Friday, April 29, 2005, at the ICCB office in Springfield. Plans are underway for the annual fall conference in October 2005 at the Renaissance Hotel in Springfield. Board members will receive invitations closer to the date of the meeting.

Item #7.2 - Student Advisory Committee

Chris Denton reported that the committee has finished up their statewide service project he announced at the January meeting. They have raised over \$990 for the Make A Wish Foundation.

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Student Lobby Day had a much larger turn out than last year.

At the October meeting, it was announced that Steven Lee, one of their members, was sent to Iraq. His platoon has returned to Illinois at the beginning of this month.

The next student member has not been selected for the next fiscal year. They are hoping to introduce the new member at the June meeting.

Item #7.3 - Illinois Community College Trustees Association

Mike Monaghan, ICCTA Executive Director, congratulated Jake Rendleman and thanked him for his services. Mr. Monaghan was speaking on behalf of this year's ICCTA President Albert Tyson. He mentioned the results of the Monday, April 5, 2005 election. There are 223 elected trustee positions, and out of that 223, there were 101 positions up for election. There are 34 brand new trustees. All Illinois community colleges have to reorganize their boards by the May 3, 2005, deadline under the terms of the statutes.

The 34 new trustees will be offered a New Trustee's Orientation to be held at the June 17, 2005, Annual Trustees Association Convention in Chicago at the Hyatt McCormick Place. The awards banquet will be held on Friday evening to recognize outstanding faculty, trustees, and other participants in the community college system for the past year.

The Annual Community College Lobby Day will be held on May 3, 2005, in Springfield. They will be working on support for House Bill 2515, a bill that requires IBHE to implement and administer a statewide program which assists students in obtaining consistent and accurate information about transfer courses and their applicability towards degree completion; support for the Governor's budget; and will oppose proposals to adjust the various pension systems, many of which are not in our best interests.

Item #7.4 - Presidents Council

Dr. Jonathan Astroth reported that the Presidents Council pledges its support of the Board of Higher Education's budget. It is the Illinois Community College Board's position to support the Governor's budget. The main concern is trying to get as much money as possible for the system. They are looking forward to working with the ICCB to make that happen. The Presidents Council believes House Bill 2515 looks like a good idea. They will stay in contact regarding the details of this particular bill and its status. The next Presidents Council meeting is on Tuesday, May 3, 2005, in Springfield, which is also Lobby Day.

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Item #7.5 - Adult Education and Family Literary Advisory Council

Rhonda Serafin reported that they held their last meeting about four weeks ago on March 24, 2005. The members of this council are very dedicated, so there was a lot accomplished. The Professional Development Training and Marketing Committee finalized its recommendation to have a professional development flow chart and narrative to help programs determine what activities qualify as professional development.

The recommendation was accepted by the entire advisory council at the May 24, 2005, meeting, and it has been forwarded to ICCB staff. The ultimate goal of the professional development flow chart and narrative is to continue to increase the quality of instructors and instruction for the benefit of adult education students.

The Curriculum and Instruction Committee is also looking at ways to improve the quality of instruction in our programs. They have been examining programs uses of reading research and identifying strategies to improve student performance outcomes throughout the state.

The Policy Studies, Research and Accountability Committee is developing an instrument called the Data Quality Checklist and Program Improvement Plan. This will give tools to program managers to analyze the data generated by our data systems to identify programs' areas of strength as well as areas that need improvement. The committee plans on having this project completed and ready to present by the next meeting.

The Student Support Services Committee is developing a survey of programs for the ICCB to better determine what student support services are not being funded by the literacy line in the ICCB budget.

The Workforce Coordination Committee has surveyed programs regarding their relationship with their local workforce board and One-Stop centers. The survey will assist the committee in order to help programs develop stronger relationships with the Title One providers in their areas can better serve adult education students through that cooperation and collaboration.

Their next and final meeting of this fiscal year is scheduled for June 9, 2005, in Springfield.

Rhonda Serafin expressed her appreciation to the Board in allowing her to continue to serve as the Advisory Council Chair.

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Item #8 - Legislative Report

Randy Barnette, Vice President for External Affairs, gave an update on the progress of the legislative session. He reported that the General Assembly is about five weeks away from the end of session, and the four legislative leaders have just begun discussing the budget. The most important point from that meeting was that there really was not anything discussed that would lead anyone to believe that there are any new revenue streams coming in to take care of the budget shortfall.

The ICCB Finance Advisory Committee met about 13 times over the last year and a half to discuss the issue of equalization. These meetings included discussions of trying to resolve some funding formula questions. The task force came to the conclusion and forwarded a proposal to the Board. The Board accepted it, and the equalization proposal was put into legislative form. It was introduced in the House and Senate; however, when the Governor's budget came out, it did not provide the nearly \$11 million to fund the formula. There are two bills, one in the House and one in the Senate, that are being held, waiting for any kind of resolution of a budget this year.

The GED program, which transfers the testing program to the ICCB, has passed through the Senate and now awaits House action.

The William Rainey Harper College-supported legislation addressing Baccalaureate Degrees in community colleges was discussed. After many meetings with the General Assembly, it was put into a subcommittee in the Senate Higher Education Committee. No further meetings have been scheduled for that proposal.

Chairman Alongi inquired about HB 1487. The original bill stated that there will have to be a faculty member on the Board, but there was an amendment that was added and stated that there will have to be a community college trustee added to the Board as well as the faculty member. The bill is on the third reading in the Senate. There are some concerns with this bill. For example, it takes authority away from the executive branch to make appointments to boards. There is some opposition within the Governor's Office regarding this legislation. When it makes it to the Governor's Office, then there is a question on whether or not it will be vetoed. If the bill becomes law after all the positions of the Board are filled, the requirements would have to be filled when the terms of the current board members are expired.

Don Wilske, Chief Financial Officer, reported that the General Assembly wants to make changes to the state retirement systems. Many people are against these changes; however, there could be a significant hold on the Governor's budget if these changes do not pass. Other than a few other minor changes, the Governor's budget is basically the same as 2005.

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Item #9 - Homeland Security

Geoff Obrzut reported that while being a part of this project, it was amazing to see all the community colleges who have already taken steps to be a part of Homeland Security. Some colleges already offer classes on Homeland Security. He stated that a former ICCB employee, who now works for the Federal Bureau of Investigation, gave an interesting report recently to the ICCB Executive staff on how terrorists are using universities and community colleges to advance some of their efforts.

Sarah Hawker, Vice President for Workforce Development and Adult Education, reported that ICCB staff have been tracking Homeland Security ever since 9-11. There has been increasing interest and activity regarding this particular topic. Staff have attended State Terrorism Task Force meetings and met with the Governor's staff on additional steps that could be developed to protect colleges from being taken advantage of by terrorists. The community colleges will continue to offer first responder training.

The community colleges are being asked by the Illinois Department of Commerce and Economic Opportunity to increase their focus on the economic development initiatives within Homeland Security.

ICCB staff conducted a survey on what colleges are doing in partnership with other organizations for Homeland Security. They found a surprisingly large amount of specialized initiatives within the results of that survey. These results were reported back to the task force. Board staff are working on identifying a Homeland Security liaison at each college to maintain direct communication. There will be a conference held this fall or mid-winter.

Item #10 - Adult Education and Family Literacy Update

Item #10.1 - Revised State Plan

On March 31, 2005, the ICCB submitted a revised State Plan for Illinois Adult Education and Family Literacy to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE). The plan describes:

- the need for Adult Education in Illinois;
- the eligible population and those most in need of services;
- how equitable access to funding is achieved;
- allowable Adult Education activities;
- procedures for funding providers;
- an annual evaluation of literacy activities;
- provision of services to persons in correctional facilities;
- integrated activities with the one-stop career centers (Illinois Employment and Training Centers); and
- proposed leadership and professional development activities;

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Also included in the revisions are the yearly negotiated performance targets for Adult Education. A copy was given to the Governor's Office.

Upon approval by the OVAE, the Illinois State Plan will be posted on the ICCB website.

Item #10.2 - New Data System

On September 18, 2004, the ICCB approved the recommendations of the Adult Education Funding Task Force which included the development of a new data collection system for adult education. This will replace the STAIRS system. The process has begun and the staff are working to define the elements of the new data collection system based on recommendations of the Adult Education Advisory Council Data Committee and the Data Subcommittee of the Funding Task Force. The second part of the phase, the planning part, is expected to be done by May 2005. The development of the new data collection system is expected to begin in summer 2005, and pilot testing is expected to begin in fall 2005. It is expected that full implementation of the new data collection system will begin in July 2006.

Item #11 - Status Report on Associate of Arts in Teaching Degrees Initiative

Carol Lanning, Senior Director for Program Planning and Accountability, reported on behalf of Virginia McMillan, who was unable to attend the meeting.

ICCB has taken a look at the community colleges' role in supplying teachers. They have found that 60% of teachers have started out at a community college. This supports the idea that the role of community colleges in the teacher training process is crucial.

The State of Illinois has developed an Associate of Arts in Teaching (AAT) degree. This will assist students who had trouble transferring their courses. The groups that developed the AAT degree also adopted five education courses. Also, in this degree, students will develop a portfolio that contains documentation of their skills and knowledge related to certain standards. Students also have to pass the basic skills test before they are admitted into a preparation program. With these standards, universities will be more comfortable in accepting the community college transfer students.

Their next steps are to address issues on middle school teaching and bilingual teaching.

Item #12 - Baccalaureate Access Committee Status Report

In October 2004, the ICCB appointed a task force to review issues associated with the baccalaureate degree access for community college students. Dr. David Pierce facilitates the Task Force and Virginia McMillan chairs the group.

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In December 2004, the Task Force held its first meeting. Task Force members received copies of "Improving Access to the Baccalaureate," a publication prepared by the AACCC and American Association of State Colleges and Universities. They were encouraged to carefully review the document. The Task Force met again in March to review the information gathered after the first meeting. The next meeting will be in June or July.

Item #13 - GED Illinois Demonstration

To address the online GED project, the ICCB partnered with the Center for the Application of Information Technology (CAIT) at Western Illinois University to develop the GED Illinois Online. This online aid is designed to be a flexible instructional aid for GED preparation. It offers sophisticated online tools that allow Adult Education programs to use the curriculum as a supplement to traditional classroom activities or as a distance learning option for students. It can be helpful as an additional aid to attracting and retaining the hardest to serve clientele.

Since its launch in 2002, 824 instructors and 7,619 students have registered to use GED Illinois Online. A demonstration of the GED Illinois Online was presented to the Board.

Item #14 - Consent Agenda

Rudolph Papa made a motion, which was seconded by Judith Rake, to approve the following items:

Item #14.1 - Minutes of the January 31, 2005 Meeting

The Illinois Community College Board hereby approves the minutes of the January 31, 2005 meeting, as recorded.

Item #14.2 - 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

Danville Area Community College

- Associate in General Studies (60 semester credit hours)

Elgin Community College

- Integrated Systems Technology (IST) / Maintenance Technology A.A.S. degree (62 semester credit hours)

Heartland Community College

- A.A.T. in Secondary Mathematics (62 semester credit hours)

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Highland Community College

- Paraprofessional Educator A.A.S. degree (64 semester credit hours)
- Paraprofessional Educator Certificate (37 semester credit hours)

Illinois Central College

- Human Services A.A.S. degree (64 semester credit hours)

Kankakee Community College

- Emergency Management Specialist A.A.S. degree (62 semester credit hours)

Kaskaskia College

- Paramedicine A.A.S. degree (67 semester credit hours)

College of Lake County

- Paralegal Studies A.A.S. degree (63 semester credit hours)

Lewis & Clark Community College

- Computer Graphics A.A.S. degree (65 semester credit hours)

John A. Logan College

- Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- Paraprofessional Educator Certificate (36 semester credit hours)

Oakton Community College

- A.A.T. in Secondary Mathematics (61-63 semester credit hours)

Sauk Valley Community College

- Networking Specialist A.A.S. degree (64 semester credit hours)

Southeastern Illinois College

- Cosmetology Teacher Certificate (34 semester credit hours)

Southern Illinois Collegiate Common Market (SICCM) Colleges:

John A. Logan, Rend Lake, Shawnee, Southeastern Illinois

- IBEW Professional Inside Wireman A.A.S. degree (67-69 semester credit hours)

Southwestern Illinois College

- Paraprofessional Educator A.A.S. degree (64 semester credit hours)
- Paraprofessional Educator Certificate (38 semester credit hours)

Spoon River College

- Electronic Design A.A.S. degree (65 semester credit hours)

Item #14.3 - Proposed Amendments to Illinois Community College Board Rules Concerning Illinois Community Colleges Online (ILCCO) Program Sharing (Initial Approval)

The Illinois Community College Board hereby adopts and 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 C: PROGRAMS

Section 1501.307 Cooperative Agreements and Contracts

- d) Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's program(s)/course(s) upon approval by the ICCB.
- 1) Criteria for the approval of interdistrict agreements for instruction shall be:
 - A) accessibility of instruction to students
 - B) labor market need
 - C) comprehensiveness of available programs for students
 - D) cost-effectiveness in providing instructional programs
 - E) impact on regional and statewide programs
 - F) impact on programs at neighboring community college districts
 - 2) The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program, but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.
 - 3) Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement may specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. ICCB approval for such agreements will be based on the following:

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

Item #14.4 - Extension of Courses and Curricula Out-of-State

The Illinois Community College Board hereby approves the out-of-state extension of Heartland Community College courses in English as a Second Language and the college's Associate of Arts with a concentration in Business to students in Dalian, Liaoning Province, People's Republic of China in cooperation with Lianoning Normal University.

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

Item #15 - Information Items

Item #15.1 - Reports on Restricted Grants for FY 2004

Item #15.1a - P-16 Initiative grants

Information was provided for the Board's information and review.

Item #15.1b - Workforce Development Grant

Information was provided for the Board's information and review.

Item #15.2 - Summary of Capital Projects Approved by the President/CEO During Calendar Year 2004

Information was provided for the Board's information and review.

Item #15.3 - Fiscal Year 2005 Financial Statements

Financial Statements were provided for the Board's information and review.

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Item #15.4 - ICCB Recognition Cycle for FY 2006-2010

Information was provided for the Board's information and review.

Item #15.5 - Fiscal Year 2005 Salary Report

Information was provided for the Board's information and review.

Item #16 - Other Business

Virginia McMillan's retirement party will be held on Tuesday, April 26, 2005, from 5:00 - 8:00 p.m., at Maldaners in Springfield.

Currently, the May 20, 2005 Board meeting is scheduled to be held in Springfield at the ICCB office.

Geoff Obrzut discussed having an ICCB retreat and combining it with the ICCTA orientation for the June board meeting. These plans were not finalized.

Item #17 - Executive Session

At 11:00 p.m., Judith Rake made a motion, seconded by Suzanne Rake, to adjourn the regular board meeting and go into Executive Session. This motion was approved by unanimous voice vote. Student advisory vote: Yes.

* * * * *

At 11:45 p.m., Suzanne Morris made a motion, which was seconded by Rudolph Papa, to adjourn the Executive Session meeting and return to the regular board meeting. This motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item # 18 - Adjournment

At 12:15 p.m., Roberto Rivera made a motion, seconded by Judith Rake, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Highland Community College

- ▶ Web Design A.A.S. degree (60 semester credit hours)

Illinois Central College

- ▶ Developmental Disabilities Certificate (35 semester credit hours)

Kaskaskia College

- ▶ Associate of Arts in Teaching: Secondary Mathematics (60-64 semester credit hours)

Waubonsee Community College

- ▶ Welding Technology A.A.S. degree (64 semester credit hours)
- ▶ Advanced Welding Certificate (37 semester credit hours)

BACKGROUND **Highland Community College** is seeking approval to offer a 60 semester credit hour “Web Design” Associate of Applied Science (A.A.S.) degree program. This program will prepare graduates for employment and/or advancement opportunities in the field of web design, with the options for specializing in digital art/design or web programming. The curriculum consists of 15 semester credit hours of required general education coursework, 21 semester credit hours of core career and technical education coursework, five (5) semester credit hours of work-based learning, and 19 semester credit hours allowable towards either specialization. The college plans to assess achievement of student learning objectives through evaluation of a required portfolio by program faculty, an internship experience evaluation by their local employer, and a studio designed project juried by peers and program faculty.

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Labor market information provided by the college supports the interest in a degree program focusing in web programming and digital art/design. The college anticipates an enrollment of eight (8) full-time and six (6) part-time students the first year, increasing to 12 full-time and eight (8) part-time students by the third year. The program will require one (1) new part-time and two (2) existing full-time faculty the first year. Costs of implementing this program will be approximately \$17,000 the first year, \$14,000 the second year, and \$11, 000 the third year.

Illinois Central College is seeking approval to offer a 35 semester credit hour certificate program in “Developmental Disabilities”. This program will prepare current and prospective direct services providers (DSPs) for advising and counseling developmentally disabled adults within their community. Employers of direct services providers include federal, state and local human services agencies, not-for-profit and private advocacy organizations. This program was modeled after the Illinois Department of Human Services (IDHS) training modules currently required for employment as direct services providers. The curriculum consists of six (6) semester credit hours of general education coursework, 28 semester credit hours of required career and technical coursework, and one (1) semester credit hour of required work-based learning. The career and technical component of the program includes courses in medical technology, habilitation training, developmental disabilities, assistive technology, human services advocacy, American Sign Language, and human services applications. Labor market information provided by the college supports the interest in and need for a formalized educational program for existing direct service providers within the college’s district. Furthermore, IDHS will no longer be offering the training to existing state employees, although still required for employment as a DSP. The college anticipates an enrollment of five (5) full-time and 10 part-time students the first year, increasing to five (5) full-time and 17 part-time students by the third year. The program will require two (2) new and two (2) existing part-time faculty the first year. Costs of implementing this program will be approximately \$11,500 the first year, \$14,000 the second year, and \$15,500 the third year.

Kaskaskia College has submitted a proposal to offer the Associate of Arts in Teaching (A.A.T.) in Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credit hours of professional education coursework, and 9-15 semester credit hours in major content-area coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Waubonsee Community College is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Welding Technology” and a 37 semester credit hour Certificate program in “Advanced Welding”. The certificate program will build on the college’s existing Beginning Welding Certificate program and expose students to a higher level welding skill set. Graduates of the Advanced Certificate will be prepared for entry-level employment in welding or be qualified for advancement opportunities. The degree program will prepare individuals for employment as production or construction welders, pipe welders, and maintenance welders/welding technicians.

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The degree curriculum includes 18 semester credit hours of general education requirements, 37 semester credit hours of required career and technical coursework, and nine (9) semester credit hours of related technical electives. The certificate program consists only of the 37 semester credit hours of required career and technical coursework. The career and technical component of the degree and certificate programs consists of coursework in blueprint reading, metrology, oxy-fuel welding and cutting, introductory and advanced shielded metal arc welding, gas metal arc and flux cored arc welding, gas tungsten arc welding, pipe welding, fabrication and weld design, and welding inspection.

While neither certification nor licensure is a requirement for entry-level employment, the welding-specific courses were developed according to American Welding Society (AWS) standards and completion of several groupings of courses will prepare students for optional AWS certification in various types of welding. Furthermore, the college plans to seek optional program accreditation through AWS for its welding technology curriculum. Assessment of student learning will be accomplished through a comprehensive performance test in specific areas of welding. Performance will be evaluated by program faculty.

Labor market information provided by the college supports the interest in and need for educational ladder opportunities for students in existing welding certificate programs offered by the college. The college has also recently requested approval to offer an Advanced Welding Certificate program that will bridge students who have completed the Beginning Welding Certificate and wish to continue on towards the degree program. Within the district employment of welders is anticipated to grow faster than the average employment for all occupations district wide through 2012, according to the Illinois Department of Employment Security. The college anticipates a combined enrollment of eight (8) part-time and one full-time students the first year, increasing to 20 part-time and seven (7) full-time by the third year. One existing full-time and two (2) existing part-time faculty will be required for the program during the first year. Costs for implementing this program will be approximately \$21,500 the first year, and \$14,500 the second and third years. Higher first year costs reflect the initial purchase of equipment.

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ Construction Laborers Certificate (42 semester credit hours)

BACKGROUND. Parkland College is seeking temporary approval to offer a 42 semester credit hour "Construction Laborers" certificate program for a period of three years. This program will prepare individuals for entry-level employment in construction, primarily road and highway construction. The curriculum consists of four (4) credit hours of general education and occupational safety coursework, and 38 credit hours of required career and technical education coursework in general heavy construction. Classroom instruction covers the areas of masonry tending, concrete practices, asphalt technology and construction, pipelaying, highway construction, blue print reading, asbestos abatement, surveying, bridgework, and hazardous waste procedures. In addition the program includes over 1000 contact hours of field experience in general construction. This curriculum was

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developed in collaboration with the Illinois Laborers' and Contractors Union and follows the guidelines and standards outlined for construction laborers by the U.S. Department of Labor - Bureau of Apprenticeship and Training. The college anticipates an enrollment of 15 students the first year. Temporary approval has been requested to meet the immediate needs of district employers and to investigate the continued labor market need for such a training program. *Permanent approval will be recommended after a period of three years based on program outcomes.*

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:

Temporary Program Approval

Kaskaskia College

- ▶ HVAC Certificate (29 semester credit hours)

Rend Lake College

- ▶ Electronics for Wireless Communications Certificate (20 semester credit hours)
- ▶ Land Based Communications Systems Certificate (17 semester credit hours)

Oakton Community College

- Web-based Course Developer Certificate (16 semester credit hours)

Illinois Community College Board

EXTENSION OF COURSES AND CURRICULA OUT OF STATE

Illinois community colleges are required to seek approval from the Illinois Community College Board in order to offer previously approved courses or curricula at out-of-state locations.

RECOMMENDED ACTION

It is hereby recommended that the following motion be adopted:

The Illinois Community College hereby approves the out-of-state extension of the Tower Construction and Maintenance Certificate curriculum for Kankakee Community College to be offered upon request at various locations.

BACKGROUND. Kankakee Community College is requesting approval to offer the recently-approved Tower Construction and Maintenance Certificate curriculum at out-of-state locations. The program is unique and is not currently offered in most states. There are several nationally based training programs for tower construction and maintenance, however, very few are affiliated with institutions of higher learning. The college anticipates that there will be requests from businesses and institutions around the country to provide on-site training for individuals to work in this emerging field.

In order to ensure the quality of instruction offered at out-of-state sites, the college will maintain complete academic control of the program and all instructors, seek student evaluations for each course, and provide follow-up evaluations for program graduates. A training facility has been developed at the college, but it is not the intent to establish a permanent extension site. The courses/curriculum will be offered at out-of-state locations upon request and sufficient demand, using the facilities of the business or institution requesting the training. There will be no facility expenses and no state or local taxes will be used to support training offered at out-of-state locations.

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Illinois Community College Board

REVIEW OF EXECUTIVE SESSION MINUTES

The Illinois Open Meetings 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 21, 2005. The next review of executive session minutes will be made on January 20, 2006.

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, December 8, 2003, June 18, 2004, September 17, 2004, and April 22, 2005, are to remain confidential. All other executive session minutes have been made available for public inspection.

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 2005, eight community college districts have undergone in-depth recognition evaluations. Seven districts are being recommended for “recognition continued” status. The remaining district’s evaluation has not been completed and recommendations for this district will be brought to the Board for its consideration in September 2005. In addition, one district from the fiscal year 2004 recognition cycle will also be brought to the Board for its consideration in September 2005. 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:

College of Lake County
Heartland Community College
Lewis and Clark Community College
Oakton Community College
Southeastern Illinois College
Spoon River College
John Wood Community College

BACKGROUND. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (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 for board members only.

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College districts included in fiscal year 2006 recognition evaluations are: Black Hawk College, Danville Area Community College, College of DuPage, Kaskaskia College, Lake Land College, Prairie State College, Rocky Valley College, Triton College and Waubensee Community College. In addition, Shawnee Community College will have a follow up visit based upon the board's action on June 18, 2004.

Fiscal year 2006 is the first year of the current five-year recognition cycle. Staff provide the board with information of the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

Illinois Community College Board

**COOPERATIVE AGREEMENT BETWEEN
ILLINOIS EASTERN COMMUNITY COLLEGES AND
JOHN A. LOGAN COLLEGE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Illinois Eastern Community Colleges and John A. Logan College.

BACKGROUND. Illinois Eastern Community Colleges and John A. Logan College are seeking approval of a cooperative agreement for instruction in order to expand educational services to the greatest number of students. Under the provisions of the agreement, Illinois Eastern Community Colleges will accept residents of John A. Logan College's district in the following programs: Agricultural Technology/Production, Diesel Equipment Technology, Radio-TV Broadcasting, Radiography, and Telecommunications Technology. John A. Logan College will accept residents of Illinois Eastern Community Colleges' district in the following programs: Cardiac Medical Sonography, Construction Management Technology, Dental Assisting, Dental Hygiene, Graphics Design, and Interpreter Preparation. In addition, the agreement includes all mutually approved interactive courses in the distance learning program and all Department of Corrections and all Fire Science training courses.

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Illinois Community College Board

UPDATE OF ICCB PROGRAM REVIEW PROCESS

An oral report will be presented at the Board meeting on June 17.