

Illinois Community College Board

387th Meeting Agenda and Materials

March 26, 2010

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



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Revised Agenda
 387th Meeting of the
 Illinois Community College Board
 Harry L. Crisp II Community College Center
 401 East Capitol Avenue
 Springfield, IL

March 26, 2010

Committee Meetings

Friday, March 26 @ 10:30 a.m. - *Budget and Finance* - Harry L. Crisp II Community College Center, Board Conference Room

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BUDGET AND FINANCE COMMITTEE

Committee discussion for March:

- Financial Statements: Fiscal Year 2010
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds
- Fiscal Year 2010 Budget Update
- Fiscal Year 2011 Discussion

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**BACCALAUREATE COMPLETION PROGRAMS
AT COMMUNITY COLLEGES SURVEY RESULTS**

The results of the Baccalaureate Completion Programs at Community Colleges Survey will be discussed at the March 26, 2010 Board meeting. The survey was administered to the 39 community college districts and the responses were completed in February 2010. The purpose of the survey was to collect data on the status of online and on-site baccalaureate completion programs at Illinois community colleges. In addition, data was collected on institution need for specific baccalaureate completion programs within their district.

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ILLINOIS DEPARTMENT OF CORRECTIONS PROGRAM UPDATE

An oral report will be presented to the Board concerning the status of the Postsecondary Correctional Education Programs administered by Illinois community colleges.

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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

College of DuPage

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

Lewis & Clark Community College

- ▶ Welding Technology A.A.S. degree (61 credit hours)
- ▶ Welding Technology Certificate (35 credit hours)

John A. Logan College

- ▶ Welding Technology A.A.S. degree (69 credit hours)

Southeastern Illinois College

- ▶ Biodiesel Production Certificate (33 credit hours)
- ▶ Ethanol Production Certificate (34 credit hours)
- ▶ Graphic Design A.A.S. degree (62 credit hours)
- ▶ Graphic Design Certificate (36 credit hours)

BACKGROUND

College of DuPage is seeking approval to offer the 64 semester credit hour Associate of Arts in Teaching (A.A.T.) Early Childhood Education Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-42 semester credit hours of general education coursework, and 18-22 semester credit hours of professional and early childhood education coursework. The proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Lewis & Clark Community College is seeking approval to offer a 61 credit hour Associate in Applied Science (A.A.S.) degree and a related 35 credit hour Certificate in “Welding Technology”.

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This program will prepare individuals for entry-level employment as welders in industrial settings. The proposed curricula were developed according to standards of the American Welding Society (AWS) and will prepare them for Level I certification as Shielded Metal Arc (SMAW) welders. The degree curriculum consists of 19 credit hours of required general education coursework and 42 credit hours of career and technical education coursework. The career and technical component includes instruction in metallurgy, blueprint reading, welding theory, Oxy-Acetylene Fusion welding and cutting, brazing, introductory through advanced levels of Arc welding, MIG welding, TIG welding, Cored Wire welding, pipe welding, fabrication and layout, weld testing and inspection, and a welding internship. The certificate curriculum consists of 33 credit hours the career and technical component required in the degree and the two (2) credit hour welding internship. Assessment of student learning objectives will be achieved during the welding internship through a performance test based on the AWS certification exam.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study within the college's district. According to the Illinois Department of Employment Security, employment of "welders" is expected to grow by 4.17 percent through 2016 across the state. The college anticipates an enrollment of 10 full-time and five (5) part-time students the first year, increasing to 20 full-time and 15 part-time students by the third year for the degree; enrollments for the certificate are estimated at 15 part-time students the first year, increasing to 30 part-time students by the third year. The college currently offers a successful Welding Principles Certificate program. Courses offered in this curriculum were used in the development of the two proposed programs and an additional nine (9) related shorter-term certificate programs. Area employers, such as Conoco Phillips Refinery, have expressed an interest in providing formalized educational opportunities for existing workers, and, the proposed degree will offer certificate completers an educational ladder. Furthermore, the college was awarded a grant from the American Association of Community Colleges (AACC) and the National Science Foundation (NSF) to develop a welding curriculum that would reflect the changing needs of their region. The college partners with nine local high schools to offer dual credit coursework in welding, which may be applied towards the completion of the Welding Principles Certificate and/or the proposed degree. While facilities exist to support the certificate currently in place, the college has received a private donation of funds to use for building a new workforce training facility that will house a state-of-the-art environmentally conscience welding facility in the future. Because of existing offerings three (3) existing part-time faculty (3) are currently in place and are AWS Certified Welders and Welding Instructors. One (1) new full-time and two (2) new part-time faculty will be required to implement the program. Costs anticipated to support the program during the first three years are estimated at \$264,500 year one, \$187,500 year two, and \$190,500 year three. These figures include the costs of faculty, equipment purchases and facility rental fees until the new facilities are complete.

John A. Logan College is seeking approval to offer a 69 credit hour Associate in Applied Science (A.A.S.) degree in "Welding Technology". This program will prepare individuals for entry-level employment as welders in commercial construction and industrial settings. The proposed curriculum was developed according to standards of the American Welding Society (AWS) and will prepare them for Level I and Level II certification as Shielded Metal Arc (SMAW) welders. The curriculum consists of 15 credit hours of required general education coursework and 54 credit hours of career

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and technical education coursework, including 13 credit hours of related technical electives. The career and technical component includes instruction in metallurgy, blueprint reading, welding theory, introductory and intermediate levels of Oxy-Acetylene Fusion welding and cutting, brazing, introductory through advanced levels of Arc welding, MIG welding, TIG welding, Cored Wire welding, pipe welding, weld testing and inspection, special problems in welding, and welding laboratory. Assessment of student learning objectives will be achieved during the welding laboratory of the student's last semester through a performance test based on AWS certification exams and will be evaluated by an AWS Certified Welding Inspector.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study within the college's district. According to the Illinois Department of Employment Security, employment of "welders" is expected to grow by 4.17% through 2016 across the state. The college anticipates an enrollment of five (5) full-time and three (3) part-time students the first year, increasing to 12 full-time and eight (8) part-time students by the third year. The college currently offers a successful Welding Certificate program. Area employers have expressed an interest in providing formalized educational opportunities for existing workers, and, the proposed degree will offer certificate completers an educational ladder. The college partners with two local high schools to offer dual credit coursework in welding, which may be applied towards the completion of the Welding Certificate and/or the proposed degree. The college has also collaborated with Southern Illinois University at Carbondale (SIUC) for articulation to the Industrial Technology Bachelor of Science degree program. Because of existing offerings no new faculty will be required to implement the program. Existing full-time faculty (3) and part-time faculty (2) are all AWS Certified Welders and Welding Instructors. Facilities and equipment are in place to adequately support the program. No new costs are anticipated to support the program during the first three years. Estimated costs of the existing program are \$128,000 per year.

Southeastern Illinois College is seeking approval to offer two Certificate programs in the field of Biofuels: a Biodiesel Production Certificate (33 credit hours), and an Ethanol Production Certificate (34 credit hours). Both programs will prepare individuals for entry-level employment in biofuel production facilities or for entrepreneurial ventures in the field. There are four (4) biofuel production facilities within the college's regional area. Employment opportunities ranging from production assistant, technician, plant engineer, and production manager exist in these facilities and in numerous local farmer-owned production plants. The curricula were developed in consultation with several area professionals within the biofuels industry and include a core requirement of 10 credit hours in general education coursework, and 17 credit hours of core career and technical education coursework. Each certificate has an additional six to seven (6-7) credit hours of specialized coursework in either biodiesel or ethanol production. The career and technical component of the curricula include instruction in introductory biofuels, biofuels systems technology, welding, ag economics, welding and basic applications, biodiesel production and/or ethanol production. Assessment of student learning objectives will be achieved through evaluation of a student portfolio, containing artifacts of the student's educational performance throughout their program, by program faculty.

Labor market information provided by the college supports the interest in and the need for skilled

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workers in this field of study. The college consulted the National Corn-to-Ethanol Research Center, located at Southern Illinois University at Edwardsville (SIUE) as well as Blendstar (a biofuels company in the region) to gauge employer interest in the offering and design of the proposed curricula. Furthermore, the national movement towards “green industry” employment opportunities has raised an interest among students, particularly dislocated workers. The college has also proposed a related shorter-term certificate program that will prepare individuals at a faster pace, getting them into the employment market more quickly. The college anticipates a combined enrollment of 10 full-time and 10 part-time students the first year, increasing to 20 full-time and 20 part-time by the third year. Two (2) new part-time faculty will be required the first year of the program. Qualified faculty will possess at least a Bachelor’s degree in Agriculture Production or a Biofuels related field and have five (5) years related occupational work experience. Costs to implement the new programs will be approximately \$6,944 per year during the first three years.

Southeastern Illinois College is also seeking approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree and a related 36 credit hour Certificate in “Graphic Design”. The certificate program will prepare individuals for entry-level employment in the field, while the degree program will prepare individuals for employment as graphic design technicians, or related positions that provide technical support for graphic designers in a variety of fields. The program consists of 19 credit hours of required general education coursework, 37 credit hours of required career and technical education coursework and three (3) credit hours of related technical electives. The career and technical component includes instruction in introductory and intermediate graphic design, typography, introductory and intermediate computer art, basic and advanced art design, art appreciation, basic and advanced drawing, life drawing, prehistorical and medieval art, renaissance and contemporary art, and graphic design portfolio development. The certificate curriculum consists of three (3) credit hours of general education coursework, and 33 credit hours of career and technical coursework. Assessment of student learning objectives will be achieved through evaluation of the student’s portfolio by program faculty.

Labor market information provided by the college supports the interest in and the need for an educational training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “graphic designers” is anticipated to increase by 8.6% through 2016. The college anticipates a combined enrollment of 10 full-time and six (6) part-time students the first year, increasing to 17 full-time and eight (8) part-time students by the third year. The college has collaborated with Southern Illinois University at Carbondale (SIUC) for articulation of the degree into a Graphic Design baccalaureate program. The programs will require one (1) existing full-time and one (1) new part-time faculty member the first year. Qualified faculty possess a Master’s degree in Graphic Design or art-related field and have two years related work experience in the field. Facilities are in place to adequately support the proposed program. Costs to implement the programs are approximately \$8,392 the first year, and \$9,192 the second and third years. Higher second and third year costs reflect the purchase of new computer equipment and software.

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ CNH (Case-New Holland) Service Technician A.A.S. degree (67 credit hours)

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- ▶ Mass Communications: Photography A.A.S. degree (60 credit hours)

BACKGROUND

Parkland College is seeking temporary approval to offer a 67 credit hour “CNH (Case-New Holland) Service Technician” Associate in Applied Science (A.A.S.) degree program for a period of three (3) years. This program will prepare individuals for employment in agriculture equipment dealerships that sell and service Case-New Holland brands. The program was developed in partnership with CNH and the CNH Educational Training Center. The curriculum consists of 15 credit hours of required general education coursework, and 52 credit hours of required career and technical education coursework, including a work-based learning experience. The career and technical component includes instruction in service operations and implementation, service department computer applications, introductory fuel systems, CNH engine theory and overhaul, CNH machine electrical, CNH precision farming systems, CNH hydraulic systems, CNH power train, diesel systems, CNH Ag and CE air conditioning, introductory welding, and required work experience with a CNH dealership. Each student will be sponsored and placed with a CNH partner dealership and assessment of student learning objectives will be achieved during this experience by program staff and the sponsoring employer.

The college anticipates an enrollment of 14 students the first year, increasing to 30 students by the third year. Because the program was developed using CNH training materials, the curriculum also incorporates national skill standards of the Association of Equipment Dealers in safety, electrical, hydraulics, power trains, diesel engines, and mobile HVAC. These skills will also prepare individuals for technician-level employment within dealerships that service a variety of national equipment brands. The program will also prepare graduates for the Air Conditioning Refrigerant Handling Certification exam available through the Mobile Air Conditioning Society (MACS). Temporary approval was requested to monitor the continued need for the program. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

Parkland College is also seeking temporary approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree in “Mass Communications: Photography” for a period of three (3) years. This program will prepare individuals for employment in the field of photography. Graduates will be trained for positions in commercial photography, studio photography, retail photography labs, freelance photography, and for entrepreneurial opportunities. The program was developed according to recommendations of the program’s advisory council, including representatives from local photography businesses and employers of photographers. The curriculum includes 15 credit hours of required general education coursework, and 33 credit hours of required career and technical education coursework and 12 credit hours of related technical electives. The career and technical component includes instruction in mass communications, 2-D design, design media, introductory and advanced digital photography, color, video production, studio photography, darkroom, entrepreneurial business, portfolio development, and a required work-based learning experience in photography. Assessment of student learning objectives will be achieved through evaluation of the portfolio, performance during the work-based learning experience and a comprehensive final exam

by program faculty.

Labor market information provide by the college supports the interest in and the need for a formalized educational program in this field of study. The college collaborated with local employers to develop the proposed curriculum based on district needs. The college anticipates an enrollment of 10 full- and part-time students during the first year of the program, increasing to 15 students by the third year. The college is requesting temporary approval to address the immediate training needs for employers of existing photography workers interested in advanced education. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

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

College of DuPage

- ▶ Renewable Energy Certificate (29 credit hours)

Lewis & Clark Community College

- ▶ Production Fabrication Certificate (23 credit hours)
- ▶ Structural Welding Certificate (19 credit hours)
- ▶ Gas Tungsten Arc & Pipe Welding (17 credit hours)
- ▶ Wire-feed Welding Certificate (15 credit hours)
- ▶ Shielded Metal Arc Welding Certificate (14 credit hours)
- ▶ General Welding Certificate (11 credit hours)
- ▶ T.I.G. Welding Certificate (10 credit hours)
- ▶ Basic Welding Certificate (8 credit hours)
- ▶ Testing & Inspection Welding Certificate (8 credit hours)

Southeastern Illinois College

- ▶ Biofuels Production Fast Track Certificate (17 credit hours)

Temporary Program Approval

Kennedy- King College

- ▶ Professional Cake Decorating Certificate (16 credit hours)

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UNAPPROVED

Minutes of the 385th Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
Springfield, IL

January 27, 2010

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 27, 2010 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 6:32 p.m. Allison Ray called roll with the following members present: Guy Alongi, James Dumas, Rudolph Papa, Tom Pulver, Judy Rake, and Jake Rendleman. The following members were absent: Suzanne Morris, Victor Henderson, Addison Woodward, Jr., and Melissa Gamber, Student Member. Ms. Ray declared the Board had a quorum.

Item #2 - Announcements from Board Chair

Chairman Alongi had no announcements at this time.

Item #3 - Executive Session

Judy Rake made a motion, which was seconded by Jake Rendleman, to enter Executive Session for the purpose of discussing mediation between members of Local 6348 IFT/AFT, AFL/CIO and the ICCB.

A roll call vote was taken, with the following results:

Guy Alongi: Yea	Tom Pulver: Yea
Suzanne Morris: Absent	Judy Rake: Yea
James Dumas: Yea	Jake Rendleman: Yea
Victor Henderson: Absent	Addison Woodward: Absent
Rudolph Papa: Yea	Melissa Gamber: Absent

Motion carried.

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* * * * *

Jake Rendleman made a motion, which was seconded by James Dumas, to return to Public Session at 7:16 p.m.

A roll call vote was taken, with the following results:

Guy Alongi: Yea	Tom Pulver: Yea
Suzanne Morris: Absent	Judy Rake: Yea
James Dumas: Yea	Jake Rendleman: Yea
Victor Henderson: Absent	Addison Woodward: Absent
Rudolph Papa: Yea	Melissa Gamber: Absent

Motion carried.

Item #4 - Adjournment

At 7:18 p.m., Tom Pulver made a motion, which was seconded by Jake Rendleman, to adjourn the meeting.

The motion was approved by unanimous voice vote.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

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UNAPPROVED

Minutes of the 386th Meeting of the
Illinois Community College Board
Lincoln Land Community College
Springfield, IL

January 28, 2010

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the January 28, 2010 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:03 a.m. Allison Ray called roll with the following members present: Guy Alongi, James Dumas, Victor Henderson, Rudolph Papa, Tom Pulver, Judy Rake, Jake Rendleman, and Melissa Gamber, Student Member. Suzanne Morris and Addison Woodward, Jr. were absent. Ms. Ray declared that the Board had a quorum.

Item #2 - Announcements and Remarks by Board Chair Guy Alongi

Chairman Alongi welcomed everyone to the Board meeting, especially the newest Board member, Victor Henderson. Mr. Henderson is a partner with Holland and Knight, a Chicago-based firm. Mr. Henderson earned his law degree from Georgetown University School of Law and has bar admissions in Illinois, New York, and the District of Columbia. Mr. Henderson has served as the host of Inside Justice, past President of the Illinois Equal Justice Foundation, and former Chairman of the Chicago Committee on Minorities in Large Law Firms.

Chairman Alongi informed Mr. Henderson that the Illinois Community College System is the third largest and best system in the nation. The Board feels it has the best staff in the nation available to service the system and students of Illinois.

Chairman Alongi congratulated Mr. Henderson on his appointment and looks forward to working with him in the coming years.

Chairman Alongi thanked Dr. Charlotte Warren, President of Lincoln Land Community College, and the Board of Trustees for allowing the Board to meet at the college.

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Item #3 - Board Member Comments

Melissa Gamber thanked Lincoln Land Community College for hosting the meeting.

James Dumas also thanked Lincoln Land Community College for hosting the Board and also proposed that the Board look at the enrollment report - especially the percentage of students that are failing and/or not completing courses.

Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support, commented on Mr. Dumas' observation and noted that the percentage of failing and/or incomplete courses includes several factors and will be further explained during the enrollment report during the Board meeting.

Rudy Papa welcomed Mr. Henderson and stated that he will find the appointment challenging and enjoyable.

Jake Rendleman welcomed Mr. Henderson.

Judy Rake commented it was nice to be back at Lincoln Land Community College and thanked Lincoln Land because her daughter attended the college for two years and she is now an IT manager.

Victor Henderson stated he was happy to be at the Board meeting and is excited to watch and learn.

Tom Pulver welcomed Mr. Henderson and thanked Lincoln Land Community College for hosting the Board. Mr. Pulver noted that President Obama last night spoke of jobs, jobs, and more jobs and the system is well prepared to offer the middle-skill jobs. Hopefully, our executive and legislative leaders will provide adequate support to continue to provide the excellent support that we currently are.

Item #4 - Welcome from Lincoln Land Community College President, Dr. Charlotte Warren

Dr. Charlotte Warren welcomed the Board to Lincoln Land Community College (LLCC) and appreciates the work of the ICCB.

Dr. Warren conducted a presentation that focused upon LLCC's variable tuition program. The program started about three years ago by conducting a cost analysis which discovered that not all courses cost the same amount of money to teach. Essentially, it is a question of whether or not it is equitable for all students to pay the same amount for different course, many times with different outcomes. Many schools address the increased costs of some courses by adding fees, however, these fees are not covered by financial aid and thus, become an extra cost for the students. After looking at the additional costs of some programs, LLCC decided to administer variable tuition which enables the college the ability to more closely approximate the actual cost of the programs. The difference in tuition per course ranges from \$25-\$72. The variable tuition was slowly introduced over the next two years and has helped replace lost state funding. To date the variable tuition has brought in over

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\$600,000 which has helped expand those programs.

The program has been very successful and is something that other colleges could introduce as well.

Item #5 - President/CEO Report

Geoff Obrzut thanked Dr. Warren for hosting the Board.

Mr. Obrzut also welcomed Mr. Henderson to the Board.

The P-20 Council's first meeting was in January and is off to a great start. Chairman Miguel del Valle is serious about policy making for the Council.

The construction at the Harry L. Crisp II Community College Center is going well.

The quarterly ICCB newsletter received a great response and a spring edition will come out as well. The ICCB is also exploring the use of Facebook and/or other social networking sites to stay on top of technology.

Mr. Obrzut was a judge for the Bellwether Awards which was held in conjunction with the Community Colleges Future Assembly. The award recognizes colleges that have creative and innovative programs. Out of more than 30 colleges that were picked as finalists, two Illinois colleges were selected - Kankakee Community College and Wilbur Wright College. Mr. Obrzut also had the pleasure of meeting the new United States Office of Vocational and Adult Education, Deputy Assistant Secretary, Dr. Frank Chong.

Board member Judy Rake recently attended a book signing for Representative Jay Hoffman. Representative Hoffman authored *Hope in the Heartland: Jobs, Clean Air, and Energy Security*, a number of people from the community college system are quoted in the book.

George Boggs, President of the American Association of Community Colleges (AACC) has become concerned because City Colleges of Chicago has decided to not renew its membership with AACC. Mr. Obrzut has agreed to speak with James Tyree and his Board about this decision.

Mr. Obrzut will travel to Washington, D.C. today to accept an award from the Data Quality Campaign (DQC). The DQC is recognizing the ICCB, Illinois Board of Higher Education (IBHE), Illinois State Board of Education (ISBE), and state Senator Heather Steans for their involvement with the Longitudinal Data System initiative.

Board member Jake Rendleman will be honored as the Outstanding Alumni for the College of Agriculture Science at Southern Illinois University on February 26 for his involvement in agriculture.

On February 26, a College Affordability Summit will be held in Chicago.

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The ICCB and ISBE applied for a green programs of study academy grant and Illinois was one of five states selected to receive the grant. The grant was sponsored by the National Center for Career and Technical Education.

The Latino Advisory Committee will hold a state-wide program - Latino Students in Higher Education on February 18 at Elgin Community College.

Illinois will host the 2010 National Conference of the Commission of Adult Basic Education and Proliteracy in Chicago at the Chicago Hilton Hotel from March 15-19. It is expected to be attended by over 1,200 adult education professionals and offer over 300 break out sessions.

Item #6 - Committee Reports

Item #6.1 - Budget and Finance

Rudy Papa reported that the committee discussed the Board raising the red flag about the plight of some of the community colleges and the possibility of some colleges closing due to the lack of funding. The Board has known of this possibility for awhile, but it has reached the point where there needs to be solution. At this time, Mr. Papa asked Ellen Andres, ICCB Chief Financial Officer to address the situation.

Ms. Andres stated that the state is current with payments due to the colleges - second quarter equalization, work force, base operating, and adult education grants were paid by the Comptroller because a pension bond sale freed up some General Revenue funds that were used to make the community college system grants current. February 1, however, the state will be delinquent again. In the last two quarters of the fiscal year, \$2.25 billion in short-term borrowing payments will be due. Secondly, Medicaid and K-12 "state aide" payments continue to be a priority for payments. What this means for the community colleges is that grant payments from the State will be delayed until revenues are generated to accommodate the three priorities as well as all the other liabilities waiting to be paid by the Comptroller. If a college receives the majority of their revenues from the State, the delay in payments compromises that college's ability to meet its obligations, including payroll. There are five to six colleges in trouble either currently or will be by the fall.

Discussion took place regarding the possibility of requesting expedited funding from the Office of the Comptroller for the colleges facing financial distress.

* * * * *

Tom Pulver made a motion, which was seconded by Rudy Papa, to approve the following motion:

Because of the potential suspension of activities or closing of colleges in the Illinois Community College System, the staff of the Illinois Community College Board and representatives of the advisory

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March 26, 2010

councils are directed to meet with the Comptroller of the State of Illinois to request adequate funds to ensure the continued operation of the colleges. As a result of this action, those colleges that receive any funds will provide an outline of a contingency plan for future revenue stability. In addition, the Illinois Community College Board staff and advisory council representatives will seek funds to ensure the continued operation of Adult Education courses throughout the state.

A role call vote was taken, with the following results:

Guy Alongi: Yea
Suzanne Morris: Absent
James Dumas: Yea
Vic Henderson: Yea
Rudolph Papa: Yea

Tom Pulver: Yea
Judy Rake: Yea
Jake Rendleman: Yea
Addison Woodward: Absent
Melissa Gamber: Yea

Motion carried.

* * * * *

Ms. Andres spoke briefly about an introduced bill, SB2615, that would assist community colleges by helping with cash flow while waiting for state funding. Under current law, the colleges are able to issue working cash bonds for up to 75 percent of their equalized assessed valuation. The proposed legislation would increase that percentage to 150 percent, but the opportunity will sunset in three years. This increase in working cash is only available to colleges that are still able to bond within the parameters of the current debt limitation. If a college is currently at its maximum debt allowable by law, it will not be able to take advantage of this legislation. The second part of this new legislation will allow the colleges to set up a "line of credit", similar to a home equity line of credit. The K-12 system has legislation that passed last fiscal year that allows them to establish a line of credit. We believed that the colleges were also able to as long as it was within their debt limitations, However, many banks have stated that because it is specifically in statue for the K-12's that he lack of statue will prohibit them from setting up the line of credit for the colleges. By adding this provision to statute, it will allow the colleges to secure a line of credit equal to what is being missed in delayed state payments. The law requires repayment within 60 days of receipt of funds.

Item #6.2 - Academic Affairs and Student Relations

The Presidents' Council, Chief Academic Officers, and Chief Student Services Officers met for their yearly meeting on Thursday, January 21st. Julie Smith from the Governors Office also addressed those assembled.

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Dr. Elaine Johnson provided an update regarding the Illinois Articulation Initiative (IAI). Dr. Johnson reported that there is still resistance from some public universities in accepting certain community college courses for transferable credit. The Presidents' Council has met and decided to join the ICCB with this initiative and several university presidents have agreed to work with the community colleges to ensure clarification on this matter.

Board member Victor Henderson asked Dr. Johnson to address what some of the issues the university presidents have and how does the ICCB plan to resolve those issues?

Dr. Johnson replied that sometimes the president of the university is not aware that there is a problem, due to the lack of consistency between universities, as well as this is an issue that the faculty deal with, not necessarily the president. Some of the universities feel that the community colleges are teaching courses at a 300 or 400 level, but the courses are advertised as 100 or 200 level courses. The community colleges are going to address this by re-evaluating how they are teaching their courses and is being addressed in the major panels that are meeting.

Mr. Obrzut commented that this is not an issue with all universities, the transferability works quite well with some universities and not with others.

Dr. Johnson reiterated Mr. Obrzut's comment and noted that the transferability also works differently between majors and certain departments, within a university.

Mr. Henderson voiced concern that the universities may have with the community colleges undermining the weaker departments within the universities and, therefore, the more courses that are taken outside of the four-year system, the weaker their system becomes.

Dr. Johnson answered that has always been an issue, but currently community colleges are producing the majority of the undergraduate students. The universities are not expanding like the community colleges and the universities need our students desperately.

Complete College America - Illinois has been invited to apply and it is sponsored by the Gates Foundation, Ford Foundation, Kellogg Foundation, and the Lumina Foundation. Participation in this was coordinated by the Governor's Office along with the Illinois Board of Higher Education (IBHE), Illinois State Board of Education (ISBE), and the Illinois Student Assistance Commission (ISAC). The initiative was started to improve college completion rates and twelve states were invited to apply.

Race to the Top - The ISBE and other partner agencies applied for \$4 million to expand the College and Career Readiness program, specifically the STEM program and Illinois' work on Programs of Study. The focus areas are adopting standards and assessments to succeed in college and the work place.

Veterans Survey - The Veterans Logo has been adopted and should be on the main page of

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every community college website in the state. This logo will help veterans find information on financial aid or veterans affair link on the specific college site. The ICCB website also has the Veteran's Logo which provides users with links to our colleges and their veteran sites.

MAP Grant - The grant was approved in October, however, it had no financial backing. ISAC stated it funds should be released in March. ISAC and IBHE are exploring some of the MAP guidelines, including moving the application due dates from May to August, which would immensely help community colleges students.

Highway Construction Careers Training Programs/IDOT - Grants will be sent to the colleges in March, with the first round of classes to start between May and August. Over 300 Illinois residents will be trained in basic highway construction trade skills aimed toward women and minorities. A full-time grant funded Director position will be hired for this program.

State Energy Sector Partnership Energy Grant - This \$6 million energy grant from the United States Department of Labor through the Illinois Department of Commerce and Economic Opportunity (DCEO) will focus upon energy efficiency and renewable energy (wind and solar). Danville Area Community College and Parkland College will receive direct subgrants from DCEO. Rock Valley College, City Colleges of Chicago, Illinois Central College, and Lincoln Land Community College will also receive funds through their respective Local Workforce Investment Boards.

Item #6.3 - External Affairs

Jake Rendleman reported that Steve Morse has worked with Shannon Woodworth on establishing a publication schedule for the ICCB Magazine. Mr. Morse has also been in frequent contact with the public relations and marketing professionals at the various community colleges.

Mr. Morse will send a news release late today concerning the award the ICCB is receiving from the Data Quality Campaign.

Senate Bill 2538, sponsored by Senator Edward Maloney, seeks to change the statute that requires community colleges receiving Equalization Grants to have their tuition and standard fees within 85 percent of the state average. The new proposal lowers that percentage to 70 percent and allows the alternative of tuition and fees accounting for 30 percent or more of a college's total revenue. The proposal does not change the Equalization Grant Formula or the amount of money that a college receiving the grant will receive.

Senate Bill 2548, sponsored by Senator Deanna Demuzio, seeks a change with the vouchering of ICCB state grants to community colleges from quarterly to monthly.

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House Bill 4972, sponsored by Representative Cynthia Soto, seeks to delete language from the Public Community College Act that allows advance reimbursement for authorized expenses to the non-voting ICCB student member (such advance payments are not allowed under the State Finance Act). The proposal also seeks to delete language requiring reimbursement for expenses incurred by ICCB advisory groups.

Mr. Morse has met with ICCB contract lobbyists to review currently proposed legislation. Mr. Morse remains in contact with the Governor's Legislative Affairs Office and there is a meeting with agency legislative liaisons and the Governor's Office on February 3.

Item #6.4 - Strategic Planning

There was no report at this time.

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Faculty Association

Kathy Westman reported that the 2010 Teaching and Learning Excellence Conference will be held on October 21-22, 2010, at the Crowne Plaza in Springfield. ICCFA's January 29, 2010, meeting begins the work on the 2010 Teaching and Learning Excellence Conference. Each community college and all faculty will receive several pieces of information within a couple weeks. This will include the Teaching and Learning Conference Call for Proposals, scholarship applications, ICCFA faculty research grants and faculty workshop awards, and ICCFA search for outstanding faculty and an appreciation award.

Ms. Westman thanked the ICCB, the Illinois Council of Community College Presidents, and the Illinois Community College Trustees Association for their supportive role as co-sponsors of the annual Teaching and Learning Excellence Conference. ICCB will again assist the ICCFA with the 2010 billing to each community college. The colleges can expect to receive their 2010 statements within 30 days. Last year had a very strong compliance, 41 colleges participated and, hopefully, participation will be the same this year.

Congratulations were bestowed upon College of DuPage for their commitment to ICCFA with the newest Executive Board member, Dr. Julia Dilibert. College of DuPage faculty are eager to continue their long tenure of leadership with the ICCFA through Dr. Dilibert.

Ms. Westman took a few moments to share her recent insights of the spring 2010 semester. The faculty are seeing the students struggle with the purchase of textbooks, increased tuition; and lack of money from parent loans, award programs, and scholarships. The students continue to receive the best and their community college experience matters more than ever today for jobs, credentials, and transfer. The great Illinois community college faculty in this state continue to step up and meet the teaching and learning needs of each student.

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Item #7.2 - Student Advisory Council

Melissa Gamber reported that the last SAC meeting was January 22-23 in Springfield at the Hilton. There were 25 students from 23 colleges in attendance. A roundtable discussion was held highlighting funding issues and Ellen Andres, ICCB CFO, was present for that discussion. The roundtable was the starting point in planning for Student Advocacy Day.

Details were discussed concerning the Student Awards Banquet. Plans were made to discuss fundraising ideas for relief in Haiti. Goals for the second semester were established and include: 1) Trying to change the date of the student trustee election in order to allow the new student trustee more time to shadow the incumbent trustee, to allow for better preparation for the new trustee, 2) investigate options for funding to pay for student costs to travel to the student advisory committee meetings and 3) establish a process to allow student governments to remove nonactive student trustees. All of these goals were discussed and encouraged to be taken to each college's board of trustees to be pursued at the local level.

Item #7.3 - Illinois Community College Trustees Association

Barb Oilschlager distributed a document that detailed the various items and events that she has been involved with since taking the position of President for the ICCTA. The second letter to the editor has been successful, this letter focused on the issues of funding for Perkins, Career and Technical Education, and College and Career Success. The letter was picked up by numerous newspapers through out the state and will be distributed to all of the community college trustees at the next meeting.

The next ICCTA meeting, held in conjunction with the National Legislative Summit, will be February 7-10 in Washington, D.C. Many community college presidents and trustees plan to attend.

Mike Monaghan reported that following the February meeting in Washington, D.C., the next regular ICCTA meeting will be March 12-13 in Oakbrook. There will be two seminars at this meeting and the former Dean for the School of Agriculture at Southern Illinois University will speak. The year concludes on June 4 in Springfield with the State Convention. The ICCTA has been and will continue to work closely with Steve Morse in regards to legislation. The ICCTA is introducing a piece of legislation affecting the community college student trustees. The current statute has the student elections held in May and it would change the election to April. This has been in the works for about two years and the change would allow new student trustees the opportunity to attend at least one board meeting before the end of the semester.

Item #7.4 - Illinois Community College System Foundation

Ray Hancock reported that the P-20 Council will be charged with coordinating, sustaining,

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and providing a seamless system of education throughout the state of Illinois. The Council has met twice and Mr. Hancock is chair of the Vision and Mission Committee of the Council. The committee has been working diligently and along with vice chair Dr. Erica Hunt, the Vision and Mission Statement encompasses the statute and also takes the opinions of other P-20 Council members and public into account. The document should be approved at the March 26 meeting of the Council.

The ICCSF scholarship program and purchasing consortium thus far are experiencing a good year. The consortium did not produce as much business last year as expected, but this year will hopefully be different, as it is continuing to grow. The scholarship program has been affected by the downturn in the economy. It will be reduced for this year, in order to adjust for the reduced portfolio. However, a new scholarship (or possibly two) will be available from the proceeds of the purchasing consortium.

Annually, the ICCSF holds a professional development program open to all community college foundation directors and, this year, the program will be held in March in the Chicago area.

Construction on the ICCSF building is going well. The ICCB and ICCTA staff have been more than cooperative, as it is never easy occupying a space that is being renovated. The project is 20-25 percent complete and a little ahead of schedule. The ICCSF is currently looking for additional parking to purchase near the ICCSF building.

Item #7.5 - Presidents' Council

Dr. John Erwin congratulated Jake Rendleman on his recent award and welcomed Mr. Henderson to the Board.

Recently, the Illinois Sustainability Network received an allocation of \$1.7 million from the Illinois Department of Commerce and Economic Opportunity. All community colleges are a part of the Sustainability Network and, hopefully, this will partner well with the green job opportunities that Dr. Johnson discussed earlier.

A task force of community college presidents will meet tomorrow, January 29, to discuss a way to address the current budget situation and its affects on the community colleges. The motion that was passed earlier to meet with the Comptroller's Office is encouraging, as well as an opportunity.

Item #8 - New Units of Instruction

Tom Pulver made a motion, which was seconded by Judy Rake, to approve the following motion:

The Illinois Community College Board hereby approves the following new

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units of instruction for the community colleges listed below:

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Logistics & Warehousing Certificate (33 credit hours)

Heartland Community College

- ▶ Laborer Apprentice A.A.S. degree (60 credit hours)
- ▶ Laborer Apprentice Certificate (44 credit hours)

Highland Community College

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

Kankakee Community College

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

Carl Sandburg College

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

Wilbur Wright College

- ▶ Medical Assistant Certificate (33 credit hours)

TEMPORARY PROGRAM APPROVAL

Danville Area Community College

- ▶ Culinary Arts Certificate (30 credit hours)

Moraine Valley Community College

- ▶ Emergency Medical Services A.A.S. degree (61 credit hours)

Board member Victor Henderson did not participate in this vote due to a brief departure from the meeting.

The motion was approved via voice vote among remaining Board members.

Student advisory vote: Yes.

Item #9 - Illinois Community College Board Recognition of Community Colleges

James Dumas made a motion, which was seconded by Rudy Papa, to approve the following motion:

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

Kishwaukee College

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

Item #10 - Fiscal Year 2010 Enrollment and Fiscal Trends in the Illinois Community College System

Dr. Karen Hunter Anderson reminded the Board that enrollment trends are as important as the current fiscal issues which include affordability. Systemwide, the colleges are experiencing growth, but particular programs are seeing significant enrollment increases. A balance is needed between services offered to the students, the quality of education, and fiscal responsibilities. There is growth among minority enrollments, as well as improvements in minority completions.

Dr. Scott Parke, Senior Director for Research and Policy Studies, thanked all ICCB staff involved with completion of the Enrollment Report. Dr. Parke also thanked the colleges for turning in all of their data in a timely manner. Dr. Parke presented a PowerPoint which highlighted credit and noncredit student enrollments, when combined consists of 954,396 students for fiscal year 2010. Regarding overall enrollments, the system is up from fiscal year 2009, yet down slightly within the last five years. The largest credit enrollments are in Associate Degree in Nursing (ADN), Registered Nursing (RN), childcare, criminal justice, and nurses aide. Most students enrolled in credit courses are there for transfer, Career and Technical Education accounts for one-quarter of all students, minority student enrollments were up 30.6 percent, and 55 percent are female. The average age of students is 30.7 years, which is up slightly and the median age is 25 years, a decrease in comparison to past years. Noncredit enrollments account for one-quarter of the minority representation, 55 percent are female, average age is 40.7 years, and one out of ten are ages 17-20 years.

Nationally, public universities served about 234,000 individuals from 2004-2008, which is down short and long-term. Community colleges served about 10 million individuals from 2004-2008, which is about a 3 percent increase short and long-term. Illinois community colleges account for about 6.8 percent of the enrollments in credit courses throughout the country.

Completions are of particular interest and, in Illinois, 53,053 community college students completed their courses during fiscal year 2010. That is an increase of 3.4 percent over the previous year and over a 3 percent long-term increase. Two-thirds of the completions are in career and technical education programs and the remaining third are baccalaureate transfer students. Three out of every ten completions are by a minority student, 56 percent are female, and three out of ten students are in the age range of 21-24 years.

University completions/degrees nationwide for fiscal year 2008 were about 33,700. In comparison, community college completions/certificates for fiscal year 2010 were about 853,500.

Overall, the Illinois Community College System has over 700,000 students enrolled in credit courses, which is the highest level in a decade and a half. Over one-quarter of a million students are being served in a noncredit capacity and completions are at an all time high.

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Item #11 - Consent Agenda

Rudy Papa made a motion, which was seconded by Judy Rake, to approve the following motions:

Item #11.1 - Minutes of the November 20, 2009 Meeting

The Illinois Community College Board hereby approves the Board minutes of the November 20, 2009 meeting, as recorded.

Item #11.2 - Minutes of the November 20, 2009 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the November 20, 2009 meeting, as recorded.

Item #11.3 - Fiscal Year 2011 Capital Budget Request

The Illinois Community College Board hereby:

1. approves the fiscal year 2011 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

Item #11.4 - Revised 2010 Calendar of Meetings

The Illinois Community College Board hereby approves the following changes to the 2010 calendar of meetings: the Board meeting scheduled to take place on September 17, 2010 at Moraine Valley Community College in Palos Hills, will now take place on September 17, 2010 at the Harry L. Crisp II Community College Center in Springfield; and, beginning with the March 26 Board meeting, all remaining meetings held during Calendar Year 2010 will start at 11:00 a.m.

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

Item #12 - Information Items

Item #12.1 - Fiscal Year 2010 Financial Statements

The Fiscal Year 2010 Financial Statements were provided to the Board for review.

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Item #12.2 - Annual Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2009

The Annual Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2009 report was provided to the Board for review.

Item #12.3 - Workforce Development Grant Report Business and Industry Services - Fiscal Year 2009

The Workforce Development Grant Report Business and Industry Services - Fiscal Year 2009 was provided to the Board for review.

Item #12.4 - Dual Credit in the Illinois Community College System

A report on Dual Credit in the Illinois Community College System was provided to the Board for review.

Item #13 - Other Business

There was no other business at this time.

Item #14 - Public Comment

There was no public comment at this time.

Item #15 - Adjournment

At 11:13 p.m., Jake Rendleman made a motion, which was seconded by James Dumas, 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

Illinois Community College Board

**SUMMARY OF CAPITAL PROJECTS APPROVED
BY THE PRESIDENT/CEO DURING CALENDAR YEAR 2009**

ICCB Rules 1501.602 and 1501.516 grant authority to the ICCB President/CEO to approve locally funded and state-funded capital renewal projects and, subsequently, report such actions to the Board. Locally funded projects include 1) any project financed with either a protection, health, and safety tax levy or 2) a project (other than maintenance in nature) financed with operating tax/bond proceeds or available fund balance with a cost of \$250,000 or more. The following report summarizes 95 such projects totaling \$320.1 million that were granted approval during calendar year 2009. There were 89 projects totaling \$205.0 million approved in the previous year. There was a 7.4 percent increase in the number of projects approved in calendar year 2009 with a 56.1 percent increase in the total budgeted approved amounts. The total number of locally funded projects decreased slightly from 23 in 2008 to 21 in 2009. However, in 2008, locally funded projects comprised 57.3 percent of the total approved projects while, in fiscal year 2009, that percentage increased to 86.1 percent. While there were 21 locally funded projects approved, six of those projects (in five districts) totaled \$242 million. Projects funded with a protection, health, and safety tax levy decreased by nine, and those funded with protection, health, and safety bond proceeds increased by 14 projects, while no capital renewal projects were approved in 2009.

Of the 95 projects approved by the President/CEO during 2009, 21 were locally funded in ten districts with sources other than protection, health, and safety levy proceeds; 55 projects were funded with protection, health, and safety tax levy proceeds in 23 districts; 16 projects were approved to be funded with protection, health, and safety bond proceeds in two districts; and one district used a combination of levy and bond proceeds. Two were state funded with fiscal year 2000 appropriated ADA Access for All funds. The two districts using these funds applied to use them in fiscal year 2007; however, the funds were just released and paid in fiscal year 2009. Since no capital renewal funding has been appropriated since FY 2004, we have seen a reduction in the number of capital renewal-funded projects in recent years. Even the requested capital renewal-funded projects the ICCB had approved in past years are still waiting for state funds to be released. There was one request to modify a previously approved capital renewal-funded project budget and scope of work during 2009; however, it was not included on the attached table because it was considered a modification to an existing project. An FY 2010 Capital Budget bill was approved by the General Assembly and the Governor and does contain new appropriations for capital renewal purposes; however, those funds have not yet been released.

In addition, six budget and/or scope modification requests to existing projects were approved during the year for five districts. One request was for a protection, health, and safety project requiring no additional tax levy authority, four requests required an additional PHS tax levy, and one project required additional capital renewal funds when available. There were no locally funded projects

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modified using additional local funds. The modifications totaled \$830,520 and are not included in the attached report. These modifications decreased by over \$5,400,000 when compared to 2008 modifications. While there was a significant locally funded project budget change during fiscal year 2008, there were only smaller PHS project modifications in 2009.

No leases were approved during the year.

INFORMATION ONLY

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CAPITAL PROJECTS APPROVED BY THE PRESIDENT/CEO

January 1, 2009 - December 31, 2009

ADA-Access for All

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
6/15/2009	Chicago	ADA Elevator, Restrooms, & Parking Modifications	0030-0507	\$1,135,037	FY 2007
6/15/2009	Southwestern	ADA Entrance Renovations	0021-0507	\$157,189	FY 2007
			Category Subtotal	\$1,292,226	

PHS Bond Issue

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/10/2009	Lewis and Clark	Hatheway Hall - ADA, Abate. Roof, etc	2028-1109	\$7,084,000	FY 2010
11/10/2009	Lewis and Clark	Soccer Stadium - ADA, bleachers, lighting	2029-1109	\$739,200	FY 2010
11/10/2009	Lewis and Clark	Hatheway Bosque - ADA pathways, lighting, etc	2030-1109	\$604,912	FY 2010
11/10/2009	Lewis and Clark	Trimpe - Roof replace. Add Solar Panels	2031-1109	\$985,600	FY 2010
11/10/2009	Lewis and Clark	Roof - Chapel, Gilman, Baldwin, NO N. Annex	2032-1109	\$486,640	FY 2010
11/10/2009	Lewis and Clark	Fobes - Replace Walkway, Repair Dam.	2033-1109	\$776,160	FY 2010
11/10/2009	Lewis and Clark	Wade - Roof & Window Replacement	2034-1109	\$729,344	FY 2010
11/10/2009	Lewis and Clark	Riverbend Arena-Repair Roof/walls/found/elec.	2035-1109	\$462,000	FY 2010
11/10/2009	Lewis and Clark	Caldwell - Replace steps/handrails entrance	2036-1109	\$117,040	FY 2010
11/10/2009	Lewis and Clark	Energy Management Plan	2037-1109	\$2,483,482	FY 2010
11/10/2009	Lewis and Clark	Add Accessible ADA sidewalks/lighting	2038-1109	\$1,848,000	FY 2010
11/10/2009	Lewis and Clark	Alden Hall - Electrical Upgrades	2039-1109	\$49,280	FY 2010
11/10/2009	Lewis and Clark	Erickson Hall - ADA elevator/fire stairs	2040-1109	\$2,217,600	FY 2010
11/10/2009	Lewis and Clark	Tuckpoint-Fobes, Caldwell, Baldwin, Erickson	2041-1109	\$1,232,000	FY 2010
11/10/2009	Lewis and Clark	Campus Abatement Study/ Abate Wade Hall	2042-1109	\$184,742	FY 2010
11/9/2009	Shawnee	Roof Replacement Building J	2025-1109	\$151,100	FY 2010
			Category Subtotal	\$20,151,100	

PHS Bond & Tax Levy

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/9/2009	Shawnee	HVAC Replacement Building J	2026-1109	\$231,100	FY 2010
			Category Subtotal	\$231,100	

Illinois Community College Board
CAPITAL PROJECTS APPROVED BY THE PRESIDENT/CEO
January 1, 2009 - December 31, 2009

Local

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
4/17/2009	DuPage	(MAC) Graphic Arts Technology Remodeling	0027-0409	\$2,415,015	FY 2009
9/28/2009	DuPage	BIC/SRC Renovation & College Center Addition	0028-0909	\$113,070,000	FY 2010
10/29/2009	Elgin	410 Renner Drive Land & Building Acquisition	0030-1009	\$1,900,000	FY 2010
4/22/2009	Heartland	SCB Space Remodel-former Child Care Area	0011-0409	\$770,000	FY 2009
4/22/2009	Heartland	Challenger Learning Center--CEC	0012-0409	\$961,500	FY 2009
11/2/2009	Illinois Central	Student Wellness & Athletic Ctr.-Cougar Plex	0023-1009	\$16,217,600	FY 2010
11/2/2009	Illinois Central	Culinary Institute Renovation	0024-1009	\$4,243,100	FY 2010
11/2/2009	Illinois Central	Maple Hall Renovation	0025-1009	\$4,163,091	FY 2010
11/2/2009	Illinois Central	Hickory Hall Corporate & Community Educ. Ctr	0026-1009	\$3,839,400	FY 2010
9/24/2009	Lincoln Land	Sangamon/Menard Link	0017-0909	\$4,500,000	FY 2010
9/24/2009	Lincoln Land	EREC (Taylorville) Classroom Building	0018-0909	\$2,900,000	FY 2010
9/24/2009	Lincoln Land	Workforce Center	0019-0909	\$26,100,000	FY 2010
4/7/2009	McHenry	Shah Center Build Out	0022-0409	\$528,340	FY 2009
9/21/2009	Prairie State	Commercial Drivers License Facility Acquisition.	0014-0909	\$1,000,000	FY 2010
2/27/2009	Rock Valley	Parking Lot 7 & 8 Reconstruction	0018-0109	\$1,031,659	FY 2009
2/27/2009	Rock Valley	North Parking Lot Reconstruction-Ph 1	0019-0109	\$1,284,710	FY 2009
8/14/2009	Rock Valley	SCCE Remodeling	0020-0809	\$990,778	FY 2010
8/14/2009	Rock Valley	Science & Mathematics Classroom New Building	0021-0809	\$28,584,000	FY 2010
8/28/2009	Sandburg	Charger Community Center Donation & Remodel	0021-0809	\$2,996,246	FY 2010
3/18/2009	Waubonsee	Aurora Extension Site	0025-0309	\$45,000,000	FY 2009
3/18/2009	Waubonsee	Plano Extension Site	0026-0309	\$13,000,000	FY 2009
			Category Subtotal	\$275,495,439	

Illinois Community College Board
CAPITAL PROJECTS APPROVED BY THE PRESIDENT/CEO
January 1, 2009 - December 31, 2009

PHS Tax Levy

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
7/28/2009	Black Hawk	Well System Controls - East Campus	2006-0709	\$244,400	FY 2010
7/28/2009	Black Hawk	Fire Alarm Upgrades - Quad City Campus	2007-0709	\$1,435,600	FY 2010
12/9/2009	Heartland	Code Blue System Improvements	2057-1209	\$40,000	FY 2010
10/28/2009	Highland	Energy Upgrades- Sports Ctr/exterior campus lights	2018-1009	\$503,560	FY 2010
10/5/2009	Illinois Central	Roof Replacement- Hickory Hall (B1) North	2010-1009	\$410,085	FY 2010
12/3/2009	Illinois Central	Science Lab Upgrades -Phase V	2050-1209	\$492,390	FY 2010
12/3/2009	Illinois Central	Sidewalk Improvement Parking Lots 5 & 6	2051-1209	\$100,000	FY 2010
12/3/2009	Illinois Central	Parking Lot 1 Improvement Phase IV	2052-1209	\$1,000,000	FY 2010
12/3/2009	Illinois Central	Security System Improvements	2053-1209	\$339,610	FY 2010
12/3/2009	Illinois Central	PAC Auditorium Wiring Replacement	2054-1209	\$178,000	FY 2010
12/3/2009	Illinois Central	Dogwood Hall Chiller Replace. Phase II	2055-1209	\$1,090,000	FY 2010
10/5/2009	Illinois Valley	Replace Biology Lab Building A	2008-1009	\$1,082,500	FY 2010
10/5/2009	Illinois Valley	Replace Transformer & Elect. Bldg. G	2009-1009	\$682,920	FY 2010
11/4/2009	Joliet	Security Camera-Phase II - All Campuses	2021-1109	\$800,000	FY 2010
11/4/2009	Joliet	Elect. Door Access- Main Campus	2022-1109	\$640,000	FY 2010
10/19/2009	Kankakee	Enhanced Security Project	2012-1009	\$325,000	FY 2010
11/25/2009	Kaskaskia	Science Lab Reno - West Phase IV	2046-1109	\$668,921	FY 2010
10/5/2009	Lake Land	LRC Asbestos Abate., ADA elevator, roof replacement	2011-1009	\$1,200,000	FY 2010
12/3/2009	Lincoln Land	Cass Gym Lighting Replacement	2047-1209	\$121,302	FY 2010
12/3/2009	Lincoln Land	Replace Parking Lot Lighting- Main Campus	2048-1209	\$355,051	FY 2010
12/3/2009	Lincoln Land	HVAC Upgrades Capitol City Training Center	2049-1209	\$523,520	FY 2010
11/25/2009	Logan	Roof Replacement C Wing Phase I	2043-1109	\$515,200	FY 2010
11/25/2009	Logan	Water Service Main Replacement	2044-1109	\$42,400	FY 2010
11/5/2009	Moraine Valley	Unit Ventilator Replace. Bldgs A & B- Phase 2	2023-1109	\$900,000	FY 2010
11/5/2009	Parkland	Drainage Improvements- Phase X	2024-1109	\$1,266,000	FY 2010
10/23/2009	Rend Lake	Science Bldg. Roof Replacement	2015-1009	\$136,617	FY 2010
4/16/2009	Rock Valley	SCCE-HVAC Phase III Vav Box Replace.	2001-0409	\$635,510	FY 2009

Illinois Community College Board
CAPITAL PROJECTS APPROVED BY THE PRESIDENT/CEO
January 1, 2009 - December 31, 2009

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/4/2009	Sandburg	Expand Video Monitoring System	2019-1109	\$26,800	FY 2010
11/4/2009	Sandburg	Emergency Power Provisions Galesburg	2020-1109	\$60,000	FY 2010
3/3/2009	Sauk Valley	Chiller Replacement Project	1998-0309	\$1,337,700	FY 2009
11/9/2009	Shawnee	Carpet Replacement Compliance Building H	2027-1109	\$118,000	FY 2010
10/28/2009	South Suburban	HVAC Upgrades	2016-1009	\$323,000	FY 2010
12/17/2009	Southwestern	Chem Lab Ren. 2020, 2023 & 2080	2058-1209	\$500,000	FY 2010
12/17/2009	Southwestern	Varsity Gym Locker Ren Dehumidification., ADA, etc	2059-1209	\$450,000	FY 2010
12/17/2009	Southwestern	Electrical Upgrades - HVAC Lab	2060-1209	\$168,000	FY 2010
12/17/2009	Southwestern	Baseball Dugout Struct. Repair & Field Drain.	2061-1209	\$150,000	FY 2010
12/17/2009	Southwestern	Replace doors-main complex, Belleville	2062-1209	\$130,000	FY 2010
12/17/2009	Southwestern	Upgrade Fire & Emerg. Warn Sys-Gym	2063-1209	\$25,000	FY 2010
12/17/2009	Southwestern	Replace Loop heat pumps main complex	2064-1209	\$92,375	FY 2010
12/17/2009	Southwestern	Replace Emerg. Generator Main Complex	2065-1209	\$984,625	FY 2010
10/28/2009	Triton	Replace/Add Ext Lighting-Phase II	2017-1009	\$300,000	FY 2010
			Category Subtotal	\$20,394,086	

Excess PHS

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
10/23/2009	Black Hawk	Bldg. 3 Roof Replacement Quad City	2013-1009	\$154,900	FY 2010
10/23/2009	Black Hawk	Ag Arena Parking Drainage - East Campus	2014-1009	\$84,700	FY 2010
5/14/2009	Danville	Replace Chiller - Mary Miller Center	2005-0509	\$155,750	FY 2009
4/15/2009	Highland	Boiler Replacement Building H	2000-0409	\$201,000	FY 2009
3/3/2009	Illinois Eastern	Toilet & Lockerroom Upgrades-LTC	1994-0309	\$130,100	FY 2009
3/3/2009	Illinois Eastern	ADA Hardware Replace/ Supplement-FCC	1995-0309	\$53,300	FY 2009
3/3/2009	Illinois Eastern	Fire Suppress. Syst. Upgrades-LTC, OCC, WVC	1996-0309	\$72,600	FY 2009
3/3/2009	Illinois Eastern	Elect & Lighting Upgrade -LTC, OCC, FCC	1997-0309	\$378,600	FY 2009
11/23/2009	Illinois Eastern	Roof Replacement District & WVC Main Hall	2045-1109	\$167,100	FY 2010
3/19/2009	Illinois Valley	Replace Transformers Buildings D & E	1999-0309	\$754,946	FY 2009
5/11/2009	Rend Lake	Science Lab 108 Plumbing Replace.	2004-0509	\$27,600	FY 2009
4/20/2009	Rock Valley	Dam Replacement & Pond Bank Restor.	2002-0409	\$217,692	FY 2009
4/20/2009	Rock Valley	Foot Bridge Replacement	2003-0409	\$94,870	FY 2009
12/3/2009	Sandburg	ADA & Safety Upgrades -Carthage Theater	2056-1209	\$70,000	FY 2010
			Category Subtotal	\$2,563,158	

Illinois Community College Board

**FISCAL YEAR 2010 SPRING ENROLLMENTS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

Community colleges report spring term opening enrollment figures to the Illinois Community College Board using a brief web-based survey. These figures reflect only those students enrolled in credit courses that were operational on the census date, which is the last day of course registration for regular classes. Enrollment for classes beginning after the census date will be captured in the annual enrollment counts. The following report summarizes the survey results.

This report contains information on student enrollments as of the end of registration – usually the 10th day of the term B for the spring 2010 semester. Overall, statewide results of the fiscal year 2010 spring enrollment survey show both short-term and longer term increases. Statewide, spring 2010 headcount enrollments increased and full-time equivalent (FTE) enrollments increased compared to the same term one year ago. The spring 2010 semester headcount was 390,142 compared to 361,837 last year (a substantial headcount increase of 28,305 or 7.8 percent). The latest FTE count was 224,076 compared with 202,804 a year ago (an FTE increase of 21,272 or 10.5 percent). Therefore, compared to last spring, there are more individuals enrolling at community colleges across the state and, overall, those students are taking heavier class loads.

Table 1 contains comparative statewide spring 2010 tenth-day enrollments for the last five years. Current systemwide headcount enrollments are well above the average of the last four years. Current systemwide FTE enrollments are also well above the average of the last four years. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 2006 - 2010.

Spring 2010 headcount enrollments and FTE enrollments are at the highest levels in the 36 years that a separate spring opening enrollment survey has been collected.

Table 1

**SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2006 TO 2010**

	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Headcount	352,020	353,735*	351,777	361,837	390,142
Percent Change	-1.6%	0.5%	-0.6%	2.9%	7.8%
FTE	191,820	191,976*	193,874	202,804	224,076
Percent Change	-2.2%	0.1%	1.0%	4.6%	10.5%

* Adjusted Total

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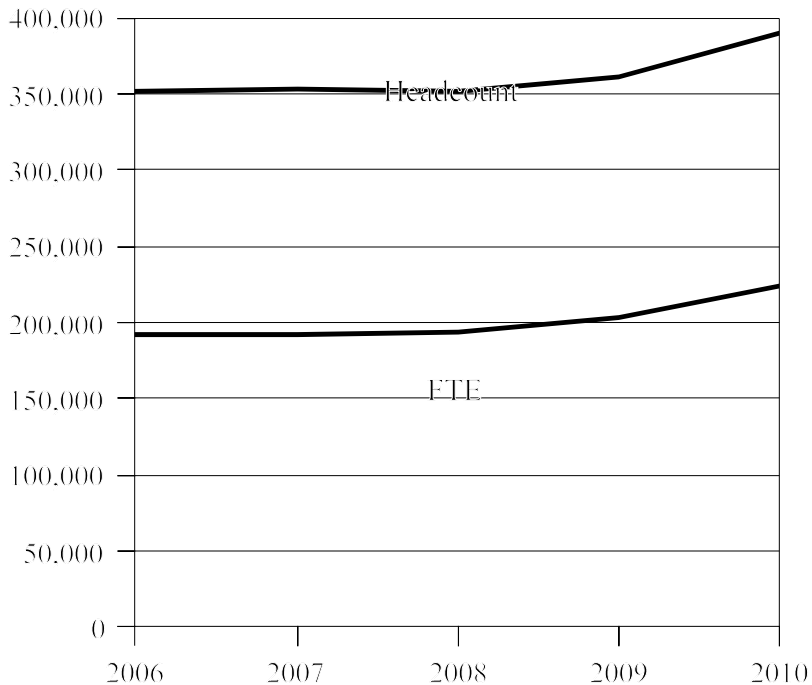


Figure 1.

Table 2 provides a comparison of fiscal year 2006 through fiscal year 2010 spring headcount enrollments for each community college. Among the 48 community colleges, since last year headcount increases were reported at 40 colleges (1.0 percent or higher) including 17 institutions with double-digit headcount increases. Six colleges saw decreases (1.0 percent or more) compared to last year. Two colleges reported little or no change (less than 1.0 percent) versus last year.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2010 FTE increases were reported by 43 colleges, decreases by 4, and 1 college indicated little or no change. The number of colleges with increases led those with declines by nearly eleven to one. These figures include 26 colleges that reported double-digit FTE increases.

Table 4 provides fiscal year 2009 and fiscal year 2010 spring opening enrollments in internet-based courses at each community college. At the beginning of the spring 2010 semester, there were 96,988 students (duplicated) enrolled in internet courses compared to 76,220 in spring 2009 (an increase of 27.2 percent).

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Table 2
**SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS
BY COLLEGE – FISCAL YEARS 2006-2010**

Dist. No.	College Name	Spring FY 2006 Headcount	Spring FY 2007 Headcount	Spring FY 2008 Headcount	Spring FY 2009 Headcount	Spring FY 2010 Headcount	Spring % Change 2006-2010	Spring % Change 2009-2010
503	Black Hawk	7,068	6,630	6,488	6,199	6,949	-1.7 %	12.1 %
508	Chicago	(56,578)	(56,133)	(56,824)	(60,215)	(65,516)	(15.8)	(8.8)
	Daley	9,694	9,637	9,478	9,591	9,442	-2.6	-1.6
	Kennedy-King	5,369	5,297	6,472	7,272	7,260	35.2	-0.2
	Malcolm X	6,808	6,308	6,716	7,566	8,962	31.6	18.5
	Olive-Harvey	4,435	4,153	3,778	4,096	5,076	14.5	23.9
	Truman	11,606	11,982	11,766	12,331	13,443	15.8	9.0
	Washington	7,885	8,329	7,905	8,020	8,310	5.4	3.6
	Wilbur Wright	10,781	10,427	10,709	11,339	13,023	20.8	14.9
507	Danville	2,837	2,780	2,611	2,829	3,360	18.4	18.8
502	DuPage	26,290	25,954	25,760	26,382	27,982	6.4	6.1
509	Elgin	9,933	9,655	9,053	10,333	11,894	19.7	15.1
512	Harper	14,769	14,486	14,414	14,495	15,770	6.8	8.8
540	Heartland	4,401	4,538	4,556	4,906	5,103	16.0	4.0
519	Highland	2,614	2,604	2,278	2,331	2,842	8.7	21.9
514	Illinois Central	11,548	11,553	11,222	11,545	12,744	10.4	10.4
529	Illinois Eastern	(12,389)	(13,249)	(12,526)	(11,470)	(11,173)	(-9.8)	(-2.6)
	Frontier	2,806	2,917	2,645	2,694	2,474	-11.8	-8.2
	Lincoln Trail	1,696	1,658	1,468	1,375	1,101	-35.1	-19.9
	Olney Central	2,259	2,253	2,163	2,077	2,260	0.0	8.8
	Wabash Valley	5,628	6,421	6,250	5,324	5,338	-5.2	0.3
513	Illinois Valley	3,972	4,040	4,072	4,018	4,519	13.8	12.5
525	Joliet	12,568	13,055	13,397	14,713	16,140	28.4	9.7
520	Kankakee	3,105	3,352	3,332	3,539	4,154	33.8	17.4
501	Kaskaskia	5,542	5,820	6,039	5,885	5,966	7.7	1.4
523	Kishwaukee	4,053	4,162	4,241	3,825	4,299	6.1	12.4
532	Lake County	15,430	15,724	15,999	16,987	18,567	20.3	9.3
517	Lake Land	7,781	7,922	7,944	7,788	9,069	16.6	16.4
536	Lewis & Clark	7,893	8,016	8,163	8,338	8,506	7.8	2.0
526	Lincoln Land	6,638	6,797	6,817	7,181	8,276	24.7	15.2
530	Logan	5,926	6,202 **	6,279	6,287	7,162	20.9	13.9
528	McHenry	5,838	5,936	5,825	5,749	7,381	26.4	28.4
524	Moraine Valley	15,715	16,559	16,815	18,130	18,772	19.5	3.5
527	Morton	5,091	5,200	5,089	5,012	5,077	-0.3	1.3
535	Oakton	12,175	11,742	11,433	11,270	11,867	-2.5	5.3
505	Parkland	9,037	9,205	9,551	8,843	9,436	4.4	6.7
515	Prairie State	5,510	5,369	5,338	5,602	5,825	5.7	4.0
521	Rend Lake	3,895	3,916	4,236	4,408 **	4,738	21.6	7.5
537	Richland	3,403	3,271	3,208	3,653	3,868	13.7	5.9
511	Rock Valley	7,574	7,788	7,524	8,387	9,172	21.1	9.4
518	Sandburg	3,477	3,227	2,619	2,477	2,518	-27.6	1.7
506	Sauk Valley	2,686	2,882	2,864	2,784	2,860	6.5	2.7
531	Shawnee	1,871	2,045	2,264	2,421	2,470	32.0	2.0
510	South Suburban	8,370	8,147	7,890	7,309	8,743	4.5	19.6
533	Southeastern	2,705	3,108	1,799	2,364	2,201	-18.6	-6.9
522	Southwestern*	14,279	14,060	14,073	13,981	14,626	2.4	4.6
534	Spoon River	2,137	2,109	2,183	2,216	2,193	2.6	-1.0
504	Triton	15,154	15,062	15,184	15,447	15,102	-0.3	-2.2
516	Waubonsee	9,128	8,802	9,289	10,009	10,495	15.0	4.9
539	Wood	2,640	2,635	2,578	2,509	2,807	6.3	11.9
TOTALS/AVERAGES		352,020	353,735	351,777 **	361,837 **	390,142	10.8 %	7.8 %

*Formerly Belleville Area College

**Colleges Provided Corrected Figure

SOURCE OF DATA: Winter Quarter/Spring Semester Enrollment Surveys

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Table 3
**SUMMARY COMPARISON OF SPRING FTE ENROLLMENTS
 BY COLLEGE – FISCAL YEARS 2006-2010**

Dist.		Spring	Spring	Spring	Spring	Spring	Spring	Spring
No.	College Name	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	% Change	% Change
		FTE	FTE	FTE	FTE	FTE	2006-2010	2009-2010
503	Black Hawk	3,743	3,533	3,414	3,353	3,619	-3.3	7.9
508	Chicago	(33,989)	(32,941)	(33,450)	(36,176)	(40,135)	(18.1)	(10.9)
	Daley	6,015	5,980	5,897	6,010	5,887	-2.1	-2.0
	Kennedy-King	3,302	3,406	3,953	4,559	4,914	48.8	7.8
	Malcolm X	4,482	4,003	4,198	4,706	5,503	22.8	16.9
	Olive-Harvey	3,198	2,373	2,387	2,723	3,467	8.4	27.3
	Truman	6,288	6,350	6,153	6,605	7,399	17.7	12.0
	Washington	4,676	5,008	4,753	5,019	5,388	15.2	7.4
	Wilbur Wright	6,028	5,821	6,109	6,554	7,577	25.7	15.6
507	Danville	1,596	1,601	1,535	1,640	2,046	28.2	24.8
502	DuPage	13,939	13,887	14,002	14,573	15,791	13.3	8.4
509	Elgin	5,042	4,899	5,040	5,712	6,684	32.6	17.0
512	Harper	8,316	8,343	8,383	8,533	9,140	9.9	7.1
540	Heartland	2,549	2,696	2,730	2,981	3,204	25.7	7.5
519	Highland	1,429	1,431	1,337	1,429	1,711	19.7	19.7
514	Illinois Central	6,627	6,636	6,379	6,688	7,555	14.0	13.0
529	Illinois Eastern	(4,229)	(4,274)	(4,039)	(4,069)	(4,262)	(0.8)	(4.7)
	Frontier	743	789	779	808	790	6.3	-2.2
	Lincoln Trail	817	803	737	676	631	-22.8	-6.7
	Olney Central	1,231	1,234	1,149	1,158	1,329	8.0	14.8
	Wabash Valley	1,438	1,448	1,374	1,427	1,512	5.1	6.0
513	Illinois Valley	2,371	2,299	2,335	2,316	2,771	16.9	19.6
525	Joliet	7,003	7,381	7,686	8,615	9,746	39.2	13.1
520	Kankakee	1,796	1,890	1,908	2,091	2,549	41.9	21.9
501	Kaskaskia	3,168	3,317	3,421	3,456	3,728	17.7	7.9
523	Kishwaukee	2,411	2,514	2,570	2,428	2,794	15.9	15.1
532	Lake County	7,851	8,206	8,438	9,043	10,026	27.7	10.9
517	Lake Land	4,339	4,363	4,291	4,418	5,101	17.6	15.5
536	Lewis & Clark	3,814	3,969	4,159	4,292	4,579	20.1	6.7
526	Lincoln Land	3,876	3,898	4,005	4,178	4,773	23.1	14.2
530	Logan	3,637	3,804 **	3,818 **	3,691 **	4,166	14.5	12.9
528	McHenry	3,008	3,207	3,198 **	3,266	4,147	37.9	27.0
524	Moraine Valley	8,999	9,252	9,503	10,067	10,742	19.4	6.7
527	Morton	2,308	2,441	2,392	2,485	2,809	21.7	13.0
535	Oakton	6,122	6,145	6,034	6,133	6,309	3.1	2.9
505	Parkland	5,402	5,434	5,625	5,623	6,045	11.9	7.5
515	Prairie State	2,904	2,810	2,907	2,971	3,386	16.6	14.0
521	Rend Lake	2,119	2,199	2,352	2,453	2,645	24.8	7.8
537	Richland	1,757	1,768	1,697	1,854	2,158	22.8	16.4
511	Rock Valley	4,563	4,506	4,509	4,890	5,549	21.6	13.5
518	Sandburg	1,872	1,662	1,546	1,488	1,594	-14.9	7.1
506	Sauk Valley	1,442	1,482	1,506	1,542	1,712	18.7	11.0
531	Shawnee	1,274	1,299	1,428	1,403	1,367	7.3	-2.6
510	South Suburban	4,281	3,948	3,827	3,719	4,545	6.2	22.2
533	Southeastern	1,286	1,375	1,174	1,239	1,308	1.7	5.6
522	Southwestern	7,681	7,661	7,669	7,853	8,407	9.5	7.1
534	Spoon River	1,222	1,194	1,289	1,218	1,264	3.4	3.8
504	Triton	7,994	7,812	8,086	8,282	8,273	3.5	-0.1
516	Waubonsee	4,287	4,351	4,640	5,100	5,634	31.4	10.5
539	Wood	1,574	1,548	1,552	1,536	1,802	14.5	17.3
TOTALS/AVERAGES		191,820	191,976	193,874 **	202,804 **	224,076	16.8 %	10.5 %

*Formerly Belleville Area College **Colleges Provided Corrected Figure

SOURCE OF DATA: Winter Quarter/Spring Semester Enrollment Surveys

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Table 4

**PRELIMINARY OPENING INTERNET ENROLLMENT
BY COLLEGE – FISCAL YEARS 2009-2010 (DUPLICATED)**

Dist. No.	District/College	Spring 2009	Spring 2010
503	Black Hawk	1,843	1,973
508	Chicago	(5,428)	(6,344)
	Daley	620	700
	Kennedy-King	653	729
	Malcolm X	535	679
	Olive-Harvey	446	575
	Truman	745	966
	Washington	1,530	1,594
	Wilbur Wright	899	1,101
507	Danville	1,445	1,489
502	DuPage	4,712	7,415
509	Elgin	2,042	2,836
512	Harper	1,848	3,716
540	Heartland	1,179	1,610
519	Highland	563	822
514	Illinois Central	3,538	3,905
529	Illinois Eastern	(1,353)	(1,567)
	Frontier	101	106
	Lincoln Trail	410	415
	Olney Central	566	739
	Wabash Valley	276	307
513	Illinois Valley	806	1,118
525	Joliet	2,499	3,572
520	Kankakee	1,490	2,013
501	Kaskaskia	2,814	3,742
523	Kishwaukee	1,877	2,199
532	Lake County	3,484	4,122
517	Lake Land	1,806	5,034
536	Lewis & Clark	2,134	2,099
526	Lincoln Land	2,416	2,643
530	Logan	1,917	2,547
528	McHenry	1,481	1,632
524	Moraine Valley	2,784	3,110
527	Morton	283	545
535	Oakton	1,925	2,718
505	Parkland	4,816	5,289
515	Prairie State	909	1,072
521	Rend Lake	860	886
537	Richland	1,097	1,306
511	Rock Valley	1,141	1,536
518	Sandburg	824	1,086
506	Sauk Valley	870	1,039
531	Shawnee	649	726
510	South Suburban	1,271	1,310
533	Southeastern	1,361	1,572
522	Southwestern	2,522	2,798
534	Spoon River	370	743
504	Triton	3,321	3,704
516	Waubensee	3,621	4,115
539	Wood	921	1,035
	TOTALS/AVERAGES	76,220	96,988

*Estimated

SOURCE OF DATA: Spring Semester Enrollment Surveys

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
PROGRAM REVIEW STATEWIDE SUMMARY
FISCAL YEAR 2009**

Program review is the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Review and evaluation of programs at the local level is a requirement for all community colleges. Colleges are expected to evaluate their programs once at least every five years using a systematic approach and considering, at minimum, levels of need, cost, and quality. Furthermore, colleges are required to submit to the ICCB a summary report of the previous year's review and evaluation of programs. ICCB staff develop a summary of the colleges' reports and distribute the information back out to the field. The externally attached report, *Illinois Community College System Program Review Statewide Summary for Fiscal Year 2009*, provides an illustration of the system's annual progress towards continuous quality improvement.

INFORMATION ONLY

Illinois Community College Board

**ONLINE INSTRUCTION IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

Executive Summary

In recent years, the internet has become an increasingly common tool for instructional delivery for Illinois community colleges. Based on fiscal year 2008 data, annual online enrollments in Illinois community colleges increased 21.9 percent from the previous year and 97.4 percent compared to five years ago. Online credit enrollment in the Illinois Community College System was 65,703, or 9.6 percent of the total fiscal year 2008 enrollment (N = 682,607). The average age for students who have accumulated online hours at an Illinois community college was 28.3, while the median age was 24.3. In fiscal year 2008, white students made up 78.9 percent (N = 51,399) of those participating in online credit coursework in community colleges, while 21.1 percent (N = 13,762) of online enrollments were minority (non-white) students. Baccalaureate/ Transfer was the largest instructional program offered in the Illinois Community College System accounting for nearly six out of every ten online enrollments (N = 38,941). Close to three out of every ten (29.7 percent; N = 13,792) fiscal year 2008 completers in the Illinois Community College System had taken at least one online course in the previous five years.

There are several benefits of online instruction: flexibility of when and where students can “attend” class; an increase in the availability of diverse material; an enhanced knowledge of the technological skills that will be critical to workers in the 21st century; the facilitation of team learning through chat rooms and newsgroups; students are more likely to be drawn into class discussions; and instructors may appear to be more approachable (Coleman, 2009). Online courses are becoming more attractive to students as a convenient and cost-effective way to earn college credits, certificates, and degrees. Both traditional age and nontraditional students find online courses beneficial. Engaging with instruction outside of traditional college meetings days and times provides increased flexibility for students. The ability to log in to courses from home, or wherever a student is at, provides costs savings to commuting students..

Nationally, online education has recently come into the spotlight. As part of the American Graduation Initiative, President Obama intends to implement a new Online Skills Laboratory which will allow students to learn, gain skills, and obtain credentials.

In this report, several aspects of online education in the Illinois Community College System will be explored: enrollment trends, characteristics of online students, online course counts and enrollments by PCS, online courses with high enrollments, online hours attempted and earned, online completions, online retention rates, and online faculty.

STUDENT CHARACTERISTICS

- ▶ Based on Illinois Virtual Campus (IVC) information, there were 163,804 online enrollments in 9,082 courses during fall 2008 across all levels of higher education in Illinois. Illinois community colleges offered nearly half (48.0 percent) of all online courses and over one-third (38.5 percent) of all online enrollments.

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- ▶ Nationwide, over 3.9 million students took at least one online course in fall 2007. Nationally, at community colleges 1.9 million students enrolled in at least one online course in fall 2006.
- ▶ Annual online credit enrollment in the Illinois Community College System for fiscal year 2008 was 65,703, or 9.6 percent of the total fiscal year 2008 enrollment (N = 682,607).
- ▶ Full-time equivalent (FTE) students totaled 35,287, which is 14.7 percent of the FY 2008 total (N = 239,881).
- ▶ The average age for students who have accumulated online hours at an Illinois community college was 28.3, while the median age was 24.3.
- ▶ Just more than half (52.9 percent) of all online enrollments were by those in the traditional higher education market who are age 24 or younger. Most traditional aged higher education enrollments were in Baccalaureate/Transfer programs (70.5 percent).
- ▶ Early to mid career students, age 25 to 39, made up an additional one-third (33.3 percent) of online enrollments. Early to mid career online enrollments were most commonly in Baccalaureate/Transfer programs (49.9 percent) and Career and Technical Education programs (37.3 percent).
- ▶ Established workers, age 40 to 55, accounted for only 12.5 percent of online enrollments. Career and Technical Education programs had the most enrollments by established workers (46.5 percent). Baccalaureate/Transfer programs (39.8 percent) were also common for online enrollments by established workers.
- ▶ Seasoned workers, who are over 55, accounted for just 1.3 percent of all online enrollments. Seasoned workers most commonly enrolled in online courses in Career and Technical Education (41.6 percent) and Baccalaureate/Transfer (36.6 percent).
- ▶ Two-thirds (67.8 percent) of online enrollments were female.
- ▶ Male students enrolled in online courses were more likely to be enrolled in Baccalaureate/Transfer courses (62.6 percent) than female students enrolled in online courses (57.7 percent).
- ▶ Overall, minority students were less likely to pursue online courses than white students.
- ▶ In fiscal year 2008, white students made up 78.9 percent (N = 51,399) of those participating in online credit coursework in community colleges, while 21.1 percent (N = 13,762) of online enrollments were minority (non-white) students.
- ▶ African American students were the largest minority group enrolled in online coursework (N = 6,322), and accounted for 9.7 percent of online enrollments among students whose ethnicity was known.
- ▶ Latino students (N = 3,968) accounted for 6.1 percent of online enrollments among students whose ethnicity was known.
- ▶ Just less than nine out of ten (86.8 percent) of online enrollments in fiscal year 2008 were by students residing within the community college district. Overall, the average enrollment of in-district students in online courses was 12.4 students per course.
- ▶ Just over one-tenth (10.4 percent) of all online enrollments were from those students who resided within Illinois but outside of the community college's district. Statewide in fiscal year 2008, the average number of out-of-district students enrolled in online courses was 2.7.

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- ▶ Very few (2.8 percent) online enrollments at Illinois community colleges were by students from out-of-state in fiscal year 2008. On average, fewer than two out-of-state students (N = 1.7) were enrolled in online courses at community colleges statewide in fiscal year 2008.

ONLINE COURSE COUNTS AND ENROLLMENTS BY BROAD PROGRAM AREA (PCS)

- ▶ Baccalaureate/Transfer is the largest instructional program offered in the Illinois Community College System accounting for nearly six out of every ten online enrollments (N = 38,941) in fiscal year 2008.
- ▶ Career and Technical Education programs accounted for three in ten online enrollments (N = 19,727).
- ▶ About 7 percent of online course enrollments were in General Associate Degree courses (N = 4,530).
- ▶ Vocational Skills programs (N = 924), Adult Education (including English as a Second Language) courses (N = 823), and General Studies Certificates (N = 758) each accounted for about 1 percent of the online enrollments in fiscal year 2008.

INSTRUCTIONAL BROAD PROGRAM AREA ENROLLMENTS BY RACIAL/ETHNIC ORIGIN

- ▶ The largest percentages of students for each group were enrolled in Baccalaureate/Transfer programs: Asian (59.2 percent), Native American (55.3 percent), African American (57.9 percent), Latino (50.9 percent), White (59.9 percent), and Nonresident Alien (74.0 percent).
- ▶ Combined Minority students represented 90.6 percent of all English as a Second Language programs (ESL) online enrollments in fiscal year 2008.
- ▶ Minority students were least represented in the General Studies Certificate (12.1 percent), Vocational Skills (17.1 percent), Career and Technical (20.0 percent), and Baccalaureate/Transfer (20.2 percent) areas.
- ▶ African American students represented 18.1 percent of Adult Education online enrollments and 12.3 percent of General Associate online enrollments in fiscal year 2008.
- ▶ Nearly 10 percent of online Baccalaureate/Transfer (9.4 percent) and Career and Technical (9.7 percent) enrollments were African American students.
- ▶ Latino students accounted for 83.8 percent of ESL online enrollments and 15.4 percent of Adult Education online enrollments.

ENROLLMENTS BY CAREER CLUSTER

- ▶ The five career clusters with the highest online enrollments in fiscal year 2008 were: Science, Technology, Engineering and Mathematics (N = 24,293); Business, Management and Administration (N = 21,713); Arts, Audio/Video, Technology and Communication (N = 18,903); Human Service (N = 18,078); and Health Science (N = 16,386).

ENROLLMENTS BY SPECIFIC PROGRAM (CIP)

- ▶ Overall, the ten programs with the highest online enrollments made up nearly one-third (32.4 percent) of all online enrollments.
- ▶ In fiscal year 2008, the course with the most online enrollments was English Composition (N = 9,093; CIP 23.0401) an increase of 13.4 percent (+1,073) from fiscal year 2007 and 75.4 percent (+3,910) from fiscal year 2004.
- ▶ Other courses with large online enrollments were Sociology (N = 6,330; CIP 45.1101); Psychology, General (N = 6,121; CIP 42.0101); Developmental and Child Psychology (N = 4,574; CIP 42.0701); Economics, General (N = 4,488; CIP 45.0601); History, General (N = 4,297; CIP 54.0101); Business/Commerce, General (N = 4,190; CIP 52.0101); Computational Skills (N = 3,607; CIP 32.0104); Business/Office Automation/Technology/Data Entry (N = 3,416; CIP 52.0407); and Music History, Literature and Theory (N = 3,023; CIP 50.0902).

ONLINE HOURS ATTEMPTED AND EARNED

- ▶ In fiscal year 2008, Illinois community college students earned 71.6 percent (N = 324,288) of the 452,765 online credit hours they attempted.
- ▶ In fiscal year 2008, Illinois community college students boosted the percent of hours earned by 0.9 percent from the previous year. From 2004, the percent of hours earned increased 0.4 percent.

ONLINE COMPLETIONS

- ▶ Close to three out of every ten (29.7 percent; N = 13,792) fiscal year 2008 completers had taken at least one online course in the previous five years.
- ▶ Over one-third (38.6 percent) of completers with online hours had under four accumulated hours. Another 27.5 percent had six to fifteen hours and 21.3 percent had four to six hours.
- ▶ Fewer than half of Baccalaureate/Transfer degree completers (43.8 percent; N = 6,087) in fiscal year 2008 had accumulated online hours.
- ▶ One-third of Baccalaureate/Transfer degree completers with online hours had fewer than four hours accumulated. An additional 29.4 percent had accumulated six to fifteen hours and 21.1 percent had four to six hours.
- ▶ Associate in Arts degree completers accounted for more than half (54.3 percent) of Baccalaureate/Transfer degree completers with online hours. Associate in Science degree completers contributed another 34.4 percent of overall Baccalaureate/Transfer degree completers with online hours.
- ▶ Completers with online hours made up only 23.1 percent (N = 7,171) of all Career and Technical Education completers in fiscal year 2008.
- ▶ Over half of Career and Technical Education completions with online hours (54.8 percent) were in Associate in Applied Science.
- ▶ Slightly less than three out of ten (29.2 percent) Career and Technical Education completers with online hours were in Certificate Programs of less than one year. This is compared to the completers from Certificate Programs of One Year or More who made up 16.0 percent of all Career and Technical Education graduates with online hours.
- ▶ Overall, 42.6 percent of Career and Technical Education completers with online hours had accumulated fewer than four hours online.

RETENTION RATES

- ▶ In fiscal year 2007, first-time, full-time students who had enrolled in online courses had an adjusted retention rate of 72.4 percent, which was 13.1 percent higher than the rate for first-time, full-time students not enrolled in online courses (59.3 percent).
- ▶ The adjusted retention rate for first-time, full-time students enrolled in online courses increased slightly (0.2 percent) from fiscal year 2006, which outpaced the -0.7 percent decrease in adjusted retention rate for first-time, full-time students not enrolled in online courses.
- ▶ The adjusted retention rate for all first-time online students in fiscal year 2007 was 61.0 percent compared to 48.4 percent of all first-time non-online students.
- ▶ In fiscal year 2006, the adjusted retention rate for first-time online students (62.3 percent) and first-time non-online students (48.6 percent) were higher than in the most recent year.
- ▶ The most recent adjusted retention rate for first-time, full-time female students enrolled in online courses (72.9 percent) was slightly higher than for first-time, full-time male students (71.7 percent).
- ▶ Over the past year, rates decreased -0.8 percent for first-time, full-time females compared to a 1.6 percent increase for first-time, full-time males.
- ▶ Adjusted retention rates for first-time, full-time female students not enrolled in online courses (61.2 percent) were also higher than for first-time, full-time male students (57.5 percent).
- ▶ Over the past year, the adjusted retention rates for first-time, full-time females not enrolled in online courses increased 0.2 percent, outpacing first-time, full-time males who saw a decrease of -1.0 percent.
- ▶ In fiscal year 2007, first-time full- and part-time male and female online students had similar adjusted retention rates of 61.8 percent and 60.6 percent, respectively.
- ▶ Non-online first-time male students had an adjusted retention rate of 46.6 percent and females of 50.3 percent.
- ▶ Both first-time online males (-0.8 percent) and females (-1.6 percent) saw a drop in their adjusted retention rate from the previous year.
- ▶ Non-online first-time male students also saw a decrease of -0.8 percent. Conversely, non-online first-time female students saw an increase in adjusted retention rates (0.4 percent).
- ▶ First-time, full-time minority students enrolled in online courses had an adjusted retention rate of 68.7 percent, which was lower than the adjusted retention rate for first-time, full-time white students enrolled in online courses (73.0 percent) and the overall first-time, full-time adjusted retention rate (72.4 percent).
- ▶ Overall, the adjusted retention rate for first-time, full-time minority students enrolled in online courses increased 4.4 percent over the previous year, which outpaced both first-time, full-time white students (-0.5 percent) and the overall first-time, full-time rate (0.2 percent).
- ▶ The adjusted retention rate for first-time, full-time minority students not enrolled in online courses was 52.7 percent compared to 62.7 percent for first-time, full-time white students and 59.3 percent for all first-time, full-time students not enrolled in online courses.

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- ▶ Compared to a year ago, the adjusted retention rate for non-online first-time, full-time minority students decreased -6.0 percent which was a substantially larger decrease than both first-time, full-time white students (-0.8 percent) and all students (-0.7 percent).
- ▶ In fiscal year 2007, the adjusted retention rate for all first-time minority online students was 55.3 percent, which was lower than the rate for both white students (62.2 percent) and the overall total (61.0 percent).
- ▶ In contrast to the previous year, the rate for first-time minority online students decreased -1.0 percent. White students (-1.3 percent) and the overall adjusted retention rate (-1.3 percent) also saw decreases.
- ▶ First-time non-online minority students demonstrated an adjusted retention rate of 43.9 percent in fiscal year 2007 compared to 50.8 percent for first-time non-online white students and 48.4 percent for all first-time non-online students.
- ▶ From fiscal year 2006, first-time non-online minority students (0.9 percent) increased while white (-0.6 percent) and overall (-0.2 percent) students decreased slightly.

ONLINE FACULTY

- ▶ About two-thirds (64.8 percent; N = 6,916) of all faculty at Illinois community colleges who taught online courses in fiscal year 2008 were full-time faculty.
- ▶ In fiscal year 2008, part-time faculty members taught 3,761 online courses.

MOVING FORWARD

Online instruction is expected to grow further in the Illinois Community College System. Maximizing the value added by online courses will take continued innovation. According to Haugen, LaBarre, & Melrose (2001) effectively teaching an online class requires faculty to make fundamental changes to the way they organize and deliver classes. Christensen, Horn, & Johnson (2008) add that, while individuals learn best through varying teaching methods and at different paces, instructional methods in online courses have often followed the dominant style in each subject. The authors are interested in applying disruptive approaches to learning and their primary emphasis has been on Pre-school through high school (P-12) instruction. Disruption occurs when “something innovative transforms a market where services or products are complicated and expensive into a simplified more accessible and affordable approach.” Originally online course delivery systems took traditional classroom instruction and offered it largely unchanged through the internet. Gradually, online coursework has become more interactive with faculty facilitated communications among students and applied group projects. Christensen, Johnson & Horn (2008) encourage further movement in this direction with an emphasis on what they call “student centric” learning that would emphasize modular units and applied “real world” problem-based learning by doing. Active student engagement in learning and self-paced mastery learning are seen as key components to getting the most out of the technology. Web-based video, instant messaging, and collaboration tools hold promise for strengthening online instruction. Developers of instructional technology are encouraged to pursue more of an “open source” approach to learning where students can modify materials in innovative ways rather than pursue traditional “closed proprietary source” approaches.

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Online instructional delivery offers both opportunities and challenges. Significant opportunities include reaching a more diverse student population, increasing access to higher education for nontraditional students, flexibility of scheduling personal time, and reducing the need to build and maintain campus facilities. Potential challenges include the need for continual training and support for faculty, frustrations with technical problems, the potential for student isolation, lack of social environment of a traditional class, and the intense capital need for delivery systems and resources. (Haugen, LaBarre, & Melrose, 2001). Relatedly, increasing the level of social interaction in online courses should be pursued to reduce student anxiety and feelings of isolation (McLemore, 2009). Incorporating adaptable components of social networking software and students collaborating to solve problems through virtual learning communities hold promise for online instruction (Lohr, 2009).

In addition to the changes that must be made to the delivery and content of a course for online instruction, faculty must be very aware of the limitations and potential of the technology they are using (Haugen, LaBarre, & Melrose, 2001). The Illinois Online Network (2007) explains that “if facilitators are not properly trained in online delivery and methodologies, the success of the online program will be compromised.” User friendly, reliable technology and faculty training on how to use the technology are essential to the success of online courses.

The U.S. Department of Education’s report entitled, *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies* (2009), indicates that online learning outcomes today “tend to be better than conventional instruction” (Lohr, 2009). While the report acknowledges the ongoing need for traditional classroom instruction, it suggests that the prevalence of online education is likely to increase dramatically over the next few years as web-based video, instant messaging, and online collaboration tools become more refined and commonplace. (Lohr, 2009). The increased use of virtual tools and learning systems by instructors in the future will allow students to customize instruction to learn at their own pace in a way that fits with their own learning styles (Lips, 2010). Policies that foster and support the expansion of online instruction hold promise for educating and training additional individuals and position Illinois to compete successfully in the marketplace.

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EXTERNAL AFFAIRS UPDATE

In the area of public information, the Winter Edition of the ICCB Magazine was released in mid-March. The spring edition will be released in June.

The ICCB distributed a press release on the record statewide enrollment at community colleges for the spring semester. As a consequence, several news outlets did stories on the enrollment. Several news stories from media around the state were also generated by the announcement of the Governor's proposed budget.

Due to daily changes in legislative activity during the spring legislative session, an update on legislation initiated by the ICCB and impacting community colleges will be distributed at the Board meeting.

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**STRATEGIC PLANNING COMMITTEE
STATUS UPDATE**

The Illinois Community Colleges Online (ILCCO) Steering Committee approved the ILCCO Strategic Plan at its meeting on March 11, 2010. In this plan to guide the organization over the next three to five years, ILCCO has defined its core mission as “Illinois Community Colleges Online is a consortium of Illinois community colleges working together to provide leadership, facilitate collaboration, and share resources in online and technology-enhanced education.” The primary goals stemming from the mission focus on leadership and collaboration. Three of ILCCO’s main objectives from those goals are the distance learning retention project, the online accreditation task force, and professional development.

The Illinois Adult Education and Family Literacy Strategic Plan, “Creating Pathways for Adult Learners” continues to receive national attention as a model strategic plan for moving adult education policies and programs to a career pathways focus for transitioning adult education students into successful postsecondary and job training programs that lead to self sufficiency. National organizations, the federal Office for Vocational and Adult Education, and private foundations are encouraging other states to review Illinois’ strategic plan.

The ICCB Institutional Research and Policy Studies team has been actively engaged in the planning, building, and implementation of the P-20 Longitudinal Data System for Illinois. Two statewide one-day conferences are being planned for April to provide stakeholders in education with updates on the design of the system.

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