

Illinois Community College Board

374th Meeting Agenda and Materials



January 28, 2008

Harry L. Crisp II
Community College Center
Springfield, IL

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Agenda
374th Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, Illinois

January 28, 2008

Committee Meetings

Monday, 8:30 a.m. - Budget and Finance - *Board Conference Room, First Floor To Be Announced* - Academic Affairs & Student Relations *via Conference Call To Be Announced* - External Affairs

9:00 a.m. - Business Meeting - Second Floor Conference Room

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5. Progress Report on Governor's Economic Subcabinet Meetings <i>Deputy Governors Steve Frenkel and Kristin Richards</i>	—
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6.1 Budget and Finance	—
6.2 Academic Affairs & Student Relations	—
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7. President/CEO Report <i>Geoff Obrzut</i>	—
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8.3 Illinois Community College Trustees Association <i>Mike Monaghan</i>	—
8.4 Adult Education and Family Literacy Advisory Council <i>Rebecca Hale</i>	—
8.5 Presidents Council <i>Terry Bruce</i>	—
8.6 Illinois Community College System Foundation <i>Ray Hancock</i>	—

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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

Danville Area Community College

- ▶ Diagnostic Medical Sonography Certificate (45 credit hours)
- ▶ IDOC Model Curriculum in Construction Occupations (34 credit hours)
- ▶ IDOC Model Curriculum in Food Services (32 credit hours)

Frontier Community College

- ▶ Automotive Technology Associate of Applied Science (A.A.S.) degree (73 credit hours)

Highland Community College

- ▶ Wind Turbine Technician Associate of Applied Science (A.A.S.) degree (63 credit hours)

Joliet Junior College

- ▶ Construction Trade Operator Mechanic Associate of Applied Science (A.A.S.) degree (69 credit hours)
- ▶ Construction Trade Operator Associate of Applied Science (A.A.S.) degree (67 credit hours)
- ▶ Architectural Technology Associate of Applied Science (A.A.S.) degree (66 credit hours)

Kankakee Community College

- ▶ Horticulture Technology Associate of Applied Science (A.A.S.) degree (63 credit hours)
- ▶ Horticulture Technician Certificate (32 credit hours)

Kennedy-King College

- ▶ Criminal Justice/Public Police Services Associate of Applied Science (A.A.S.) degree (60 credit hours)
- ▶ Criminal Justice/Public Police Services Certificate (30 credit hours)
- ▶ Construction Management Associate of Applied Science (A.A.S.) degree (65 credit hours)

John A. Logan College

- ▶ Radiologic Technology Associate of Applied Science (A.A.S.) degree (71 credit hours)

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Lewis & Clark Community College

- ▶ Construction Laborer Associate of Applied Science (A.A.S.) degree (60 credit hours)
- ▶ Therapeutic Massage Associate of Applied Science (A.A.S.) degree (65 credit hours)

Lincoln Trail College

- ▶ Health Information Management Associate of Applied Science (A.A.S.) degree (65 credit hours)

McHenry County College

- ▶ Network Security Associate of Applied Science (A.A.S.) degree (64 credit hours)

Moraine Valley Community College

- ▶ IT Security Specialist Associate of Applied Science (A.A.S.) degree (62 credit hours)

Waubonsee Community College

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education (64 semester credit hours)

BACKGROUND

Danville Area Community College is seeking approval to offer a 45 semester credit hour “Diagnostic Medical Sonography” Certificate program. This program will prepare individuals who are currently working in the field of allied health for employment as diagnostic medical sonographers. The curriculum consists of coursework in cross sectional anatomy, sonography physics and instrumentation, cardiovascular sonography, obstetric and gynecological sonography, abdominal and small parts sonography, special topics in sonography and a work-based learning experience. The curriculum was based on standards developed by the American Registry of Radiologic Technologists (ARRT) and the American Registry for Diagnostic Medical Sonography (ARMDS) and prepares graduates for certifications through both associations. Assessment of student learning will be achieved through an evaluation of the student’s performance during the required clinical experience in sonography. Labor market information provided by the college supports the interest in and the need for a one-year certificate program for existing allied health professionals within the college’s district. A survey conducted by the college indicated a significant need for sonographers among area health service providers immediately and within the next five years. The college anticipates an enrollment of 10 full-time students each year during the first three years of the program. Costs of implementing this program will be approximately \$66,000 the first year, \$61,500 the second year and \$63,045 the third year.

Danville Area Community College is seeking approval to offer the “Construction Occupations” Certificate Statewide Model Curriculum for the Illinois Department of Corrections. This 34 semester credit hour certificate program will prepare individuals for entry-level employment as carpenters and construction workers in new construction and maintenance/repair environments.

Danville Area Community College is seeking approval to offer the “Food Services” Certificate Statewide Model Curriculum for the Illinois Department of Corrections. This 32 semester credit hour certificate program will prepare individuals for entry-level employment in food services as cooks, kitchen assistants and related food preparation workers.

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Frontier Community College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 73 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Automotive Technology”. This program will prepare individuals for employment as automotive service technicians. This program was developed based on competencies established by the National Automotive Technicians Education Foundation (NATEF) for Automotive Service Excellence (ASE) certification. The curriculum consists of 18 semester credit hours of general education coursework and 55 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introductory and intermediate automotive electrical systems, automotive brakes, engine performance, automotive engines, drive trains, steering and suspension systems, automotive air conditioning, and shop organization and management. The proposed curriculum will prepare graduates for various ASE certifications exams. Assessment of student learning objectives will be achieved through evaluation of a student portfolio and their performance on practice ASE certification exams.

Labor market information provided by the college supports the need for and interest in a two-year degree in this program of study. According to the Illinois Department of Employment Security, employment of “automotive technicians” is expected to increase faster than the average for all occupations statewide through 2014. The college currently offers a related certificate program for which the proposed degree will offer an educational ladder opportunity. The college anticipates an enrollment of 12 full-time and 12 part-time students the first year, increasing to 20 full-time and 30 part-time students by the third year. The program will require one (1) existing full-time faculty the first year. Adequate facilities and the majority of equipment are in place through the existing certificate program, however costs of implementing the proposed degree will be related primarily to equipment and resource materials estimated at \$5,500 the first year, \$20,500 the second year, and \$5,500 the third year. Higher second year costs reflect the purchase of an automotive alignment machine.

Highland Community College is seeking approval to offer a 63 semester credit hour “Wind Turbine Technician” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as operation and maintenance technicians and inspectors at wind energy generation facilities, commonly known as “wind farms”. The program was developed in partnership with three companies currently involved in providing wind energy generation equipment, operations and maintenance services. The companies are Acciona, a Spanish-based company with a corporate office in Chicago, EcoEnergy and Morse Group, sister companies based out of Elgin and Freeport respectively. These companies worked with the college to identify the level of technician(s) needed in their industry as well as the educational and skill requirements necessary for the positions. The curriculum consists of 16 semester credit hours of required general education coursework and 47 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introductory wind energy, wind mechanical systems, introductory through advanced levels of wind systems technology, electronic devices and circuitry, motors and controls, hydraulics, programmable logic controllers, wiring and schematics and a required work-based learning experience in the field. Assessment of student learning objectives will be accomplished through the evaluation of a student portfolio containing

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representative samples and evidence of successfully completing learning activities related to the program's core competencies.

Labor market information provided by the college on this new and emerging technology supports the need for a formalized training program both within the college's district and throughout the state of Illinois. An independent study conducted by this industry in Illinois, including the companies with which HCC has partnered for this program, reports that for every 100 wind generating towers built, 20 technicians will be needed. With four major wind farms currently in operation and nearly 20 under construction or in development, projected employment needs for trained individuals is over 500 technicians needed in the next five years. Because wind energy is a renewable energy source, existing utility companies are also moving towards developing their own services in this field, thus increasing the need for individuals trained for operating and maintaining wind generation systems. The college anticipates an enrollment of 16 full-time students the first year, increasing to 48 full-time students by the third year. The program will require two existing full-time, one new part- and two new full-time faculty the first year. Existing faculty have worked closely with industry partners to identify the knowledge and skills required for instructors in this program of study as well. Costs of implementing this program will be approximately \$740,000 the first year, \$82,500 the second year, and \$75,500 the third year. Facilities and equipment expenses will be funded by the college's local industry partners.

Joliet Junior College is seeking approval to offer a 67 semester credit hour "Construction Trade Operator" and a 69 semester credit hour "Construction Trade Operator Mechanic" Associate in Applied Science (A.A.S.) degree program. The "Construction Trade Operator" program will prepare individuals for operating heavy construction equipment, while the "Construction Trade Operator Mechanic" program will prepare individuals for repairing and maintaining heavy construction equipment. These programs were developed in partnership with International Union of Operating Engineers Local 150 and meet the guidelines established by the U.S. Department of Labor-Bureau of Apprenticeship and Training for construction trades operators and mechanics. The Operators curriculum includes 15 semester credit hours of required general education coursework, 28 semester credit hours of required coursework in construction equipment training, introductory equipment maintenance, excavating, introductory construction, crane operation, occupational health and construction safety, and 24 credit hours of on-the-job training in heavy construction equipment operation. The Mechanics curriculum includes 15 semester credit hours of required general education coursework, 34 semester credit hours of required coursework in electricity, hydraulics and pneumatics, engine components, welding, braking systems, thermal transfer systems, powertrain fundamentals, engine controls, computer systems, occupational health and construction safety, and 20 semester credit hours of on-the-job training in heavy construction equipment maintenance. Assessment of student learning objectives for both proposed programs will occur during the work-based learning component of the curricula.

Labor market information provided by the college supports the interest in and the need for formalized training programs for construction equipment operators and mechanics within the college's district. The college anticipates a combined enrollment of 20 full-time students per year during the first three years and recently received approval to offer two related certificate programs.

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These four programs combined will require 16 existing full-time and five (5) existing part-time faculty, all currently employed by the Local Operators Union. Because all facilities, equipment and instructional resources will be supplied by the local union, costs to implement these programs are estimated at \$12,000 per year during the first three years.

Joliet Junior College is seeking approval to offer a 66 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Architectural Technology”. This program will prepare individuals for entry-level employment as technicians in a variety of architecture and related design or engineering fields. The curriculum consists of 17 semester credit hours of required general education coursework 46 semester credit hours of career and technical education coursework and three (3) semester credit hours of related technical electives. The career and technical component of the program includes instruction in methods of building construction, blueprint reading, introduction to the architecture profession, introductory and intermediate architectural drafting, two-dimensional computer-aided design/drafting, introductory and intermediate architectural design, and a required work-based learning experience in architectural technology. Assessment of student learning objectives will be accomplished through an evaluation of the student’s comprehensive final project and a portfolio containing artifacts of the student’s educational achievements throughout the program.

Labor market information provided by the college supports the interest in and the need for an entry-level program in architectural technology. The proposed degree is a part of a package of programs proposed by the college including two additional shorter-term certificates and a related advanced certificate program. The college anticipates an enrollment of five (5) full-time and five (5) part-time students the first year, increasing to 10 full-time and 15 part-time students by the third year. The program will require one (1) new full-time and two (2) new part-time faculty the first year. Costs of implementing the entire proposed package of programs are approximately \$65,500 the first year, \$77,000 the second year and \$138,000 the third year. Higher third year costs reflect an anticipated increase in faculty needs to meet the demands of projected enrollment increases.

Kankakee Community College is seeking approval to offer a 63 semester credit hour Associate of Applied Science (A.A.S.) degree and a related 32 semester credit hour Certificate program both titled “Horticulture Technician”. The programs will prepare individuals for entry-level employment in horticulture, landscaping and related fields. The certificate curriculum consists of coursework in introductory horticulture, landscape plants, soil science, turf management, soil fertility, plant diseases and insects, greenhouse operations, landscape layout and design, and horticulture mechanics. The degree program builds upon the certificate curriculum to include a three (3) credit hour required work-based learning experience, 12 credit hours of related technical electives and 16 credit hours of required general education coursework. Assessment of student learning objectives will be accomplished through the evaluation of the student’s performance during the work-based learning experience.

Labor market information provided by the college supports the interest in and the need for formalized training programs in this field of study. Local employers have worked with the college

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to develop the curricula and one business has made a financial contribution towards the development and implementation of the programs. The college anticipates an enrollment of five (5) full-time and five (5) part-time students during the first year, increasing to 15 full- and part-time enrollments by the third year. One new full-time faculty will be required for the programs. Costs of implementing this program will be approximately \$50,000 per year during the first three years.

Kennedy-King College, one of the City Colleges of Chicago, is seeking approval to offer a 60 semester credit hour Associate of Applied Science (A.A.S.) degree and a related 30 semester credit hour Certificate program in “Criminal Justice/ Public Police Services”. These programs will prepare individuals for entry-level employment in criminal justice at the municipal, state and federal level in occupations such as law enforcement officers, security offers, bailiffs, and transportation security screeners to name a few. The certificate curriculum consists of 30 semester credit hours of career and technical education coursework in administration and issues of criminal justice, administration of juvenile justice, criminal law and procedure, introductory investigations, police organization and management, professional responsibilities in criminal justice and constitutional law. The degree program builds upon the certificate curriculum to include 24 semester credit hours of required general education coursework and an additional six (6) semester credit hours of technical electives. Assessment of student learning objectives will be achieved through a comprehensive final exam.

Labor market information provided by the college supports the interest in and the need for a degree program within the college’s district in this program of study. The college also recently received approval to offer a related 15 semester credit hour basic certificate program in criminal justice and combined expect 32 full-time enrollments and 70 part-time enrollments the first year. The programs will require one new full-time, one existing full-time and two existing part-time faculty. Costs of implementing these programs will be approximately \$49,000 the first year, \$45,500 the second year, and \$50,000 the third year.

Kennedy-King College, one of the City Colleges of Chicago, is seeking approval to offer a 65 semester credit hour Associate of Applied Science (A.A.S.) degree in “Construction Management”. This program will prepare individuals for entry-level employment in construction project management and related positions. The curriculum consists of 15 semester credit hours of required general education coursework, 41 semester credit hours of required career and technical education coursework and nine (9) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in introductory construction, methods of building construction, building materials and testing, blueprints and specifications, cost estimating, construction contracting, scheduling and project management, construction safety and construction report writing. This curriculum was developed using skill standards available through the American Council for Construction Education (ACCE). Assessment of student learning objectives will be accomplished through evaluation of a student portfolio.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this program of study. Both statewide and in Cook County employment of “first line construction supervisors and managers” is expected to grow slightly faster than the average

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growth for all occupations through 2014, according to the Illinois Department of Employment Security. The college currently offers five related certificate programs in construction. The proposed degree will offer completers of these certificates an educational ladder opportunity. The college anticipates an enrollment of 50 part-time students the first year. The program will require two (2) new part-time and three (3) existing part-time faculty the first year. The college will be able to utilize resources such as facilities and equipment from existing programs. The cost of implementing the proposed degree program will be approximately \$35,600 the first year, \$32,100 the second year, and \$39,100 the third year.

John A. Logan College is seeking approval to offer a 71 semester credit hour Associate of Applied Science (A.A.S.) degree in “Radiologic Technology”. This program will prepare individuals for entry-level employment as radiologic technologists in a variety of health care settings. The curriculum consists of 21 semester credit hours of required general education coursework, and 50 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introductory radiographic technology, introductory through advanced levels of radiologic procedures, atypical radiologic procedures, radiologic physics, radiologic pathology, image analysis and a required work-based learning experience in radiologic technology. Assessment of student learning objectives will be achieved through evaluation of the student’s performance during the work-based learning component of the program. The curriculum was developed according to standards developed by the American Registry of Radiologic Technologists (ARRT) and prepares graduates for their certification exam, as well as licensure through the Illinois Department of Nuclear Safety. The college plans to seek program accreditation by the Joint Review Commission on Education in Radiologic Technology (JRCERT) once all appropriate state approvals have been granted.

Labor market information provided by the college supports the interest in and the need for training in this program of study within the college’s district. According to the Illinois Department of Employment Security, growth in the employment of “radiologic technologists” is expected to increase much faster than the average growth for all occupations statewide and as fast as average for the college’s area through 2014. The college anticipates an enrollment of 20 full-time students per year during the first three years. The program will require one new full- and one new part-time faculty member the first year. Costs of implementing this program will be approximately \$156,000 the first year, \$422,000 the second year, and \$141,000 the third year. Higher second year costs reflect the purchase of additional equipment and funds allocated for the hiring of one full-time program coordinator and one additional part-time faculty member.

Lewis & Clark Community College is seeking approval to offer a 60 semester credit hour “Construction Laborer” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for journey-level employment as construction laborers and was developed in collaboration with the Illinois’ Laborers’ and Contractors Joint Apprenticeship and Training Program (ILCJATP)-Southern and Central District Councils for new and existing local apprentices. The curriculum consists of 19 semester credit hours of required general education coursework, 37 semester credit hours of required career and technical education coursework, and four (4) semester

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credit hours of related technical electives. The career and technical component of the curriculum includes instruction in construction laborer trades, bridge construction, line and grade, hazardous materials, mason tending, concrete practices and procedures, asphalt technology and construction, pipe laying, asbestos abatement, blueprint reading, mathematics for construction laborers, the history of labor and first aid, as well as required on-the-job work experience as a construction laborer apprentice. The curriculum meets all standards and requirements outlined by the U.S. Department of Labor-Bureau of Apprenticeship and Training for construction laborer training programs. Assessment of student learning objectives will be achieved through a comprehensive final exam, as well as evaluation of the student's performance during their work-based learning instruction.

Labor market information provided by the college supports the interest in and the need for a formalized educational training program for local union apprentices and tradespeople. The college currently offers a certificate program in "Construction Methods" that enrolls existing ILCJATP apprentices. The ILCJATP sees the proposed degree program as a way to broaden the knowledge and skills of its new and existing workforce. The proposed A.A.S. will replace the existing certificate once all appropriate state approvals have been granted. The college anticipates an enrollment of six (6) full-time and 12 part-time students the first year, increasing to 15 full-time and 20 part-time students by the third year. Because of the college's existing relationship with the ILCJATP to offer a certificate program, adequate facilities and faculty are in place and no new costs are anticipated to implement the proposed degree program.

Lewis & Clark Community College is seeking permanent approval for the 36 semester credit hour "Therapeutic Massage" Certificate program. This program was approved on a temporary basis in June 2004. The program prepares individuals for employment as massage therapists in a variety of settings. The program has exceeded its original benchmarks for enrollments and completions with 8 -14 full-time students enrolled per year during the last three years and completing 75 percent of its students during fiscal year 2005 and 2006. The college indicates that 100 percent of their graduates are employed and 75 percent have passed the optional examination offered by the National Certification Board for Therapeutic Massage and Bodywork. The current curriculum has been modified from the original to reflect updates in requirements for clinical hours by the NCBTMB, as well as incorporating minor changes to course sequencing that provide better access to training for students. The college identified strengths of the program as qualified and committed faculty, recently renovated facilities, updated equipment and a partnership with Franklin University for students interested in pursuing a Bachelor's degree in Applied Management. One weakness identified by the college is that the program operates during the evening from August to August, which only allows access to the student clinic from January to July, which limits entry into the program for new students and access to the clinic for student clients. The college is exploring adding a second cohort to the program offered during traditional daytime hours which would allow the student clinic to remain open year round. *Staff recommend permanent approval for this program.*

Lincoln Trail College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 65 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Health Information Management". This program will prepare individuals for entry-level employment as

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health information technicians. The program was developed based on competencies for Registered Health Information Technicians (RHIT) as established by the American Health Information Management Association (AHIMA). The curriculum includes 23 semester credit hours of general education coursework and 42 semester credit hours of career and technical education coursework. The career and technical component of the curriculum includes instruction in medical terminology, medical front office procedures, medical insurance and coding, HIPAA compliance, introductory health information management, data management for health information management, statistical analysis of health data, case studies in allied health, introductory human pathophysiology, pharmacology, computer applications and a clinical practicum in health information management. Assessment of student learning will be achieved through the evaluation of the student's portfolio and their performance during the required work-based learning experience.

Labor market information provided by the college is supportive of the need for a two-year degree in this program of study. Currently the college offers a Medical Assistant certificate program and the proposed degree will provide those graduates with an educational ladder opportunity. Furthermore this program will offer alternative options for students who may not be able to complete related programs of study, such as the college's Registered Nursing degree program. The college anticipates an enrollment of eight (8) full-time and two (2) part-time students the first year increasing to 20 full-time and six (6) part-time students by the third year. Optional program accreditation is available through the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The college plans to seek accreditation for this program once all appropriate state level approvals have been granted. The program will require one (1) new full-time and six (6) existing part-time faculty the first year. Costs of implementing this program will be approximately \$39,000 the first year, \$43,500 the second year, and \$48,250 the third year.

McHenry County College is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Network Security". This program will prepare individuals for entry-level employment as network security technicians and related security specialists. The program includes 15 semester credit hours of required general education coursework and 44 semester credit hours of career and technical education coursework and five (5) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in computer literacy, Microsoft Windows applications, computer ethics, network essentials, computer security awareness, ethical hacking, introductory Unix, Security + preparation, A+ certification preparation, advanced Windows Workstation and Server applications, directory services infrastructure, Windows network infrastructure, and the choice of related electives in networking and security technology. Graduates of this degree program will be prepared for several optional certifications available through various information technology vendors nationwide. This includes certifications in Microsoft Certified System Administrator (MCSA) offered through Microsoft Corporation, the Security +, A+ and Network + Security certifications offered through CompTIA, and the Certified Ethical Hacker credential offered through EC-Council. Assessment of student learning objectives will be achieved through a comprehensive final exit exam that evaluates students' knowledge and skills according to the stated national certification standards as described.

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Labor market information provided by the college supports the interest in and the need for a network security training program within the college's district as well as state and nationwide. According to the U.S. Department of Labor the demand for IT professionals with knowledge and skills in network security is expected to grow much faster than the average growth for general information technology occupations nationwide through 2014. The college also recently received approval to offer a short-term certificate program in "Cyber Security" targeted towards existing IT professionals. The proposed degree program will also provide an educational ladder opportunity for completers of the certificate program. The college anticipates an enrollment in the degree program of five (5) full-time and 10 part-time students the first year, increasing to nine (9) full-time and 30 part-time students by the third year. The program will require one (1) existing full-time faculty member and two (2) new part-time faculty the first year. Facilities and equipment are currently in place through existing programs and therefore no new costs will be anticipated for the implementation of this program.

Moraine Valley Community College is seeking permanent approval for a 62 semester credit hour "IT Security Specialist" Associate in Applied Science (A.A.S.) degree program. This program was granted temporary approval in January 2004 and has been in operation for a period of three years. This program prepares individuals for employment in the field of information technology security and leads to occupations such as IT security specialists, data assurance specialists, IT systems investigators, and cryptologists. The curriculum consists of 18 credit hours of required general education coursework, and 44 credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in security awareness, IT hardware essentials, IT operating systems, managing LAN hardware, internetwork connectivity, introductory routers, IT and data assurance, managing messaging services, web servers, and database services, network security and network security design. Assessment of student learning objectives will be accomplished through evaluation of the student's performance on a certification pre-test. The proposed curriculum was developed as a part of a National Science Foundation (NSF) Grant the college received to develop an IT Security Training Academy and prepares graduates for optional industry certifications such as those available through CISCO and CompTIA. The college currently partners with CISCO and is among one of the few certified training academies in the country.

Overall the college has met or exceeded its original benchmarks for enrollments, completions and placements in this program. The need for formally trained IT workers, as well as cross-training of existing IT professionals, continues to exist both within the college's district and statewide. All instructional, equipment and faculty needs were identified and acquired prior to and during the temporary approval period. Because of the college's partnership with CISCO a brand new state-of-the-art computer security lab is currently available for students. *Based on the information provided, permanent approval is recommended for this program.*

Waubonsee Community College has submitted a proposal for 64 semester credit hours to offer an Associate of Arts in Teaching Special Education, Statewide Model Curriculum. The 60-64 credit hour model curriculum consists of 40-44 semester credit hours of general education coursework and 18-21 semester credit hours of professional and special education coursework. The college's proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

TEMPORARY PROGRAM APPROVAL

William Rainey Harper College

- ▶ Nanoscience Technology Associate of Applied Science (A.A.S.) degree (62 credit hours)

BACKGROUND

William Rainey Harper College is seeking temporary approval to offer a 62 semester credit hour Associate of Applied Science (A.A.S.) degree in “Nanoscience Technology” for a period of three years. This program will prepare individuals for employment as nanoscience technicians responsible for the creation and manufacturing of related materials and devices at the nanometer scale. The college was the recipient of a National Science Foundation (NSF) grant to develop the proposed program in collaboration with five other community and technical colleges in the northern Midwest. The curriculum incorporates general education fundamentals in biology, chemistry, materials science, physics, electronics and engineering as well as career and technical coursework in nanoscience, nanoelectronics, nanobiotechnology, nanomaterials, nanoscience manufacturing and a required work-based learning experience in a nanoscience research or manufacturing setting. Assessment of student learning objectives will be achieved through an evaluation of the student’s work-based learning experience.

Labor market information provided by the college supports the demand for training in this cutting-edge technology. Illinois currently ranks ninth among the states for the number of firms working in the nanoscience technology field. Need for training existing and new technicians in this field is anticipated to increase as uses and applications for nanoscience continue to be developed. The college anticipates an enrollment of 12 full-time and 12 part-time students the first year, increasing to 36 full-time and 36 part-time students by the third year. The program will require one (1) new full-time faculty member the first year. Costs of implementing this program will be covered by the NSF grant award and are estimated at \$223,000 during year one, \$133,500 during year two, and \$92,000 during year three. Primary expenses for the implementation of this program are associated with facilities, equipment and resource materials.

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

Following is a list of basic certificates (less than 29 semester credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval

Kennedy-King College

- ▶ Criminal Justice/Public Police Services Certificate (15 credit hours)

Temporary Program Approval

Kennedy-King College

- Construction Materials Technology Certificate (16 credit hours)

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during fiscal years 2006 through 2010 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During fiscal year 2007, Illinois Eastern Community Colleges and Carl Sandburg College underwent in-depth recognition evaluations. The colleges submitted a thorough self evaluation, ICCB staff conducted internal evaluations of all required college documents and college site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Illinois Eastern Community Colleges
Frontier Community College
Lincoln Trail College
Olney Central College
Wabash Valley College
Carl Sandburg 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 (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district’s compliance with the *Public*

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Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

Based on a five-year cycle, ICCB staff 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 longer than nine months after ICCB action on the assignment to determine the district’s progress in resolving the conditions.

Recognition Interrupted – The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a prorata, per diem basis for the period of time for which such status is in effect.

Evaluation for the districts’ included in this item have been completed through receipt of responses to the districts’ draft report. The responses include the districts’ planned action for the compliance recommendations as well as reactions to advisory (quality) recommendations when the district chose to provide them. The districts’ were judged by staff to be in general compliance with ICCB recognition standards and, therefore, are recommended for “*Recognition Continued*” status. The final report, including direct responses, are externally attached for Board members only.

College districts included in fiscal year 2007 recognition evaluations are: Elgin Community College, Illinois Eastern Community Colleges, Parkland College, Carl Sandburg College, Sauk Valley Community College, South Suburban College, and Southwestern Illinois College.

Fiscal year 2007 is the second year of the current five-year recognition cycle. Staff provided the Board with information about the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

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Illinois Community College Board

**FY 2008 ENROLLMENT AND FISCAL TRENDS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

An oral report will be presented at the Board meeting on January 28, 2008.

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Illinois Community College Board

HOMELAND SECURITY UPDATE

Illinois Community College Board Homeland Security and Emergency Response Institute. The third Illinois Community College Board Homeland Security and Emergency Response Institute will be held April 2-3, 2008, at the Doubletree Hotel in Bloomington, Illinois. The Institute's goal is to create awareness of campus security issues; identify the connection between homeland security, emergency response, and workforce/economic development; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs. The Institute website will be activated in February and will list the program, as well as accommodation registrations.

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UNAPPROVED

Minutes of the 373rd Meeting of the
Illinois Community College Board
November 5, 2007
Parkland College
Champaign, Illinois

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the November 5, 2007 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, John Aurand, Jake Rendleman, Dianne Meeks, Suzanne Morris, Bill Naegele, Brian Savage, and nonvoting member Addison Woodward. John Donahue, Marikay Hegarty, Rudolph Papa, and Judith Rake were absent.

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

Chairman Alongi welcomed everyone and, on behalf of the Board members, thanked Interim President Thomas Ramage and his staff for agreeing to host the meeting today and appreciates the warm hospitality that his staff provided. Chairman Alongi then presented a brief history of Parkland College.

Chairman Alongi welcomed the new ICCB Student Board member, Brian Savage. Brian is a student at Joliet Junior College.

Chairman Alongi announced that Ann Chandler, Executive Assistant to the President/CEO, has resigned and her last day will be November 15.

Chairman Alongi announced that Board Member Suzanne Morris' mother died recently and thanked Suzanne and her husband John for driving down from Michigan to the meeting so there would be a quorum.

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Item #3 - Board Member Comments

Jake Rendleman thanked Parkland College for hosting the Board meeting.

Brian Savage reported that it is an honor and a privilege to serve on the ICCB, and he is looking forward to the next year and knows it will be a learning experience.

Diane Meeks praised Parkland College for its beautiful campus.

Bill Naegele reported that he had the pleasure and privilege of participating on two panels recently with Mike Monaghan at the Illinois Community College Faculty Association Teaching and Learning Excellence Conference and the Presidents' Council Retreat. He thanked Terry Bruce, Chief Executive Officer of Illinois Eastern Community Colleges, and the presidents for their hospitality at the retreat. The panels discussed coalition building and how we can all work together to achieve common goals, which he believes is very important especially now during these trying financial times.

Suzanne Morris thanked Parkland College for allowing the ICCB to meet on its campus.

John Aurand thanked Parkland College for hosting the meeting and praised Parkland on the beautiful landscaping. He also thanked Ann Chandler for her support of the Board members.

Addison Woodward reported that he attended the installation of Governor's State University's new president, Dr. Elaine Maimon, on Saturday, November 3. Dr. Maimon has already initiated a "GSU Promise" Endowment Fund for students below the poverty level to attend tuition free.

Item #4 - Remarks by Dr. Thomas Ramage, Interim President at Parkland College

Dr. Thomas Ramage, Interim President at Parkland College, welcomed the Board and thanked the Board members for holding its meeting on their campus. Dr. Ramage introduced Parkland College Board of Trustees members in the audience: Mr. Linden Warfel, Mrs. Donna Giertz, and Dr. Paul Quinlan. Dr. Ramage provided a variety of interesting statistics of Parkland College district facilities, students, and staff.

#5 - Homeland Security Update

#5.1 Homeland Security Award

Dr. Karen Hunter Anderson reported that the plan was to give an award this morning but, unfortunately, a high security issue arose with the FBI; therefore, the award presentation will be postponed until the January meeting.

Item #5.2 - Campus Security Legislation

Dr. Karen Hunter Anderson reported that the Illinois Public Community College Act outlines the responsibility of the Illinois Community College Board in establishing eligibility requirements for appointments to college security departments. The Illinois Community College Board Homeland Security and Campus Safety Committee was asked to review and make recommendations that would update these state statutes.

The committee found several definitions in these statutes to be outdated and inconsistent with current standards for the operation of community college security departments. The committee recommended that in the Board's spring legislative agenda, current statutes be amended to read as follows:

Sworn members of the college district police department shall be conservators of the peace and peace officers under the laws of the State of Illinois. As such, sworn members of the college district police department shall have all the powers of police officers in cities and sheriffs in counties including the power to make arrests on view or on warrants of violations of State statutes, county or city ordinances, or college ordinances in all areas of the community college district when such is required for the protection of community college personnel, students, interests, or property.

As peace officers in the State of Illinois, all laws pertaining to training, retention, service, and discipline of police officers under the state law will apply.

As peace officers in the State of Illinois, the possession of appropriate firearms is authorized upon the completion of a Law Enforcement Training and Standards Board Certified firearms course.

The changes will address issues of the jurisdiction, local authority, and training requirements of law enforcement officers at community colleges. The existing statutes do not include these requirements.

Chairman Alongi suggested that a motion be entertained to move forward with this legislation. Jake Rendleman made a motion, which was seconded by Bill Naegele, to approve the following motion:

The Illinois Community College Board hereby authorizes its President/CEO to find a sponsor for the proposed legislation to make changes to statute to address the issues of jurisdiction, local authority, and training requirements of law enforcement officers at community colleges..

The motion was passed by unanimous voice vote. Student Advisory Vote: Yes.

Geoff Obrzut reported that, in late September, Dr. Karen Hunter Anderson along with former ICCB staff member Rebecca Miller, who now works at the Federal Bureau of Investigation in the Counterterrorism Unit, were invited to do a presentation on the Illinois Campus Liaison Awareness Project at a meeting in the new FBI Counterterrorism office in McLean, Virginia.

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Geoff Obrzut announced that Colonel Jill Morgenthaler resigned from the Governor's Office effective November 1 and is now running for Congress in the 6th congressional district.

Item #6 - Recognition of Dr. Alice Jacobs, President, Danville Area Community College, and Glenda Boling, Faculty Member, Danville Area Community College

Dr. Elaine Johnson congratulated Dr. Alice Jacobs, President of Danville Area Community College, for her outstanding President/CEO award that she received recently. Dr. Jacobs received the 2007 Marie Y. Martin Chief Executive Officer Award for the US Central Region. This award is for top administrator, which includes more than 200 two-year institutions in Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. Dr. Elaine Johnson introduced Dr. Alice Jacobs.

Dr. Alice Jacobs thanked the Board for their kind words and then recognized Glenda Boling, a Speech and Communications faculty member at Danville Area Community College. She was the recipient of both the ACCT Regional and National William H. Meardy Faculty Member Awards.

Item #7 - President/CEO Report

Geoff Obrzut thanked Parkland College for hosting the Board meeting and thanked the Board members present for attending so that there would be a quorum.

Geoff Obrzut spoke briefly about the latest legislative session. The Illinois Community College Board lost \$10 million and, at this point, there is no capital bill. More specific information will be addressed by Jake Rendlemen and Steve Morse in Agenda Item #8.3. It is hoped that things will start to improve soon. One of the items that will be considered today as part of the Budget and Finance Committee report will be hiring a new contractual lobbyist to help us with our lobbying efforts and to focus on getting the Illinois Community College Board and the Illinois Community College System additional funding.

Geoff Obrzut reported that he will attend the AACC Higher Education Government Relations Conference at the end of November, cosponsored by ACE and two-three national groups. Focus will primarily be on what can be done to move higher education up on the priority list. It is not only Illinois, but other states that are not getting the funding needed to continue to be very effective. Hopefully, recommendations that are developed from this conference will be a positive effort from those attending and help the Illinois Community College System.

Geoff Obrzut reported that tomorrow morning he will be meeting with Judy Erwin from the Illinois Board of Higher Education (IBHE), Kristin Richards from the Governor's Office, and Andy Davis from the Illinois Student Assistance Commission (ISAC), to begin working on a Master Plan for Higher Education. He stressed that it is his intention to involve Dr. Karen Hunter Anderson, Ellen Andres, and Dr. Elaine Johnson, as well as a representative from both the Presidents' Council and

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the Illinois Community College Trustees Association (ICCTA) and that it is important the recommendations of the Joint Task Force be included in the Master Plan.

Geoff Obrzut reported that Steve Morse has been working with staff from IBHE and ISAC to develop a newsletter that is anticipated to be distributed every week or two. The target audience for the newsletter will be policymakers/legislators. Mr. Obrzut commented that he had reviewed a copy of the first newsletter, and it was very eye appealing and informative and should be helpful in our lobbying efforts.

Geoff Obrzut reported that Dr. Elaine Johnson, Vice President for Academic Affairs and Workforce Development, recently returned from a trip to Boulder, Colorado, where she attended a meeting sponsored by the Gates Foundation on Improving the Effectiveness of P-20 Councils. Illinois does not have a P-20 Council and Dr. Johnson represented the Board, along with representatives from the Governor's Office, IBHE, and the Illinois State Board of Education (ISBE). It is hoped that Illinois will have a strong P-20 Council in the near future.

Geoff Obrzut reported that, in October and November, the ICCB is partnering with IBHE and the Illinois Emergency Management Agency to offer retail training sessions on All Hazard Emergency Planning for colleges and universities. Three community colleges are hosting the training: John A. Logan College, Elgin Community College, and Moraine Valley Community College. This training was developed as a result of the Governor's Illinois Campus and Security Task Force.

Geoff Obrzut introduced Brian Durham, ICCB's new Senior Director for Academic Affairs and Career/Technical Education; announced that Steve Morse was promoted to Senior Director for External Affairs; and thanked Ann Chandler for her service to the ICCB.

In a response to a question by John Aurand as to how many staff vacancies there are, Ellen Andres replied that there currently are eight vacant positions that are in the process of being filled.

Item #8 - Committee Reports

Item #8.1 - Budget and Finance Committee

Bill Naegele reported that the committee met this morning at 8:30 a.m. and discussed fiscal year 2008 office budget issues.

The Board reviewed system budget information. This is the time of the year that the ICCCB works with the IBHE and Governor's Office of Management and Budget (GOMB) to determine the fiscal year 2009 budget. On November 14, our staff and representatives of the community college system will meet with IBHE staff to start the detailed work of arriving at a budget for the system. The committee recommends that the Board move towards full funding of Base Operating and Equalization Grants in the fiscal year 2009 budget.

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The committee briefly discussed GED testing and issues surrounding it. Agenda Item 15.3 is an information item that is worth review. Plans are to submit the item to the Board at a future meeting for possible action.

And, finally, a contract for legislative services was discussed. The committee recommends adopting the following motion made by Bill Naegele:

The Illinois Community College Board hereby authorizes its President/CEO to enter into a contract with Government Navigation Group, Inc., for legislative services not to exceed \$26,250 for the remainder of fiscal year 2008.

Suzanne Morris seconded the motion which was carried by unanimous voice vote. Student Advisory Vote: Yes.

Item #8.2 - Academic Affairs and Student Relations

Bill Naegele reported that the committee met by conference call at 11:45 a.m. on Wednesday, October 31, 2007. Committee members that participated in the conference call were Bill Naegele, Jake Rendleman, and Brian Savage. Dr. Elaine Johnson and members of her staff participated.

The committee discussed the AAT Conference, P-16 (Dual Credit/Enrollment), P-20 Conference, P-20 Council, and Proposed Community College Board Rules Concerning Elimination of Examination of Patriotism from Program Requirements, which is on the consent agenda.

Item #8.3 - External Affairs Committee

Jake Rendleman reported that the committee met by conference call on Thursday, November 1, at 1:30 p.m. There were two items discussed: spring legislative activity and development of an ICCB legislative agenda. Committee members that participated in the conference call were Marikay Hegarty and Jake Rendleman, along with Steve Morse. Suzanne Morris was unable to participate because of the death of her mother. Main topics of discussion were the legislative update, the current session, the upcoming spring session, and development of the ICCB legislative agenda with the cooperation of the Presidents' Council and the ICCTA.

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Item #8.3A - Public Relations Report

Steve Morse reported that the ICCB hosted a statewide meeting of Illinois community college public relations and marketing professionals in Springfield on October 31. At the meeting, representatives from the Illinois Community College Trustees Association and the Presidents' Council reported on their respective groups' efforts at developing a statewide publicity campaign for community colleges. Other topics covered were college district publicity efforts on the Economic Impact Study, the possibility of a community college Academic Impact Study, college utilization of websites for marketing and the roles and responsibilities of IT in marketing, and discussion on the reorganization of the statewide public relations/marketing group public relations and marketing directors for their input on the statewide release of the study.

Item #8.3B - Legislative Update

Steve Morse reported that the discussions concerning possible ICCB legislative activity during the spring session took place at the committee meeting. The committee also discussed the development of a legislative agenda for the Board to consider. The committee also reviewed updates to legislation since the last Board meeting in September.

The following bills are being tracked at this time: Senate Bill 858; House Bills 1648, 1434; House Joint Resolutions 32, 36, 49; and Senate Joint Resolutions 50, 57, 59.

Item #8.4 - Personnel and Evaluation

The Personnel and Evaluation Committee did not meet.

Item #8.5 - Adult Education and Workforce Preparation

Dianne Meeks reported that the committee met at 10:00 a.m. by conference call on Wednesday, October 31, 2007. The committee discussed the GED testing fee increase, the Adult Education peer evaluation process, the Manufacturing Innovation Grant, and the Joyce Foundation Shifting Gears Initiative Project.

Jennifer Foster, ICCB Senior Director for Adult Education and Family Literacy, provided a brief history and a variety of statistics prompted by questions from Board members regarding the GED initiative.

Item #9 - Advisory Organizations/Foundation Reports

Item #9.1 - Illinois Community College Faculty Association

Dr. Earl Godt reported on the last ICCTA meeting. The Teaching and Learning Excellence Conference, *Community College and the 21st Century: Teaching and Learning for a Changing World*, was October 18 and 19, 2007, at the President Abraham Lincoln Hotel and Conference Center in Springfield. The conference was co-sponsored by the Illinois Community College Board, Illinois Council of Community College Presidents and Illinois Community College Trustees Association.

The ICCFA Executive Board members each participated in the success of the conference. Plans began at the June 2007 Chicago retreat and continued through October 2007. Many thanks go to my fellow ICCFA Executive Board members for their time, talent, and energies in making this year's conference a success.

Five Round Table Discussions were attended by conference attendees Thursday night. A Campus and Regional Coordinator Breakfast was held Friday morning. Delegate Assembly was also held Friday morning. Dr. Elaine Johnson, ICCB Vice President for Academic Affairs and Workforce Development greeted faculty with opening remarks prior to the 25 concurrent sessions. Three ICCFA grant recipients presented in Friday sessions. One ICCFA sponsored session, New Faculty Academy, was delivered by ICCFA Executive Board Member, Dr. Mary Lou Kidder. The keynote speaker, Dr. John Rouche, Professor and Director of the Community College Leadership Program, University of Texas at Austin, was forced to cancel attendance due to weather. Greeting and remarks by special guest, Kathy Wessel, President of the ICCTA and presentation of student scholarship awards by Mr. Gregory Clemons, Student Scholarship Chair, were the focus of the luncheon.

Overall, 25 community colleges, three universities (SIU, U of I-Springfield, and WIU) and two international universities were represented at the 2007 Teaching and Learning Excellence Conference. One hundred fifty attendees participated in the conference, including two college presidents: Dr. Sunil Chand, College of DuPage and Dr. David Louis, Illinois Valley Community College. Conference evaluations revealed an overall rating of 2.6 out of 3.0 even without the keynote address. The evaluations also revealed there were many first-time attendees.

'Fostering the Community College Experience: Promoting Student Learning and Teaching Excellence' is the October 9-10, 2008, Teaching and Learning Conference theme. Call for Presentation Proposals were in the 2007 conference packets and will be on the ICCFA website. The conference contract has been signed for 2008 with the President Abraham Lincoln Hotel and Conference Center. This week, Dr. John Rouche will be approached to do essentially a "rain-check" performance at the 2008 conference.

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The 2008 ICCFA retreat is proposed to coincide with the ICCTA event June 6-7, 2008, at the President Abraham Lincoln Hotel and Conference Center honoring outstanding faculty.

Item #9.2 - Student Advisory Committee

Brian Savage reported that the first meeting of the 2007-2008 ICCB Student Advisory Committee was held in September and 20 student trustees were in attendance. At the September meeting, officers were selected and Tyler Holsapple was elected Chair for 2007-2008. The next meeting will be held November 9-10 in Chicago.

Item #9.3 - Illinois Community College Trustees Association

Kathy Wessel, College of DuPage Trustee and ICCTA President, introduced Dr. Joan DiLeonardi, trustee at Oakton Community College and treasurer of the ICCTA. Ms. Wessel reported that Dr. DiLeonard is traveling with her on a southern Illinois tour attending regional trustees meetings.

Kathy Wessel reported that 100 trustees were in attendance at the ACCT National Issues Convention in San Diego. Ms. Wessel congratulated Dr. Alice Jacobs and Ms. Boling. It was very exciting to have two award winners from Illinois. Kathy Wessel also pointed out that Tom Bennett, a trustee from Parkland College, was appointed Vice President of ACCT. We are very proud of Tom too.

Kathy Wessel reported that there was no override of House Bill 3504 and the lawsuit is still under appeal. It is hoped to have a ruling in six weeks or so. There is also an additional motion to stay the decision; that decision could come at any time.

The next ICCTA Board of Representatives meeting will be held on Saturday, November 10, at the Intercontinental Hotel in Chicago.

Item #9.4 - Adult Education and Family Literacy Advisory Council

Rebecca Hale reported that the FY 2008 Adult Education and Family Literacy Advisory Council had their first organizational meeting on September 27 at the ICCB offices. The members reviewed and provided input on the peer evaluation instrument that Jennifer Foster referred to earlier in the Committee report. Council members met in committees, elected a chair for each committee, and set priorities for what projects they wanted to consider for the upcoming year. There are four committees this year: Curriculum and Instruction; Policy Studies, Research, and Accountability; Student Support Services; and Professional Development, Training, and Marketing. Priority projects for each committee were identified and briefly discussed.

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The next meeting of the Council is scheduled for January 24, 2008, at the Workforce Development Center at Lincoln Land Community College. In the meantime, the committees will be working via conference calls.

Item #9.5 - Presidents' Council

Terry Bruce acknowledged Dr. Thomas Ramage and Dr. Lin Warfel, congratulated Dr. Alice Jacobs for her most recent award, and congratulated Glenda Boling for being recognized nationally.

Mr. Bruce reported that the Presidents' Council Retreat was well attended by 22 presidents/chancellors out of 39 districts. The main topic of discussion was funding, an item that is of increasing concern of both trustees and presidents. Bill Naegele was in attendance representing faculty as they try to make contacts and alliances between organizations. Kathy Wessel and Mike Monaghan also participated on panels. The retreat had interesting presentations. Mr. Bruce recommended a presentation given by Ralph Martier. He manages a tax and budget coalition within the city of Chicago. Mr. Martier pointed out that Illinois is not a high tax state. Illinois spends a great deal of money on education, but we do not spend it where other states are spending it. He made a dramatic point about the long-term effect on Illinois' economy unless we change the way we spend money on education in Illinois. Mr. Martier pointed out that other states are beginning to fund education in different ways and if Illinois does not change the way it spends, this economy is going to lose 260,000 manufacturing jobs in Illinois. They will be replaced by lower paying jobs. Mr. Martier had some very interesting ideas, and one of them is the necessity to increase taxes in a way that would tax those that make the most money.

Mr. Bruce hoped that Board members were aware of Carrie Hightman's recent address, "The State of Education in the State of Illinois". She pointed out that, if you back out Adult Education and Career/Technical monies, we are down approximately 3.8 percent from 1993. The presidents are frustrated by that figure because we are asked to do more and more with less and less. The Presidents' Council is trying to develop a strategy of how to get out of this downward spiral. He is hopeful that the Board is closely monitoring the idea of performance-based funding. Ms. Hightman and Judy Erwin are taking another look at performance-based funding. Every community college the Board represents is based on performance-based funding. If the community colleges do not put students in the classrooms, put them in that chair, keep them there for the 5th day, midterm, and through completion, then the community colleges do not get paid. That's a pretty tough performance standard. No one at the senior institution level has to do that and K-12 funding is based on average daily attendance. The community colleges are already performance-based funded. Another thing to watch closely is the move last year which allows each legislator two legislative scholarships. That could have a devastating impact on community colleges. As an example, the College of DuPage has 27 legislators in its district which means that the district could potentially have 42 scholarships to award. That is also the equivalent of laying off two faculty members. Mr. Bruce reminded the Board that when "free" things come along, there is a cost.

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Jake Rendleman commented that one of the points that Mr. Bruce made about community colleges being performance-based is one of the primary jobs that we have as presidents, trustees, and Board members. It is imperative that we convince our legislators that we are performance based and the universities are not. At this point, he feels that legislators do not understand that point, and it is very frustrating.

Item #10 - Lumina Foundation Grant

Dr. Elaine Johnson reported that the University of Illinois has been awarded an \$899,000 grant by the Lumina Foundation for Education for a project that aims to help community college students transfer to the University of Illinois and succeed academically. A private foundation based in Indianapolis, Lumina strives to expand access to and success in postsecondary education, particularly for people from underrepresented groups. The grant was recently awarded to the University of Illinois for its Transfer Experience and Advising Mentors project.

Vice Provost Ruth Watkins presented details about the program and discussed the impact on community college students transferring to the University of Illinois.

Item #11 - Performance Report - Fiscal Year 2007

Dr. Scott Parke reported that fiscal year 2007 marks the 16th consecutive year that the Illinois Community College System has collaborated to produce the Performance/Accountability/PQP series of outcomes-oriented reports. Through the Performance Report, local and state community college officials document accomplishments and progress achieved over the past year, identify challenges, and develop strategies to sustain positive momentum.

The Performance Report and Indicators for Higher Education project builds on the Illinois Community College System Performance-Based Incentive System (PBIS,) which included a series of statewide measures and a local district-based component aimed at strengthening teaching and learning. PBIS funding was discontinued in fiscal year 2002 due to state budgetary constraints.

At the October 2, 2007 IBHE meeting, a new plan known as *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* was adopted. The new IBHE plan goals reflect a fresh approach while maintaining appropriate ties to the organization's last strategic plan – *the Illinois Commitment*. *IBHE* goals identified in the new plan correlate to the policy areas from the previous plan.

Future versions of the Performance Report are expected to be developed around the goals contained in *IBHE 2011*, the Strategic Plan for the IBHE and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*.

The *Fiscal Year 2007 Illinois Community College System's Performance Report* contains summary information about state and common institutional outcome indicators. External comparative

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benchmarks are cited whenever possible using the latest available data. National reporting typically trails what is available at the state level. Additionally, the state report contains reviews of selected mission-specific indicators. For the two narrative focus areas, Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment, the state report includes highlights of accomplishments, selected challenges, and highlights of plans.

Item #12 - Higher Education Cooperation Act Grants Update

Dr. Elaine Johnson reported that, in accordance with the provisions of the Higher Education Cooperation Act (HECA), the Illinois Board of Higher Education (IBHE) will provide grants on a competitive basis. HECA grants are designed to support programs of inter-institutional cooperation in higher education that promote the efficient use of educational resources, an equitable distribution of educational services, the development of innovative educational concepts that effectively deliver educational programs, and involvement with the local community. The Act stipulates that grantees receiving HECA grant funds shall serve both a public and secular purpose (non sectarian) and be consistent with IBHE policies and priorities.

For fiscal year 2008, the General Assembly and Governor appropriated \$3.8 million for the HECA grant program along with a direct HECA appropriation of \$220,000 for the Quad Cities Graduate Center. Sixty-four percent of the grant program appropriation, or \$2.4 million, were recommended to support continuation of 13 projects that were initially approved in fiscal year 2007. The remaining 36 percent, or \$1.3 million, were recommended to support 12 new Innovation projects.

At its October 2, 2007 meeting, IBHE approved the fiscal year 2008 allocation of \$3.9 million in HECA grant funds in support of 13 renewal and 12 new innovation grant projects and the Quad Cities Graduate Center.

Item #13 - New Units of Instruction

Bill Naegele made a motion, which was seconded by Jake Rendleman, to approve the following new units of instruction:

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Apprenticeship Electrical Construction A.A.S. degree (60 credit hours)
- ▶ Apprenticeship Electrical Construction Certificate (45 credit hours)

College of DuPage

- ▶ Homeland Security Certificate (30 credit hours)
- ▶ Licensed Practical Nurse (LPN) Certificate (50 credit hours)

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Joliet Junior College

- ▶ Architectural Technology Certificate (40 credit hours)
- ▶ Construction Trade Operator Certificate (49.5 credit hours)
- ▶ Construction Trade Operator Mechanic Certificate (50 credit hours)
- ▶ Orthotics & Prosthetics Technology A.A.S. degree (71 credit hours)

Kankakee Community College

- ▶ Construction Craft Laborer A.A.S. degree (65 credit hours)

Lewis & Clark Community College

- ▶ Exercise Science A.A.S. degree (60 credit hours)
- ▶ Industrial Pipefitting A.A.S. degree (60 credit hours)

McHenry County College

- ▶ Registered Nursing (RN) A.A.S. degree (72 credit hours)

Moraine Valley Community College

- ▶ Network Security Specialist Certificate (35 credit hours)

Parkland College

- ▶ Emergency Medical Services: Paramedic Certificate (23 credit hours)
- ▶ Construction: Millwright Apprentice Certificate (44 credit hours)
- ▶ Construction: Sheet Metal Apprentice Certificate (43 credit hours)

Sauk Valley Community College

- ▶ Emergency Medical Services A.A.S. degree (71 credit hours)

Triton College

- ▶ Certified Medical Assistant Certificate (30 credit hours)

TEMPORARY PROGRAM APPROVAL

Harold Washington College

- ▶ Teaching, Leadership & Support Professionals A.A.S. degree (63 credit hours)
- ▶ Teaching, Leadership & Support Professionals Certificate (35 credit hours)

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

Item #14 - Consent Agenda

Jake Rendleman made a motion, which was seconded by Bill Naegele, to approve the following items:

Item #14.1 - Minutes of the September 10, 2007 Meeting

The Illinois Community College Board hereby approves the minutes of its September 10, 2007 meeting, as amended.

Item #14.2 - Illinois Community College Board Advisory Committee Member Appointments

The Illinois Community College Board hereby approves the Board Advisory Committee Member Appointments, as recorded.

Item #14.3 - Proposed Community College Board Rules Concerning Elimination of Examination of Patriotism from Program Requirements

The Illinois Community College Board hereby adopts and initially approves the following amendment 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 1501.303 Program Requirements

- ~~k) Examination of Patriotism, Principles of Representative Government, Proper Use and Display of the American Flag, and Method of Voting. The examination on American patriotism, principles of representative government, proper use and display of the American flag, and the Australian ballot voting system may be satisfied in one of the following ways:~~
- ~~1) The student may pass an appropriate examination at the college;~~
 - ~~2) The student may complete, with a passing grade, a specified course that includes all subject matter identified above; or~~
 - ~~3) The college may accept as evidence that the student has previously met the examination requirement a diploma earned from an Illinois high school or an Illinois high school equivalency certificate for the successful completion of the Test of General Education Development (GED). Such evidence authorizes the college to make an appropriate notation on the student's transcript.~~

* * * * *

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

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Item #15 - Information Items

Item #15.1 - Fiscal Year 2008 Financial Statements

Documents were provided to the Board for their information and review.

Item #15.2 - Adult Education Peer Evaluation Process

Documents were provided to the Board for their information and review.

Item #15.3 - Increase in GED Testing

Documents were provided to the Board for their information and review.

Item #19 - Adjournment

At 11:05 a.m., Bill Naegele made a motion, which was seconded by Diane Meeks, 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

REVIEW OF EXECUTIVE SESSION MINUTES

The Illinois Open Meetings Act requires public bodies to review, at least twice a year, minutes of 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 June 8, 2007. The next review of executive session minutes will be on the June 2008 agenda.

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 March 25, 2005; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; and June 8, 2007, are to remain confidential. All other executive session minutes have been made available for public inspection.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD APPOINTMENT TO THE
MIDWESTERN HIGHER EDUCATION COMMISSION**

The ICCB is required each year to appoint/reappoint one of its members to served on the Midwestern Higher Education Commission. Judy Rake has served as the ICCB's representative to the Commission since 2004. Ms. Rake's 2007 term has ended and a new appointment is recommended in the following action.

RECOMMENDED ACTION

(Oral nominations will be received from the Board.)

BACKGROUND. The Midwestern Higher Education Commission is composed of ten states (Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Wisconsin) with five resident members from each state. The Commission's purpose is to provide greater higher education opportunities and services in the Midwestern region. Under Chapter 45 of the Illinois Compiled Statutes Act 155 Section 2, Illinois is represented by a member of the Illinois Community College Board, a member of the Illinois Board of Higher Education, a member of the Illinois House of Representatives, a member of the Illinois State Senate, and the Governor of Illinois.

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Illinois Community College Board

FISCAL YEAR 2009 CAPITAL BUDGET REQUEST

The Fiscal Year 2009 Capital Budget Request will be distributed under separate cover prior to the Board meeting.

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2007**

The United States and Illinois are both in a position where the skill requirements for positions that support a middle class lifestyle are rising and the demographics of the population are shifting. According to the U.S. Census, approximately 85 percent of the new jobs that support a middle class lifestyle will require some postsecondary education (2006 ACS). <http://www.bls.gov/news.release/ecopro.toc.htm> According to the U.S. Bureau of Labor Statistics, the number of workers in the 55-and-older group is projected to grow by 46.7 percent, nearly 5.5 times the 8.5 percent growth projected for the labor force overall. (2007 BLS Projection 2006 to 2016). <http://www.bls.gov/news.release/pdf/ecopro.pdf>. According to the Greystone Group (2005) this year Baby Boomers will begin being eligible for Social Security and begin being eligible for Medicare in 2011. As a group, Baby Boomers are the most educated group in the nation's history. By 2030 nationwide, 76 million Baby Boomers are expected to be retired. During the interim 46 million skilled replacement workers are projected to be trained. This is expected to leave a projected 30 million skilled worker shortage. <http://www.faccc.org/workshop/conf/2005/GundersonPresentation.pdf> In the highly competitive global marketplace it will be important for the individual, state, and nation for students to seek higher education opportunities. Individuals who develop skills in the STEM areas – Science, Technology, Engineering, and Math – can position themselves for emerging high demand and high wage employment opportunities. Community colleges both nationally and in Illinois need to be an important part of addressing the projected skills gap by educating an increasingly diverse cross section of the population.

The externally attached Fiscal Year 2007 Annual Report on Student Enrollments and Completions in the Illinois Community College System is based on individual student records that the colleges provided at the close of the fiscal year (July 1, 2006 through June 30, 2007). Summary data for the four previous fiscal years (2003-2006) are referenced to allow for the examination of longer term trends.

The Illinois Community College System is the third largest community college system in the nation and includes 48 community colleges in 39 districts that blanket the state. Illinois' community colleges serve the diverse needs of their communities through transfer courses, workforce development, continuing education, and adult education courses and programs.

Illinois Community Colleges deliver education and training to a substantial number of individuals every year. During fiscal year 2007, a total of **932,388** students enrolled in credit and noncredit courses at an Illinois community college. To put this enrollment figure in perspective, that means that about **1 out of every 10 Illinoisans** (18 years of age or older) took a credit or noncredit course at an Illinois community college during fiscal year 2007. Three-quarters of these students enrolled in credit courses. Credit enrollment was up slightly compared to last year (0.3 percent) and down

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compared to five years ago (-1.2 percent). In fiscal year 2007, 247,424 students enrolled in noncredit courses which is down slightly from fiscal year 2006 (-2.7 percent) and five years ago (-10.8 percent).

A total of **51,322** collegiate-level degrees and certificates were earned by Illinois community college students in fiscal year 2007. The number of community college completions in fiscal year 2007 is the **second highest count ever reported**. The Illinois Community College System continues to have a substantial positive impact on the education, training and economic development needs of the state. Highlights from the report follow.

BACKGROUND

Annual enrollment and completion data (A1) are reported for students who are officially enrolled at the college in credit coursework and/or those who graduate from collegiate programs at any time during the fiscal year. Annual noncredit course enrollment data (N1) are collected separately on an individual student basis. These detailed student records supply both demographic and course-specific information on the wide range of noncredit instruction that the colleges provide as a value added service to area employers and the community at large.

Overall Student Enrollments

- ▶ The Illinois Community College System recorded a total approaching **one million (932,388) students** in credit and noncredit courses during fiscal year 2007, a minimal decrease of -0.5 percent since fiscal year 2006.
- ▶ **Credit-generating** students accounted for **73.5 percent** of the overall fiscal year 2007 headcount.

Credit Enrollment

- ▶ During fiscal year 2007, the 48 public community colleges in Illinois enrolled **684,964** students in instructional credit courses. This is slightly more than the previous year (682,623). The full-time equivalent (FTE) enrollment was 238,288, a slight decrease of -0.5 percent since fiscal year 2006.
- ▶ Statewide, **25,934 noncredit course sections** were conducted during fiscal year 2007.
- ▶ From fiscal year 2006 to fiscal year 2007, the number of individuals receiving instruction through **noncredit course** offerings decreased slightly (-2.7 percent) to **247,424 students**.
- ▶ Statewide, 27,081 of 932,388 total students enrolled in both credit and noncredit courses during fiscal year 2007 (A1 and N1). While there is some overlap, these data suggest that **credit and noncredit courses are meeting largely different student and community needs**.
- ▶ Females comprised 55.5 percent of the fiscal year 2007 student population enrolled in credit-generating programs.
- ▶ **Minority (non-white) students accounted for over one-third** (35.4 percent) of the credit students enrolled. African American student representation decreased (2.2 percent) to 14.5 percent. Latino student representation increased slightly to 15.8 percent. Asian student representation remained similar to the previous year at 4.4 percent, while foreign/nonresident alien representation decreased minimally to 0.4 percent.

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- ▶ The median age of credit-generating students was **25.7** during fiscal year 2007, slightly younger than the previous year. Likewise, the average age decreased slightly to **30.6** years.
- ▶ **Baccalaureate/transfer** remained the largest credit instructional program area **enrolling 40.2 percent** of fiscal year 2007 Illinois Community College System students. Enrollments in Baccalaureate/ transfer programs increased 1.0 percent compared to the previous year.
- ▶ Statewide, career and technical education credit program enrollments accounted for **more than one-quarter** of all credit students (26.8 percent). Enrollments in career and technical programs decreased 2.5 percent from last year.
- ▶ Although 40.2 percent of the fiscal year 2007 credit student population was enrolled in the baccalaureate/transfer area, only 30.4 percent of all students indicated an intent to transfer.
- ▶ Students enrolled in **adult education** courses in community colleges comprised **16.2 percent** of the credit generating students. Enrollment in adult education decreased by 1.7 percent versus fiscal year 2006.
- ▶ Of the students in adult education, approximately **59.7 percent** were enrolled in **English as a Second Language** (ESL) courses.
- ▶ **More than one-half** (55.8 percent) of the fiscal year 2007 credit students enrolled in the colleges indicated that they were not pursuing a degree, but **attending to complete one or several courses**. Participation in college to take courses instead of pursue a degree or certificate remained constant compared to the previous year.
- ▶ **Nearly three-out-of-four credit students attended on a part-time basis** during both the fall (68.2 percent) and spring (71.4 percent) semesters in fiscal year 2007.
- ▶ More than 17 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **39,759 who earned a bachelors degree or higher**.
- ▶ Illinois community college students were enrolled in **7,148,639 credit hours throughout fiscal year 2007** and earned 76.4 percent of those hours.
- ▶ Accumulated credit hours were available for 72.7 percent of the fiscal year 2007 student population. Just over one third of them (34.8 percent) attained **sophomore** level status by accumulating 30 or more college-level hours.
- ▶ Cumulative grade point average data was reported for 68.0 percent of the fiscal year 2007 students. **More than 46 percent held an A-B average**.
- ▶ In fiscal year 2007, Illinois Community College students earned 61.9 percent of the remedial credits they attempted. This percentage is down slightly from 62.4percent in fiscal year 2006.

- ▶ In fiscal year 2007, close to **one-fifth** (19.2 percent) of Illinois Community College students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – down from 20.4 percent in fiscal year 2006.

Noncredit Enrollment

- ▶ **Noncredit** course enrollment figures for fiscal year 2007 are from the **Noncredit Course Enrollment Data** submission (N1).
- ▶ Fiscal year 2007 unduplicated noncredit headcount decreased 2.7 percent over last year. Similarly, the duplicated headcount or “seatcount” was 12.5 percent lower than the previous year.
- ▶ 25,934 noncredit course sections were conducted during FY2007.

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- ▶ **Female** students accounted for **55.6 percent** of 2007 noncredit enrollments for which gender data were reported.
- ▶ **Minority students accounted for one fourth** of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- ▶ The median age of **noncredit** students was **37.4** during fiscal year 2007. The average age was **38.9** years.
- ▶ Nearly **one-half** of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- ▶ Sixty percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. **Over one-quarter** of the noncredit coursework were dedicated to developing **workplace skills**: Professional/vocational (15.6 percent) and Business and Industry Contractual training (9.9 percent).
- ▶ Across all categories of activity, eight broad course areas (two-digit CIP) had over 6,000 noncredit students enrolled. **These eight areas accounted for approximately two-thirds of the students enrolled in noncredit courses** with CIP data (67.9 percent). Approximately four out of ten enrollments in these large CIPs are in work-related courses: Business Management (17.6 percent), Transportation Workers (9.4 percent), Health Professions (4.1 percent), and Computer Information Systems (3.5 percent).
- ▶ **Over one-half of the 2007 noncredit courses were held on main college campuses** (55.0 percent).

Student Completions

- ▶ A total of **51,322** collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2007.
- ▶ The number of community college completions in fiscal year 2007 is the **second highest count ever reported**.
- ▶ The number of degrees and certificates awarded increased slightly over fiscal year 2006 (3.4 percent). Taking a longer view – compared to fiscal year 2003 – the total number of fiscal year 2007 completions increased 13.2 percent.
- ▶ **Career and Technical Education** accounted for the **largest number of graduates** (N = 35,495) in fiscal year 2007. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2007 (69.2 percent). Career completions increased 5.0 percent from last year.
- ▶ **Baccalaureate/transfer degrees** accounted for the **second largest** group of completers in fiscal year 2007 (N = 14,631). Three out of every ten graduates earned Baccalaureate/transfer degrees (28.5 percent). The number of Transfer degrees decreased 0.7 percent since last year.
- ▶ Approximately 27.9 percent of the career and technical education awards in fiscal year 2007 were AAS degrees.
- ▶ **Females** accounted for **57.1 percent** of all 2007 completions.
- ▶ **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 9,962) and female (N = 9,815) completers of a specific degree or certificate.
- ▶ Although small in number (N = 99), the Associate in Engineering Science had the highest proportion of male graduates (81.8 percent, N = 81).

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- ▶ **Minority students earned about 31 percent of the collegiate-level degrees and certificates awarded** in the Illinois community college system during fiscal year 2007. African American students earned 15.2 percent, Latino students earned 8.9 percent and Asian students earned 5.4 percent of all degrees and certificates.
- ▶ Minorities accounted for almost twenty-two percent of total Transfer degree recipients.
- ▶ Nearly four times as many minority graduates completed Career and Technical Education degrees and certificates (N = 12,201) as Baccalaureate/transfer degrees (N = 3,206).
- ▶ Among the largest minority groups, African American students completed 3,205 more collegiate-level awards than Latino students.
- ▶ More than 13 percent of the students who were awarded degrees and certificates during fiscal year 2007 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (31.5 percent), 25 to 30 (19.5 percent), and 40 to 55 years of age (16.6 percent).**
- ▶ More than three-quarters of the Transfer degree completers in 2007 indicated an intent to transfer to a four-year institution. Approximately 21 percent of fiscal year 2007 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

The information in this report and a variety of other reports and analysis will provide useful background as colleagues across the system collaborate to develop strategies that address recommendations and priorities from the Master Plan for Higher Education (House Joint Resolution 69). Under HJR 69 the Board of Higher Education will be coordinating a master plan for Illinois higher education. Part of the initiative will include creating a Task Force on Higher Education and the Economy. The group will study the challenges and opportunities facing higher education, the State's workforce needs, demographic trends, and higher education funding and student financial aid. The Illinois Community College System looks forward to collaborating with education and workforce partners as this initiative advances.

Illinois Community College Board

**FISCAL YEAR 2007 RESTRICTED GRANTS
FINAL REPORT SUMMARY**

P-16 INITIATIVE GRANT

Purpose of Grant

The P-16 Initiative Grant allows community colleges to expand their services to high school students desiring to take college-level classes prior to receiving their high school diploma, accelerating their college coursework (formerly known as the Accelerated College Enrollment Grant). Funds are to be used primarily to support in-district high school students. When students from outside the college district are being served, a written agreement must be in place between the community college providing the instruction and the student's home community college.

P-16 Initiative Grant funding primarily supports formalized dual credit and dual enrollment programs (see *Grant Terms and Definitions* below). These innovative programs serve to increase secondary-to-postsecondary alignment and collaboration, reduce curricular duplication, and maximize limited state and local educational funds.

Grant Terms and Definitions

Dual Credit – An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit (see ICCB Rule 1501.507(b)(11)-Credit Hour Claims)

Dual Enrollment – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned.

Dual Credit/Dual Enrollment

In support of dual credit and dual enrollment programs, colleges are eligible to receive the expense of course tuition and universal fees associated with the coursework of dual credit/dual enrollment students. College districts receive credit for eligible midterm student enrollments at their local in-district tuition and universal fee rate, up to the total amount allocated to the district. The college may use these funds for full or partial coverage of the high school student's tuition and universal fees. Funds may not be used for coursework in Adult Basic or Adult Secondary Education (ABE/ASE), English as a Second Language (ESL), General Educational Development (GED), or Remedial/Developmental (i.e., the courses must be approved by the ICCB as funding category: Baccalaureate, Business, Technical, or Health).

Fiscal Year 2007 Outcomes

In fiscal year 2007, \$2,779,000 was allocated to the system for the P-16 Initiative Grant. This represents an increase of \$500,000 (21.94 percent) over the fiscal year 2006 funding level. A total

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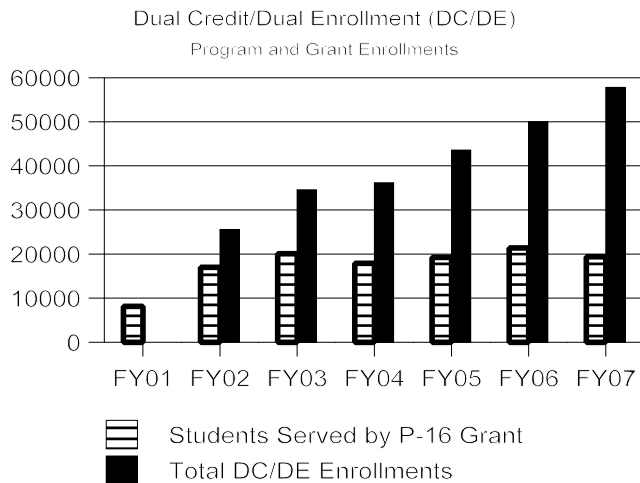
of 19,365 secondary students were served by this grant, enrolling in a total of 12,194 college-level courses. While the total number of students served by the grant was down 9.38 percent in fiscal year 2007, overall numbers of dual credit/dual enrollment students continues to increase annually across the state. In fiscal year 2007, dual credit/dual enrollment program enrollments were up 7,796 (15.58 percent) over fiscal year 2006 levels and 32,266 (126.27 percent) from fiscal year 2002 (see *Outcomes* table below).

Funding Gap

As a result of these enrollment patterns, in fiscal year 2007 the P-16 Initiative Grant was able to serve only 33.50 percent of the system’s dual credit/dual enrollment students. This represents a funding gap of 66.50 percent, or 38,451 students, who would typically be supported by their own (family) funds or other local sources/community college funds. As dual credit/dual enrollment programs increase, this funding gap continues to increase as well - fiscal year 2007 represents the largest annual gap in the history of the P-16 Initiative Grant. (see *Funding Gap* table below).

Comparison of Dual Credit/Dual Enrollment Grant Outcomes for Fiscal Years 2002 - 2007

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Total DC/DE Students Served by Grant	8,117	17,006	20,057	17,895	19,210	21,369	19,365
Total DC/DE Student Enrollments	n/a	25,554	34,593	36,179	43,580	50,024	57,820
Enrolled at secondary site		18,945	24,820	29,698	34,276	38,198	44,522
Enrolled on-campus		7,123	6,593	5,891	7,899	9,411	9,691
Enrolled via distance learning		687	2,008	754	790	401	446
Enrolled via internet		369	1,414	320	417	812	941
Total DC/DE Courses Offered	n/a	6,969	6,676	10,426	8,935	10,918	12,194
High Schools Engaged in Dual Credit	n/a	483	519	435	471	588	840



The Illinois Dual Credit Funding Gap

The number (and %) of DC/DE students served beyond the funding capacity of the P-16 Grant

	A	B	C	
	Students Served by the P-16 Grant	DC/DE Students (TOTAL)	FUNDING GAP (B-A)	FUNDING GAP %
FY01	8117	n/a		
FY02	17006	25554	8548	33.5%
FY03	20057	34593	14536	42.0%
FY04	17895	36179	18284	50.5%
FY05	19210	43580	24370	55.9%
FY06	21369	50024	28655	57.3%
FY07	19365	57820	38455	66.5%

Enrollment Patterns

Enrollment in dual credit/dual enrollment courses occurred most frequently at secondary school sites, with 44,522 students (77.00 percent) participating in this manner - or on-campus, where 9,691 students (16.76 percent) participated. Other instructional locations represent a very small fraction of the overall total - distance learning enrollments totaled 446 (.77 percent) and internet course enrollments totaled 941 (1.63 percent).

Students were selected to participate in these programs based on a variety of factors including standardized assessment testing (e.g., ASSET and COMPASS), academic performance in high school and counselor/principal recommendations. Course placement was dependent on many factors as well, including subject area testing, prerequisite course success and entry exams. College policies and practices for the admission and placement of dual credit students aligns with their policies regarding all other students.

Colleges reported that 400 high schools across the state are engaged in dual credit programs, and 440 participate in dual enrollment. Community colleges established 78 new dual credit agreements with area high school in fiscal year 2007, with 45 more expected in fiscal year 2008.

P-16 Grant/Dual Credit/Dual Enrollment Program Best Practices

1. Elgin Community College used P-16 Grant funds to fully waive tuition for their Middle College program, and to partially fund Tech Prep tuition to the participating school districts for successful dual credit/enrollment students.
2. Black Hawk College used P-16 Grant funds to completely waive tuition for students who qualify for the federal free or reduced cost lunch program and (if funds are available) for students in dual credit class sections taught at secondary school sites.
3. At Sauk Valley Community College, P-16 grant funds were used to reduce dual credit tuition by 50 percent for all dual credit/enrollment students, with the college waiving the other 50 percent. The cost to the college for 2007 was approximately \$201,233.
4. Triton College used P-16 Grant funds for the registration and service fees for students enrolled in Advanced Placement (AP) classes.
5. College of DuPage completely waived tuition for 23 students participating in a three week Pathfinder Program, a career exploration and introduction to technology course.
6. Moraine Valley Community College supported 100 percent of the tuition/fees for high school dual credit students taking their first college course through their *Jump Start* program.

Teacher Preparation and Professional Development

Beginning in fiscal year 2007, the P-16 Initiative Grant can no longer be used to support programs and services related to teacher preparation, certification, and recertification.

FISCAL YEAR 2007
P-16 INITIATIVE GRANT FUNDING

BLACK HAWK	\$ 46,009
CHICAGO	\$213,171
DANVILLE	\$ 28,675
DUPAGE	\$212,293
ELGIN	\$110,403
HARPER	\$159,255
HEARTLAND	\$ 31,673
HIGHLAND	\$ 27,804
ILLINOIS CENTRAL	\$ 82,604
ILLINOIS EASTERN	\$ 65,953
ILLINOIS VALLEY	\$ 32,205
JOLIET	\$122,837
KANKAKEE	\$ 28,205
KASKASKIA	\$ 67,265
KISHWAUKEE	\$ 25,541
LAKE COUNTY	\$148,568
LAKE LAND	\$ 66,012
LEWIS & CLARK	\$ 98,419
LINCOLN LAND	\$ 70,699
LOGAN	\$ 24,433
MC HENRY	\$ 57,852
MORAIN VALLEY	\$147,086
MORTON	\$ 24,953
OAKTON	\$ 96,919
PARKLAND	\$ 48,754
PRAIRIE STATE	\$ 95,178
REND LAKE	\$ 40,995
RICHLAND	\$ 30,859
ROCK VALLEY	\$ 71,295
SANDBURG	\$ 29,682
SAUK VALLEY	\$ 29,129
SHAWNEE	\$ 22,500
SOUTH SUBURBAN	\$ 84,853
SOUTHEASTERN	\$ 28,125
SOUTHWESTERN	\$108,780
SPOON RIVER	\$ 22,500
TRITON	\$ 77,819
WAUBONSEE	\$ 72,173
WOOD	<u>\$ 27,524</u>
TOTAL	\$2,779,000

WORKFORCE DEVELOPMENT GRANT BUSINESS AND INDUSTRY SERVICES

Executive Summary

The Illinois Community College Board provided more than \$3.3 million to community colleges during fiscal year 2007 to provide workforce and economics development services through their Business and Industry Centers. The workforce development activities conducted under this grant include customized job training on campus or on-site at a business; assisting entrepreneurs in business start-up; providing counseling and management assistance to small and medium sized business owners; helping businesses with government procurement opportunities; offering professional continuing education; developing training programs for unemployed and underemployed workers; and serving businesses with alternative education modalities, such as distance learning. The grant funds allow colleges to help companies grow by providing economic development assistance at costs they can afford and by providing needed technical and English language training for upgrading workers' skills. Below are highlights of the community colleges' activities for fiscal year 2007.

- **Contract/Customized Job Training.** Community colleges provided 8,483 contract training courses to 2,674 companies. Through these courses, 97,918 employees were trained for a total of 161,433 contact hours of instruction or 20,179 days of training. This contributed to the formation of 33 companies, expansion of 103 companies, and the retention of 210 companies. A total of 704 jobs were created and another 5,722 jobs were retained.
- **Entrepreneurship Seminars and Workshops.** Community colleges conducted 592 entrepreneurship seminars and workshops for 7,686 participants. This helped in the creation of 62 new businesses, expansion of 23 businesses, and retention of another 24 businesses. As a result, 471 jobs were created and 307 jobs were retained.
- **Counseling and Management Assistance.** Counseling and management assistance to 4,061 individuals or organizations. This assistance resulted in 230 companies being formed, 103 companies expanding, and 188 companies being retained. A total of 1,365 jobs were created and 975 more jobs were retained as a result of business counseling.
- **Contract Procurement Assistance.** Ten community college districts provided 1,478 businesses with government contract procurement assistance. As a result, 260 businesses received 812 federal contracts totaling \$498,216,088. The receipt of these contracts contributed to the expansion of 21 businesses and retention of nine businesses while 222 jobs were created and 1,186 jobs were retained.

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- **Public Training Activities.** Illinois community colleges provided 2,107 noncredit public training courses and 2,830 noncredit workshops and seminars to 32,215 individual participants and served 2,508 organizations.
- **Employment and Training Services for Unemployed or Underemployed Workers.** Fourteen community colleges reported offering 569 noncredit workshops and seminars to 5,276 unemployed or underemployed individuals. In addition, another 535 noncredit/credit courses were provided to 1,003 participants. As a result, 1,775 individuals received job placement services. Community colleges also reported 178 additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 20,814 individuals
- **Business Attraction, Retention, and Expansion.** Business attraction, retention, and expansion activities at 15 community colleges assisted 553 companies in potential expansion and other activities. Participation in other economic development activities by community colleges led to the creation of 23 companies, expansion of 48 companies, and retention of 69 companies. As a result, 1,901 jobs were created and 1,427 jobs were retained.
- **Distance Learning and Continuous Improvement.** Community colleges offered 1,347 noncredit internet courses, 53 satellite broadcasts, and 119 two-way interactive video courses.
- **Other Workforce Development Activities and Partnerships.** Throughout the state, the colleges' Business and Industry Centers performed job testing for 745 organizations and developed job profiles and assessments for 45 organizations. Four benchmarking studies and 56 workplace literacy programs were conducted. A total of 1,200 other programs were offered, including continuous improvement programs and ACT Work Keys Exams.

In summary, Illinois community colleges provided workforce and economic development services to a total of more than 175,000 businesses and individuals. These services resulted in the start up of nearly 350 companies, expansion of almost 300 companies, and retention of 500 companies. In addition, over 4,500 jobs were created and more than another 9,500 jobs were retained.

WORKFORCE DEVELOPMENT GRANT BUSINESS AND INDUSTRY SERVICES

The Illinois Community College Board provided over \$3.3 million in workforce preparation grant funds to all Illinois public community college districts in fiscal year 2007. Business and Industry Services grants provide funding for a Business and Industry Center at each community college to provide a variety of employment, training and business services both in and outside the classroom. It is necessary for colleges to provide a diverse set of services for businesses. Therefore, the services the community colleges offer are focused on a variety of issues, including government regulation and compliance, identifying potential employees, identifying and implementing organizational systems, and upgrading the skills of current employees. The demand for customized training continues to increase because of the dramatic changes in the use of advanced technology in the workplace. In addition to customized training, colleges used the funds to offer workshops, seminars and counseling on entrepreneurship and business management, assistance with obtaining governmental business contracts, services for the unemployed and underemployed, training activities for the public and many other useful resources for businesses and individuals in the district. Each community college is committed to supporting its community, including its economic development and workforce needs.

Community colleges provide an array of services to business and industry as well as individuals. This report highlights many of those services and activities. The workforce development activities conducted under the grant are divided into nine categories in order to capture the diversity of activities as well as the outcomes resulting from each service. During fiscal year 2007, the Illinois Community College System reported providing services to more than 175,000 businesses and individuals through colleges' Business and Industry Centers. These services resulted in the start up of nearly 350 companies, expansion of almost 300 companies, and retention of 500 companies. In addition, over 4,500 jobs were created and more than another 9,500 jobs were retained.

Contract/Customized Job Training

The diversity of contract training programs is growing in Illinois as the needs of area businesses change. Colleges designed or brokered programs that were tailored specifically to meet the training needs of employers. Businesses determined the type of training they need, the schedule that fits their operation, and the location of the training. Customized training was offered in company facilities and on campus. Instructors were chosen from within the companies, among subject-matter experts, or from college staff depending on the demands of the business. Not only do businesses seek assistance from community colleges to increase the skills and knowledge of their workforces, but they are also seeking assistance with strategic planning, process improvement and other business-wide operations that lead to increased productivity.

In fiscal year 2007, community colleges provided 8,483 contract training courses to 2,674 companies. Through these courses, 97,918 employees were trained for a total of 161,433 contact

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hours of instruction or 20,179 days of training. This contributed to the formation of 33 companies, expansion of 103 companies, and the retention of 210 companies. A total of 704 jobs were created and another 5,722 jobs were retained.

Case Study: Wyffels Hybrids is an agri-business that produces and sells seed corn. They export 25 percent of their products outside the state of Illinois. They are a family owned business, employing 88, and have limited funds budgeted to devote to training. Black Hawk College learned of the company's need for high quality training and met with the owners and staff. The college was able to propose a customized training system for the company which included a 10 hour OSHA General Industry training for managers and supervisors, a safety evaluation and audit of the facilities, written procedures for lockout/tagout of all equipment, quarterly safety compliance training and consulting for the following year and a new employee safety orientation CD. Over the course of several months, the staff at Black Hawk College has formed a strong working relationship with Wyffels Hybrids by meeting their training needs and providing timely and compatible customer service. The college expects training to continue with this company.

Entrepreneurship Seminars and Workshops

Entrepreneurship seminars and workshops are provided by community colleges across Illinois. These learning opportunities are open to individuals who are interested in starting a business and for individuals who are currently running their own business. Individual assistance is provided with business plans, finances, state and federal employment laws and other resources needed to be successful. Many of the community colleges providing entrepreneurship programming are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity (DCEO).

Community colleges conducted 592 entrepreneurship seminars and workshops for 7,686 participants during fiscal year 2007. This helped in the creation of 62 new businesses, expansion of 23 businesses, and retention of another 24 businesses. As a result, 471 jobs were created and 307 jobs were retained.

Case Study: Counselors at the Small Business Development Center at Lincoln Land Community College worked with a father and son team trying to open a market/deli/restaurant in Beardstown, Illinois. Faced with a less than robust local economy, coupled with a business that lenders commonly avoid, counselors invested nearly 22 hours to help the team develop a solid business plan, find a lender, and secure a loan. Eventually, Henry's Market was able to receive commercial loans totaling \$206,000 that allowed them to open and continue to operate a new business in a formerly vacant storefront on the downtown square of Beardstown. This business has created seven jobs in the community.

Counseling and Management Assistance

Small business owners have come to depend on the educational information, support and resources that are provided by the local community college Small Business Development Centers (SBDCs). The majority of these SBDCs are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity. During the initial start up phase of a business, positive relationships are built as support and resources are shared. These contacts continue to grow over the years and develop into long-term relationships.

During fiscal year 2007, community colleges provided counseling and management assistance to 4,061 individuals or organizations. This assistance resulted in 230 companies being formed, 103 companies expanding, and 188 companies being retained. A total of 1,365 jobs were created and 975 more jobs were retained as a result of business counseling.

Case Study: Witt's Smokehouse and Deli opened in 2007 on Route 33 west of Effingham, Illinois. The business was a life long dream of owner Kathy Witkowski who sought assistance from the Illinois Eastern Community Colleges' Small Business and Developmental Center. Kathy has had a great deal of experience in the food preparation and service industry as operator of Unique Country Catering. The development of the Smokehouse and Deli provided a venue to offer her highly sought after products to the general public as well as expand her catering and product capabilities. Before opening the Smokehouse and Deli, Kathy approached the Small Business Development Center at IECC where Kathy was assisted in the development of a business plan, market research, planning, budgeting and cash flow analysis. All of this helped make it possible for Kathy to fulfill her dream. This project has also benefitted the district as it represents over \$1 million in investment and provides around 30 jobs to the district.

Contract Procurement Assistance

Many businesses have discovered that the federal and state governments can be profitable and stable clients. However, the process of applying for government contracts can be difficult and time consuming. Procurement Technical Assistance Centers (PTAC) help businesses to navigate through government processes. In fiscal year 2007, nearly \$500 million in contracts were awarded to Illinois businesses who sought assistance from the Procurement Technical Assistance Centers. Many of the community colleges that have a Procurement Technical Assistance Center are part of the Illinois Entrepreneurship Network which is sponsored by the DCEO.

Ten community college districts provided 1,478 businesses with government contract procurement assistance during fiscal year 2007. As a result, 260 businesses received 812 federal contracts totaling \$498,216,088. The receipt of these contracts contributed to the expansion of 21 businesses and retention of nine businesses while 222 jobs were created and 1,186 jobs were retained.

Case Study: A Laotian immigrant began working with Rock Valley College in 2002 to develop a machine shop as a Small Disadvantaged Business. In 2006, after an

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expansion, the company returned to the college seeking assistance with developing a plan to fine tune their business processes in order to be able to successfully bid and work on government contracts. The Procurement Technical Assistance Center helped the company learn how to find, read and fill out bid opportunities from the government and its prime contractors, become 8a certified and develop relationships with prime contractors. Other services offered were help with developing language skills for workers, using financial software to expand their business and developing a database for the company to use. As a result of the assistance the company received they were expected to become 8a certified in August 2007 and also became ISO 9001 certified. The company has also developed presentation skills for marketing, began a web site, offers classes in technical skills for its workers and has successfully bid on prime contractor bid opportunities. The company has also retained five jobs as a result from their work with the college.

Public Training Activities

As technology continues to expand and businesses become more sophisticated, employees find it necessary to return to the classroom to continue their education. Businesses have also found a need to document individual and employee skill development. Therefore, community colleges have increased the number of publically offered professional development classes that are designed to increase the employee skill in computer application, management principles and other skills related to specific professions.

In fiscal year 2007, Illinois community colleges provided 2,107 noncredit public training courses and 2,830 noncredit workshops and seminars to 32,215 individual participants and served 2,508 organizations.

Case Study: John A. Logan College's Center for Business and Industry has created the Southern Illinois Training Advisory Committee (SITAC) for local agencies interested in homeland security training. Over 25 leaders from law enforcement, fire protection, education, hospitals, and emergency management participate in the committee. The College is providing training facilities and other assistance in obtaining regional, multi-agency training programs for responders. Several courses have been held on campus through partnerships with Illinois Fire Service Institute, Illinois Law Enforcement Alarm System, Illinois Emergency Management Agency, and the U.S. Department of Homeland Security. These training sessions are vital because the district is located in a rural area. Many of the responders are volunteers, or have little or no travel budget that would allow them to attend other types of training. Over 400 people have been trained so far. SITAC plans to continue working through the college to bring in more opportunities and resources for southern Illinois.

Employment and Training Services for Unemployed or Underemployed Workers

Partnerships are often developed between the local community colleges and local employment assistance organizations to provide resources and services to individuals and employers. Linking businesses and individuals to employment opportunities is a core activity of the community college.

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Colleges provide various resources such as one-on-one job counseling, resume writing, interview techniques, and other noncredit workshops that provide support for those who are unemployed or underemployed. Community colleges encourage economic growth by providing quality education to individuals and then link those skilled individuals to employment opportunities within the community.

Fourteen community colleges reported offering 569 noncredit workshops and seminars to 5,276 unemployed or underemployed individuals during fiscal year 2007. In addition, another 535 noncredit/credit courses were provided to 1,003 participants. As a result, 1,775 individuals received job placement services. Community colleges also reported 178 additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 20,814 individuals.

Case Study: The City Colleges of Chicago have administered the Professional Bank Teller and Beyond program which supports businesses expanding in the district and assists unemployed and underemployed individuals in gaining the training necessary to earn employment in Chicago's banking industry. The program began as concerns of a shortage of skilled workers in the banking industry rose. The District Office managed the overall project, including curriculum and instructor review, educational materials, fiscal management, placement, and data collection. The colleges involved managed the recruitment, training, and student support programs conducted at their campuses. Nearly 200 individuals were recruited and 67 were screened into three classes. Of these students, 61 (91 percent) completed and 37 (56 percent) were placed in employment with the banking industry. All 36 students were retained after 60 days and 34 were retained after 90 days. Since the project began curriculum improvements have been made, including instruction in taking assessments and completing job applications online and industry certification for completers through the Illinois Banking Association.

Business Attraction, Retention and Expansion

Growing companies are in need of a skilled workforce, updated facilities and access to technology. Many communities strive to provide all these resources to attract and retain businesses that bring economic growth to the area. Community colleges play a key role in attraction, retention, and expansion activities. Colleges possess a wealth of resources that businesses look for when faced with location and expansion decisions. Community colleges often assist businesses by designing, developing, and delivering incumbent employee training for expanding businesses; providing preemployment testing and training; and temporary use of college facilities.

Business attraction, retention, and expansion activities at 15 community colleges assisted 553 companies in potential expansion and other activities in fiscal year 2007. Participation in other economic development activities by community colleges led to the creation of 23 companies, expansion of 48 companies, and retention of 69 companies. As a result, 1,901 jobs were created and 1,427 jobs were retained.

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Case Study: The Grand Chain Lodge and Campground is part of the development of the Ohio River Recreational Area in Pulaski County, near Grand Chain, Illinois. The lodge is a 4,700 square foot building that houses a 120 seat restaurant with a meeting room which can accommodate up to 40 people, supply store, four lodging rooms and an administrative office. This facility is on 10 acres overlooking the Ohio River. Property was donated to construct a boat access ramp and parking facility for avid fishermen and boaters to gain access to the Ohio River. Along with the boat ramp, a 25 space, full service, RV campground and bathhouse have been constructed near the lodge. Also, two cabins have been added and are available for rentals. The final stage of this expansion project is the construction of a marina. The Pulaski County Development Association has worked to develop this area to spur economic development and tourism and to provide employment opportunities for residents of the area. Shawnee Community College has assisted the association with this project. The college has helped in the development of a business plan, financing, and identifying qualified potential employees. As a result of the colleges' help, 20 full and part-time jobs have been created.

Distance Learning and Continuous Improvement

Increasing access to education is a priority for community colleges. Providing a wide range of alternative and supportive education services have become common. As a result, Illinois community colleges are delivering noncredit internet courses and satellite broadcasts to expand their distance learning offerings. Businesses are continually searching, implementing, and refining ways to meet or exceed the needs and expectations of the customer. Community colleges provide an array of services to help businesses manage continuous improvement strategies.

During fiscal year 2007, community colleges offered 1,347 noncredit internet courses, 53 satellite broadcasts, and 119 two-way interactive video courses. Throughout the state, the colleges' Business and Industry Centers performed job testing for 745 organizations and developed job profiles and assessments for 45 organizations. Four benchmarking studies and 56 workplace literacy programs were conducted. A total of 1,200 other programs were offered, including continuous improvement programs and ACT Work Keys Exams.

Case Study: The United Auto Workers (UAW) Local 2488 was interested in providing continuing education to their members. Through conversation with Heartland Community College they decided to offer the EPA Section 608 Universal Refrigerant Transition and Recovery Training Certification training. This program is designed to prepare the participants to attempt the EPA Section 608-certification exam. This certification allows the technician to legally purchase and handle commercial refrigerants used in air conditioning systems and other cooling devices. The training was divided in to two sections to accommodate the shifts at Mitsubishi. Each section was divided into four, 4-contact hour sessions for a total of 16-contact hours per section with the exam given during the final session. The college designed

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the curriculum, hired the instructor, purchased the exam documents and arranged for exam proctoring and scoring. Of the 30 participants, all passed the certification exam on the first attempt.

Other Workforce Development Activities and Partnerships

Community colleges are involved in many workforce development activities. This may include cosponsored activities, facilitated programs, or providing facilities, labs, and equipment for community organizations, agencies and businesses. Other activities include workshops showcasing services colleges have to offer, certification training for specific industries, bilingual training courses and special training for Latinos, leadership skills workshops for supervisors and marketing to find sponsors for workshops.

Case Study: The Elgin Chamber of Commerce Workforce Development Committee sought help from the Corporate and Continuing Education Division of Elgin Community College in holding a conference to design, develop and implement a manufacturers' conference. The event was designed to insure that as many topics of interest would be covered in as short amount of time as possible to maximize employers' time. The conference was intended to showcase the services Elgin Community College has to offer businesses in the district. Of the 75 employers in attendance, many said they did not know the college's training lab was as large and comprehensive as it is. The employers were impressed with the capability of the college to meet their training needs. Since the conference, there has been a continued interest in the industrial programs offered by the college.

STUDENT SUCCESS GRANT

The Student Success Grant funding concluded its first year by providing needed supplemental services to assist students in developing the academic skills necessary to remedy or correct educational deficiencies leading to the attainment of college educational goals. Students served by the grant are those documented with social, economic, physical, or developmental disabilities and/or academic deficiencies that make it difficult to adapt to a college environment.

Illinois community colleges focused funding on supplementing existing programs with the goal of increasing the retention and graduation rate of this often overlooked population. The following categories explain how the colleges responded and utilized the funds:

Professional Staff

Providing well qualified advisors are the initial steps contributing to student retention, academic success, and overall college experience. Because students with educational deficiencies are more challenged, they require extra support. Therefore, additional, professional staff is needed to assist students with accommodations, academic needs and college survival skills. Colleges are experiencing a higher percentage of student placement in developmental math and English. This creates a need for more staff including faculty and peer tutors and informational workshops. Providing additional academic support for students with disabilities also requires staff to serve as note takers, interpreters, and assist with tests to name a few. Text book conversion and training students in assistive technology are other needs that require extra staff for students with disabilities. However, this qualified and additional support encourages student engagement and success in the classroom which contributes to retention.

Auxiliary Aid and Services

Students with disabilities and at-risk students continue to be a growing population at colleges. Specialized services, equipment, and other related items are often out of financial range for both students and many educational institutions. Communication Access Realtime Translation (CART) and interpreters are required but expensive services. Providing mobile equipment and expanding learning laboratories are other needs. Supplementing existing resources and replacing or upgrading assistive/adaptive devices should be ongoing, but lack of funding creates obstacles.

Instructional Equipment

In order to provide the best possible level of services to students and improve student learning outcomes, it is necessary to upgrade and enhance the software and technology that is used. Assistive technology that is available for students with disabilities is continually being updated, improved, and enhanced. Software licenses and maintenance agreements along with special laptops for disabled students which transcribe speech to text for those with visual, physical, or learning difficulties are some of the adaptive aids that can be varied and expensive. Simple items such as specialized

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furniture, mobile white boards, projectors, large print calculators, study cards, and ESL materials are needed for developmental and learning disabilities classes. The support of resources is needed to replace outdated, inefficient instructional equipment.

Staff Development

Developmental instructors and disability staff benefit from professional activities that enhance their teaching/learning. Ongoing professional development for staff serving students with disabilities is essential to ensure that staff are relying on current interpretations of the ADA, using best practices in serving students with disabilities, and providing current knowledge of the capability of assistive devices. Due to lack of funding in previous years, professional development activities have been eliminated or extremely limited to staff who provide services. Participation in professional development activities allows staff members through conferences, workshops and online opportunities to develop new teaching strategies and changes in curricula. Several programs utilized strength-based advising techniques and developed proper intervention strategies for at-risk students. Others attended workshops which introduced methodologies to identify, build and maintain programs to engage and support incoming developmental students.

Summary

Colleges are concerned about meeting the educational needs of their diverse student population. Most of the concern is due to the increase in the number of students with documented disabilities and developmental barriers with no increase or loss of funding. Funding from the Student Success Grant contributed to increases in student engagement, student retention and completion rates, provided for additional staff, support staff, and instructional materials. Many colleges were able to address the low college degree completion rate for African American and Hispanic males with the aid of the grant. Through the Student Success Grant, colleges were able to accommodate more students, extend or create programs, and update and purchase new materials. Overall it enhanced and improved the quality of services being delivered. However, continued and increased funding is critical for ongoing success of initiatives.