

Agenda
451st Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

June 17, 2022

<u>9:00 a.m.</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Teresa Garate, Board Member	—
3. Board Member Comments	—
4. Executive Director Report <i>Dr. Brian Durham</i>	
4.1 Illinois Community College Board Goals Update	1
5. Acknowledgments	
5.1 Mr. Jon Looney, President, Illinois Community College Trustees Association	—
5.2 Mr. Jaleel Harris, President, Student Advisory Council	—
5.3 Dr. Jonathan Bullock, President, Illinois Council of Community College Presidents	—
5.4 Ms. Ginger Harner, President, Adult Education and Family Literacy Council	—
6. Advisory Organizations	
6.1 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
6.2 Student Advisory Council <i>Mr. Jaleel Harris</i>	—
6.3 Illinois Council of Community College Presidents <i>Dr. Jonathan Bullock</i>	—
6.4 Illinois Community College Faculty Association <i>Dr. Julia DiLiberti</i>	—
6.5 Adult Education and Family Literacy Council <i>Ms. Ginger Harner</i>	—
7. Committee Reports	
7.1 Academic, Workforce, and Student Support <i>Ms. Paige Ponder</i>	2
7.2 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Terry Bruce</i>	3
8. Approval of a Funding Formula for the Pipeline for the Advancement of the Healthcare Workforce (PATH) Program <i>(ACTION) Ms. Jennifer Franklin</i>	4-6
9. Recognition of the Illinois Community Colleges <i>(ACTION) Dr. Marcus Brown</i>	
9.1 Lake Land College and Waubonsee Community College	7-63
10. New Units of Instruction <i>(ACTION) Dr. Marcus Brown</i>	
10.1 Danville Area Community College, College of DuPage, Elgin Community College, Harper College, Illinois Central College, John A. Logan College, Olive-Harvey College, Rock Valley College	64-78

Agenda
451st Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

June 17, 2022

<u>9:00 a.m.</u>	<u>Page</u>
11. Adoption of Minutes (<i>ACTION</i>)	
11.1 Minutes of the March 25, 2022 Board Meeting	79-86
11.2 Minutes of the March 25, 2022 Executive Session	—
12. Consent Agenda (<i>ACTION</i>)	
12.1 Calendar Year 2023 Board Meeting Dates and Locations	87
12.2 Authorization to Enter into Interagency Contracts and/or Agreements	88-89
12.3 Authorization to Transfer Funds Among Line Items	90-91
12.4 Authorization to Enter into Contracts for Office Operations	92
12.5 East St. Louis Higher Education Campus Name Change	93-94
13. Information Items	
13.1 Fiscal Year 2022 Financial Statements	95-98
13.2 Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director	99
13.3 Illinois' Ability to Benefit Alternative State Plan Approved	100-116
13.4 2021 Dual Credit Report	117-167
13.5 Spring 2022 New Legislation	168-174
13.6 Proposed Amendments to the Illinois Community College Board Administrative Rules	
13.6a Pipeline for the Advancement of the Healthcare Workforce (PATH) Program	175-182
14. Other Business	—
15. Public Comment	—
16. Executive Session (<i>ACTION</i>)	
16.1 Employment/Appointment Matters	183
17. Executive Session Recommendations (<i>ACTION</i>)	
17.1 Employment/Appointment Matters	—
18. Adjournment	—

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

An update and review of the progress on all of the board goals occurs annually during the June Board meeting. A brief power point presentation will be provided to the Board highlighting our most recent progress toward the achievement of these goals. As a reminder, the ICCB goal statement is:

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

GOAL 1: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable outcomes.

GOAL 2: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

GOAL 3: Increase access and completion for students through the alignment of policies and enhanced data transparency to improve system effectiveness.

The Board will implement its goals with a focus and commitment to equitable access, opportunities, and outcomes for all students. The Board will promote best practices and enable evidence-based decision-making, and support system-wide continuous improvement.

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Competency Based Education Grants (CBE) (Whitney Thompson)
- Early Childhood Access Consortium for Equity (Dr. Marcus Brown)
- Open Educational Resources (OER) – (Jeff Newell)
- Brief Updates:
 - Pipeline for the Advancement of the Healthcare Workforce -PATH (Whitney Thompson)
 - Ability to Benefit – USDOE Approval (Whitney)
- New Units - (Dr. Marcus Brown)
- Other
- Public Comment
- Adjournment

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Pipeline for the for the Advancement of the Healthcare Workforce Program (PATH)
 - Funding Formula
 - Administrative Rules

- Spring 2022 Legislative Update

- Marketing & Communications Update

- Community College Dual Credit Report

- Authorization to Enter into Contracts and Transfer Funds Among Lines

- Other

- Public Comment

- Adjournment

Illinois Community College Board

APPROVAL OF A FUNDING FORMULA FOR THE PIPELINE FOR THE ADVANCEMENT OF THE HEALTHCARE WORKFORCE (PATH) PROGRAM

Public Act 102-0699 amended the Public Community College Act by adding Section 2-12.2 as follows:

Sec. 2-12.2. Pipeline for the Advancement of the Healthcare Workforce. The State Board shall develop a funding formula to distribute funds for the Illinois Pipeline for the Advancement of the Healthcare (PATH) Workforce Program, a program that is hereby established and designed to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway, to obtain credentials, certificates, and degrees that allow them to enter into or advance their careers in the healthcare industry. The State Board shall adopt rules as necessary to implement the funding formula and distribute the funds to Illinois community colleges.

The Illinois Community College Board is requested to approve a funding formula for the Pipeline for the Advancement of the Healthcare Workforce (PATH) program based upon the three components listed in this agenda item:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves a funding formula for the Pipeline for the Advancement of the Healthcare Workforce based upon the three components listed in this agenda item, including a base allocation of \$100,000 per district, a weighted allocation for the six high need programs in Table 1, and an allocation of approximately two-thirds the weighted amount for the remaining programs identified in Table 2.

BACKGROUND

Public Act 102-0699 amended the Public Community College Act by adding Section 2-12.2 as follows:

Sec. 2-12.2. Pipeline for the Advancement of the Healthcare Workforce. The State Board shall develop a funding formula to distribute funds for the Illinois Pipeline for the Advancement of the Healthcare (PATH) Workforce Program, a program that is hereby established and designed to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway, to obtain credentials, certificates, and degrees that allow them to enter into or advance their careers in the healthcare industry. The State Board shall adopt rules as necessary to implement the funding formula and distribute the funds to Illinois community colleges.

To meet this requirement and to begin the implementation of this 25 million dollar program for FY2023, and in collaboration with the Office of Governor Pritzker, a funding formula is proposed that includes three components:

- 1) **Base Funding:** \$100,000 per district base allocation.
- 2) **Prioritized Programs:** The number of completers in the most recent completed Academic Year for which ICCB has collected data, weighted for 6 high need prioritized programs. Table 1 details the 6 Classification of Instructional Programs (CIP) codes that prepare students for employment in healthcare occupations.

Table 1: Prioritized CIP Codes for the Funding Formula

Program Title	CIPS
Emergency Care Attendant (EMT / Ambulance).	510810
Emergency Medical Technology/Technician (EMT Paramedic).	510904
Respiratory Care Therapy/Therapist.	510908
Registered Nursing/Registered Nurse.	513801
Perioperative/Operating Room and Surgical Nurse/Nursing.	513812
Licensed Practical/Vocational Nurse Training.	513901
Nursing Assistant/ Aide and Patient Care Assistant/ Aide.	513902

- 3) **Included Programs:** Remaining programs that are in the healthcare pathway (Table 2), in the most recent completed Academic Year for which ICCB has collected data, weighted at approximately 2/3 the amount of funding per completion, compared to the prioritized programs.

Table 2: Included CIP Codes for the Funding Formula

Program Title	CIPS
Health Services/Allied Health/ Health Sciences, General.	510000
Hospital and Health Care Facilities Administration/ Management.	510702
Health Unit Coordinator/Ward Clerk.	510703
Medical Office Management/ Administration.	510705
Health Information/Medical Records Administration/ Administrator.	510706
Health Information/Medical Records Technology/Technician.	510707
Medical Transcription/ Transcriptionist.	510708
Medical Office Assistant/Specialist.	510710
Medical Reception/Receptionist.	510712
Medical Insurance Coding Specialist/Coder.	510713
Medical Insurance Specialist/Medical Biller.	510714

Item #8
June 17, 2022

Medical Administrative/Executive Assistant and Medical Secretary.	510716
Medical Staff Services Technology/Technician.	510717
Medical/Clinical Assistant.	510801
Clinical/Medical Laboratory Assistant.	510802
Occupational Therapist Assistant.	510803
Pharmacy Technician/Assistant.	510805
Physical Therapy Assistant.	510806
Anesthesiologist Assistant.	510809
Allied Health and Medical Assisting Services, Other.	510899
Cardiovascular Technology/Technologist.	510901
Electrocardiograph Technology/Technician.	510902
Electroneurodiagnostic/Electroencephalographic Technology/Technologist.	510903
Nuclear Medical Technology/Technologist.	510905
Medical Radiologic Technology/Science - Radiation Therapist.	510907
Surgical Technology/Technologist.	510909
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician.	510910
Radiologic Technology/Science - Radiographer.	510911
Polysomnography.	510917
Mammography Technology/Technician.	510919
Magnetic Resonance Imaging (MRI) Technology/Technician.	510920
Clinical/Medical Laboratory Technician.	511004
Histologic Technician.	511008
Phlebotomy Technician/Phlebotomist.	511009
Sterile Processing Technology/Technician.	511012
Substance Abuse/Addiction Counseling.	511501
Psychiatric/Mental Health Services Technician.	511502
Community Health Services/Liaison/ Counseling.	511504
Mental Health Counseling/Counselor.	511508
Mental and Social Health Services and Allied Professions, Other.	511599
Health Aide.	512601
Home Health Aide/Home Attendant.	512602

Note that select non-credit programs will be eligible for to be supported by a portion of this funding but are not utilized in funding formula calculations.

Program weighting is based upon the total appropriation for the program.

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Lake Land College and Waubonsee Community College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2021, Lake Land College and Waubonsee Community College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Lake Land College, District 517
Waubonsee Community College, District 516

BACKGROUND

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless, action is taken by the Board to interrupt it. To determine a district's recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district's compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and non-focused standards. On individual standards districts are identified as either in compliance or not in compliance. Compliance recommendations require the college to take immediate action to adhere to a particular law or administrative rule, and advisory recommendations are suggestions by staff to improve upon a current process or practice. Advisory recommendations are not mandatory and do not affect a college's overall recognition status.

At the conclusion of the recognition review, the ICCB staff presents a report to the Board and the college to summarize the evaluation. Based on the report, the Board may take one of three types of action:

Recognition Continued – The district generally meets ICCB statutory laws and administrative rules. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions – The district does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” is entitled to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor longer than nine months after ICCB action on the assignment to determine the district's progress in resolving the conditions.

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

Data deriving from ICCB's Centralized Data System will be shared about Illinois community college equity, enrollment, and outcome trends in Illinois and in comparison, to other sectors. Student subgroups such as race/ethnicity will be included in the student population analysis. The publicly available Illinois Postsecondary Profiles platform will be briefly discussed to highlight continued efforts to ensure transparency in equity outcomes.



RECOGNITION REPORT

LAKE LAND COLLEGE

June 17, 2022

Illinois Community College Board
Recognition Report
For Lake Land College
June 2022

Introduction

During fiscal year 2021, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Lake Land College, District 517. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to Lake Land College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status.

- *Recognition Continued-* The district generally meets ICCB standards.
- *Recognition Continued-with Conditions-* The district generally does not meet ICCB standards.
- *Recognition Interrupted-* The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

Evaluation Results and Recommendations

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Lake Land College's 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Lake Land College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), the Associate in Engineering Science (A.E.S.), and the Associate in Liberal Studies (A.L.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13's or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 15 of the 20 baccalaureate/transfer courses requested. Five (5) of the courses have been withdrawn from the college's offerings. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 15 of 15 active courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None

3. Academic Control

Lake Land College reports that course and curriculum development are in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302. The college has a process in place to evaluate quality and rigor of units of instruction. The vice president for academic services oversees the design, conduct, and evaluation of all units of instruction. The processes and procedures are guided by the Curriculum Committee, Advisory Committees, and the

Assessment Committee.

The college did not report the process it uses for course and program approval and review or composition of the committees. It is unclear how a course or program is vetted and approved internally and the structure and composition of the committees who review said courses and programs.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.302 a) 2(A), the college should make clear what process it uses to implement a unit of instruction ensuring it is under the direct and continuous control of the college. The process to accomplish the implementation of programs must be clearly articulated.

College Response:

A Curriculum Committee, chaired by the Vice President for Academic Services, reviews and makes recommendations to the President on changes in existing curricula and implementation of new programs. The administration is charged with the responsibility of serving the needs of the district to ensure that programs are meeting workforce demands, and the Board of Trustees considers and acts upon program offerings recommended by the President.

The Curriculum Committee's purpose is to review all proposals for the addition of courses, programs, and curricula, and to evaluate recommendations for the revision or elimination of courses and programs. The Committee also makes recommendations for curricula and course changes. Committee membership includes:

- Dean of Academic Operations
- Dean of Admissions
- Director of Data Analytics
- Seven Academic Division Chairs
- Director of Library Services
- Dean of Workforce Solutions and Community Education
- Academic Counselor Representative
- Career-Technical Faculty Member
- Transfer Faculty Member
- Financial Aid Representative
- Director of Assessment and Program Review
- Admissions and Records Representative
- Two Student Body Representatives

Committee goals and objectives include:

GOALS	OBJECTIVES
Study and review all proposals for the addition of courses,	<ul style="list-style-type: none">• Receive and evaluate all requests for addition of curricula.

<i>programs and curricula and evaluate recommendations.</i>	<ul style="list-style-type: none"> • <i>Recommend changes as necessary to comply with LLC policy and procedure.</i> • <i>Vote to accept or reject all proposals and recommend to the President those to be forwarded to the Board and ICCB for approval.</i>
<i>Review suggestions for the revision or elimination of courses and programs.</i>	<ul style="list-style-type: none"> • <i>Receive and evaluate all requests for revision of curriculum.</i> • <i>Recommend changes as necessary to comply with LLC policy and procedure.</i> • <i>Vote to accept or reject all proposals and recommend to the President those to be forwarded to the Board and ICCB for approval.</i>
<i>Make recommendations for curriculum and course changes.</i>	<ul style="list-style-type: none"> • <i>Approved proposals are submitted to the President and ICCB for approval.</i>

The process for identifying, developing, and implementing a new unit of instruction is detailed in the following attachments: Program Development Timeline, Program Development Form, Online Course Development Proposal, Course Model for New Programs, and Course Outline Form. The content of all Lake Land College courses is governed by the course outlines on file within each division.

Coupled with the curriculum approval process safeguards, the College's Academic Standards Committee establishes academic requirements related to the College's academic standards. Because of its commitment to continually improve the quality of educational experiences, Lake Land College uses information from and about students to improve instructional programs and general education. As a participant in the Illinois Articulation Initiative (IAI), Lake Land College structures its course offerings in general education according to the General Education Core Curriculum (GECC) and in compliance with the ICCB standards. All classes offered in the general education curriculum at Lake Land College must align with courses within the GECC and ICCB standards.

Ensuring units of instruction are under the direct and continuous control of the College is guided by the assessment process. Overall, the College actively assesses courses, programs, and institutional functions. Information gleaned from the assessment process, in order to make necessary changes and plans of action, ensures that every student at Lake Land College is provided with a continuously improved learning environment.

Attachments:

- Program Development Timeline*
- Program Development Form*
- Online Course Development Proposal*
- Course Model for New Programs*
- Course Outline Form*

4. Curriculum

4a) A comparison between Lake Land College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Lake Land College's 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2020 and 50 from fiscal year 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards and local college policies apply to courses, instructional procedures, and academic standards at Lake Land College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2020 through 2021, it was reported that 90 instructors taught transfer (1.1) dual credit courses. Of these instructors, seven did not hold the appropriate credentials to teach transfer courses. Of those seven, six were reported to be "grandfathered" in,

meaning that the instructor is either pending retirement or has completed a Minimum Qualifications Compliance Commitment, agreeing to obtain the lacking discipline-specific credit hours by August 1, 2022. The other individual was reported as only having a bachelor's degree with 18 graduate hours in the applicable course, as opposed to the required master's degree with 18 core credit hours. It was reported that 42 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, one did not hold the required 2,000 hours of work experience.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, all students met the pre-requisite requirements for dual credit.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field. It is not sufficient for the instructor to only have a bachelor's degree with 6 graduate hours.

College Response: Regarding the six instructors who were "reported to be 'grandfathered' in, meaning that the instructor is either pending retirement or has completed a Minimum Qualifications Compliance Commitment, agreeing to obtain the lacking discipline-specific credit hours by August 1, 2022," please see the attached communication from HLC regarding the dual credit faculty qualifications extension and a sample Minimum Qualifications Compliance Commitment form. The instructors who have signed this commitment form understand that if they do not obtain the graduate hours required for compliance by the August 1, 2023 deadline (HLC granted an additional extension due to COVID-19), then they are no longer eligible to teach for Lake Land College. One of the instructors selected randomly for the ICCB sample no longer teaches Dual Credit for Lake Land College.

Regarding "[t]he other individual was reported as only having a bachelor's degree with 18 graduate hours in the applicable course, as opposed to the required master's degree with 18 core credit hours," [the faculty member] is a native-Spanish speaker with a B.S. in Spanish Education. Because educators with a Master's degree in Spanish are extremely rare within our exceptionally rural region, and because the demand for Spanish dual credit courses was also high at that time, the College agreed to allow [the faculty member] to teach those Spanish dual credit courses. [The faculty member] also taught as an adjunct for the College. [They have since retired from education and no longer teaches for Lake Land College.

Regarding the one CTE instructor who “did not hold the required 2,000 hours of work experience” please see the attached resume for [the faculty member], demonstrating 2,000 hours of military experience sufficient to qualify [them] for teaching Technical Math. [They have] since retired from education and no longer teaches for Lake Land College.

Attachments:

HLC Confirmation of Dual Credit Faculty Qualification Extension

Minimum Qualifications Compliance Commitment Form

Resume for [faculty member]

6. Assessment Plans

Lake Land College has a systematic process in place to assess student learning. The data produced through the assessment process is used to identify areas of improvement within the curriculum and instruction. The director of assessment and program review coordinates the assessment process and meets regularly with faculty and other staff to ensure assessment plans are in place.

The assessment process at the college is largely driven by the faculty. The college provides workshops and other professional development opportunities to guide faculty in the understanding of current assessment best practices. In spring 2020, a group of faculty members were also able to attend the Higher Learning Commission Conference to prepare for the HLC self-study. The college also schedules an “Assessment Week” in February which specifically targets students and members of the community.

The college’s assessment committee also implemented a process to align assessment activities at the Department of Corrections locations with the main campus course assessment activities. The assessment committee met with each of the deans of the correctional facilities to implement several steps to strengthen and align course assessment. Based on the report, the course assessment completion percentage is 100 per cent. The college has also invested in new software, WEAVE 4.0, to address continuous improvement processes both academically and administratively.

The college implemented new state guidelines for multiple measures placement in 2020. The college has implemented placement by transitional math and is working to develop transitional English with local high schools. The college’s developmental education committee will continue to work with the director of institutional research to develop an evaluation plan to assess the effectiveness of the multiple measures placement.

Compliance Recommendation: None

7. Student Evaluation

Lake Land College has documented policy for evaluating and recording student performance. Student evaluation is tied to official course learning objectives and goals.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

Lake Land College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach.

According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for the courses requested by the ICCB for full- and part-time faculty who taught in the academic years 2019-2020. The ICCB review of the faculty transcripts provided by the college showed that one faculty member was missing transcripts or did not appear to have the proper credentials to teach 1.1 Transfer Courses.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Lake Land College must ensure that all faculty have the proper credentials to teach. The ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. With regard to areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response:

The single faculty member missing transcripts and/or verification of proper credentials to teach I.1 Transfer Courses was due to a clerical error. A copy of the missing transcript verifying appropriate credentials is attached.

Attachments:

Transcript for [faculty member]

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following items of the college were reviewed: the college's course catalog and the college's website. The college noted that "the current catalog and website was up-to-date on agreements" but the college did not submit any of those agreements for ICCB review, nor did it note what agreements to which this refers. A review of the catalog and website done by ICCB staff noted that the only agreement referred to on either is the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The review of the catalog and website found that all information presented regarding the CAREER Agreement was accurate and consistent with information provided on the other.

It should be noted that under Indicators of Quality within the recognition self-study, language was changed from 'Information on chargebacks' to read 'Information on Cooperative Agreements'. The reason for this change was not noted.

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that Lake Land College note any copies of/links to cooperative agreements as well as applicable pages and web links in their catalog and website, respectively, regarding cooperative agreements in the self-study. This information is requested under the 'Item to be Evaluated'.

College Response: The ICCB approved the Comprehensive Agreement Regarding the Expansion of Education Resources (CAREER) on January 24, 2020, with all 48 Illinois community colleges participating. This made Chargebacks and Cooperative Agreements no longer necessary. Since that time, Lake Land College has not entered into an individual agreement with another college outside of the statewide agreement.

10. Program Review/Results

After reviewing Lake Land College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are

thorough in nature supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Advisory Recommendation 1: While the college's process is coordinated amongst institutional effectiveness and appropriate divisions and shared with the board of trustees, it isn't clear whether collaboration occurs among divisions within the college or other stakeholders such as students and employer advisory committees. The ICCB recommends that Lake Land College consider opportunities for cross-divisional collaboration and stakeholder feedback during the review, including sharing reported findings of the review.

College Response: Program coordinators do work with other academic divisions in cross-divisional collaboration. For example, the Humanities Division works with the Ag, Allied Health, Business and Technology Divisions to make sure students are provided general education classes to accommodate their schedules. Cosmetology students have their own cohort for communication classes. In the past, contextualized learning was provided for John Deere students in reading and English courses. Nursing students are accommodated for the PHI 280 Ethics course.

In addition, all program coordinators use their advisory councils/boards extensively to improve their programs. Each program at the college has a designated advisory council that meets either once or twice an academic year. Courses and programs are adjusted accordingly to the recommendation of the advisory councils. In some cases, DACUM (Developing a Curriculum) workshops are performed to identify if there are any gaps in teaching versus what is needed in the industry. Advisory Board Members sit on the panel as subject matter experts for the DACUM workshop.

Finally, several program coordinators survey students as part of their assessment of student learning. For example, SOE's (supervised occupational experience) surveys are conducted to ensure that students are learning at the level needed to perform work duties and tasks. In addition, some programs collect surveys from students participating in internships and SOEs related to their satisfaction and learning experience with these opportunities.

Advisory Recommendation 2: In several review years, including fiscal years 2018 and 2019, it was noted that the college lacked the review of disaggregated data in many of its programs. Although this has improved over the last five years, the ICCB recommends that the college ensure all programs, courses, and services collect and review disaggregated data to address inequities and drive program improvement.

College Response: The College recently added a Director of Data Analytics position. This position creates, implements and refines technology based analytic solutions and data resources that support the College community in applying evidence-based practices and making data-informed decisions. Lake Land College also recently installed Tableau software to provide individual student demographic information by course for faculty to review. The Director of Data Analytics works with faculty to provide disaggregated data information for course and program review. For FY2023, the College plans to take one program and completely examine it and complete the ICCB program review thoroughly. This program will be used as an example of what program coordinators should do when completing the program reviews for ICCB. The FY23 program review report will have more in-depth information on programs.

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services and Academic Support

A. Advising/Counseling

The advising and counseling program at Lake Land College is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. The college employs a hybrid advising model that utilizes seven full-time, master's-trained, tenure-track counselors, including one counselor who is identified as the DREAM Resource Liaison beginning with the 2022 school year and one counselor who is identified as the Counselor for Accommodations and Mental Health Initiatives to support these specialized populations. As part of the orientation program, each student meets individually in-person, by phone, or by Zoom with a counselor for advisement, including a discussion of career/educational goals, review of placement results, recommendation of courses for the first semester, and instruction regarding the advising process for each following semester of enrollment.

Compliance Recommendation: None.

B. Financial Aid

Lake Land College provided a holistic review of its financial aid department. Since the last review, the college has made great strides in updating and creating several new policies and procedures. Office hours are convenient to students from 8:00 a.m. to 5:00 p.m. During these hours of operation, financial aid advisors are available to students on a walk-in or appointment basis. Evening hours are available by appointment, and computers are available within the financial aid office for assistance with accessing

information and submitting applications.

Compliance Recommendation: None.

Advisory Recommendation: The College did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response: Lake Land College will be sure to include the loan default rate in future reports. Lake Land's most recent cohort default rate is 13.1% for the 2018 Cohort.

C. Placement

The career services center provides wrap-around career advising, including career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification, and student work-study. Training individuals for obtaining employment includes using a career coach, portfolio development, a resume starter document, in-depth resume critiques, one-on-one coaching, group training, individual mock interviews, small-group experiential learning experiences, and large-group training opportunities including workshops, seminars, and presentations of these services, are available during regular business hours. The college indicated that several initiatives had been implemented over the past few years to improve the quality of career services

Compliance Recommendation: None.

D. Support Services

Lake Land College provided a comprehensive and holistic review of its various support services to students. Student support facilities are easily accessible to students, specifically with the newly renovated Luther Student Center which houses most student services under one roof. Services are available to students at hours convenient to them, either in person or virtually. Lake Land also has three extension centers in addition to the main campus where students can have their questions answered and be navigated to the appropriate resources. Web and in-person services are available for students with disabilities. A division-wide model for implementing and assessing support services, titled OnTrack, guides departments in focusing on student success by concentrating on student learning, student development, and student goal completion.

The financial aid and veterans services advisor, a member of the financial aid staff, serves as the veterans and military personnel services coordinator. She has extensive knowledge of educational benefits available to student veterans, military personnel, and families. She works directly with each student to establish and monitor the use of their benefits. The financial aid and veterans services advisor works closely with the

academic counselor/coordinator of student accommodations to address career counseling and educational planning needs and ensure that students receive any disability accommodations needed. The two co-advise the Collegiate Veterans Alliance, which provides ongoing social and personal support and college resource connections for student veterans and military personnel.

Compliance Recommendation: None.

2. Student Programming, Co-Curricular Activities and Support Services for Students

Lake Land College provided a holistic review of its co-curricular and student support services. Student Life provides various opportunities for students to engage in campus life. The collaboration between the Inclusion and Diversity Education Committee and multiple campus clubs and organizations promote participation by underrepresented groups and hires a counselor dedicated to students with disabilities and mental health struggles. Student clubs related to DEI are a club for non-traditional students, International Student Association, Pride Club, and Students Creating Change (disability awareness club). The college has acknowledged this as an area of focus. It has identified the Inclusion and Diversity Education Committee to develop critical strategies to recruit, retain, and increase the participation of minorities, women, and individuals with disabilities who are traditionally underrepresented in educational programs and activities.

Compliance Recommendation: None.

3. Admission of Students and Student Records

All community colleges in Illinois have an open admissions policy. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 years of age who meet established criteria.

The admissions department's comprehensive approach helps guide students through recruitment efforts and advises their first-semester registration. An admissions representative is assigned to serve as the liaison to each high school and some alternative education sites. As liaison, the admissions representative serves as the college link for high school students enrolled in dual credit courses, regularly meets with students to discuss educational opportunities at Lake Land College beyond high school, and serves as the primary contact for the high school personnel. The admissions representative follows up with students who have expressed interest in attending Lake Land College to assist them in completing the admissions process.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The ICCB staff conducted an on-site visit at Lake Land College on April 20, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims.

Prior to the on-site visit, information was requested on March 28, 2022 and received on April 12, 2022 to perform a detailed desk review. The College complied with all requests. The desk review took place before and after the on-site visit. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

To test the accuracy of these certified reports, ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (“SU/SR claim reports”). The sample consisted of 18 course sections and 140 students in fiscal year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists. One student was identified as having filed a petition to have the “W” grade dropped, which was approved. While this took place after the SR report was submitted, the student was already reported as non-reimbursable, so a revision was not made.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter’s registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. Although some processes are manual, the college completes ongoing quality assurance reviews to promote accuracy.

ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff find, with a confidence level of 95 percent, that

compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Midterm Certification.

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed.

To further assess that credit hours reported to ICCB were classified properly, mid-term class lists, and final grade sheets were reviewed and compared to ICCB internal reports. To determine if certain categories of students were properly excluded from the SU/SR claim reports, a sample of students who were not actively pursuing completion at midterm were reviewed.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency.

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples of students outside the original data sample.

All residency classifications were documented and determined to be accurate. ICCB staff reviewed with the college that students who are under legal guardianship of the Illinois Department of Children and Family Services or who have been emancipated as documentation on that was indeterminate. The college assured ICCB staff that they do not have any students who fall into this category but will publish appropriate documentation, such as printing an addendum to the catalog and including this specifically in the written procedures for residency.

Based on the review, the college properly classifies students.

Compliance Recommendation: None.

Course Repeats.

The credit hour claims written procedure for excluding students who repeat a course was reviewed. To determine compliance with repeatability rules, ICCB staff reviewed a sample of students who repeated a course beyond the allowable number of times. Based on this review, there is a process in place that is partially manual and partially automated using programming logic, and it appears to be working as it should.

Compliance Recommendation: None.

2. Financial Planning

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

The college has developed and disseminated the above noted reports. They cover long-range and contingency plans, the use of monies in working cash funds, and financial planning for current and future operations addressing educational programs and the use of public funds. All college departments are included in the financial planning and accountability process.

According to the audit reports, the economic outlook of the college is “strong due to the college’s administration and board of trustees being proactive and strategic in its allocation of resources.” Documentation on the college’s website confirms that the board of trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits, consolidated year-end financial reporting (CYEFR) reconciliations, and evaluated overall outcomes and timeliness of completion. Compliant audit submissions will include a peer review letter and an in-relation opinion stating that the CYEFR is fairly stated, in all material respects, in relation to the financial statements. In addition, the CYEFR must match the financial statements.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings. For the Recognition review, ICCB staff is identifying, among other things, policies, procedures, timelines, and benchmarks as evidence of follow-up.

There were only two findings noted over the four-year period. The CAP was provided and appears to be adequate. During the on-site visit, the college indicated that the management decision letter is reviewed, and actions are implemented if necessary. The college also reviews procedures and regulations for submitting accurate information in the audit process. ICCB staff reviewed with the college and provided specific feedback on the CYEFRs, the in-relation to opinions and audit submission time frames. The college was receptive to ICCB staff comments on possible improvements for these matters.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB prior approval of locally approved and remodeling projects was eliminated in July 2016.

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. Due to the pandemic, ICCB has made this plan not due until July 1, 2022. The college submitted its 2017 Facilities Master Plan with their self-study, which was found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports "F3, F6, B3, and R3" for facility inventory records and building layouts was eliminated. Reports would be submitted for all other years prior to 2021.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

According to 110 ILCS 805/3-70, employment contracts must be transparent. Actions such as performance-based compensation, severance payments, and final actions must be made during an open board meeting and made available to the public. If there are pending criminal charges, the college may place severance payments in an escrow account.

Copies of employee contracts, renewals, amendments, and extensions were requested and reviewed for compliance. Board meeting minutes and public notices were also reviewed.

Based on the review, there is only one contractual employee position. This is the president's position. The employment contract includes determinate start and end dates with a three-year length of service, the annual salary by year, an annual performance review requirement, a complete description of actions to be taken, and a list of benefits.

The employment contract was reviewed with the president at a board meeting as a board action item. After approval in the open board meeting, the contract was posted on the Lake Land College website as public notice. Currently, the contract for the president includes the original contract and all amendments, which extends the contract through fiscal year 2024. The contract does not include an automatic rollover clause or a severance package clause.

The college is aware of the requirements and legal ramifications including those listed in 110 ILCS 805/3-65.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

Accountability.

4a. General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of ICCB data submissions by Lake Land College were reviewed—generally this includes fiscal years 2017-2021 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness.

Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to \$59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Lake Land College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Lake Land College officials have met ICCB deadlines for most submissions. Overall, Lake Land College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Lake Land College's A1 submission met the reporting deadline in one of the past five fiscal years; the fiscal year 2021, 2018, and 2017 submissions were finalized about half a month late, and the fiscal year 2019 submission was finalized six days past the reporting deadline. The submissions took between four and eleven submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Highest Degree Previously Earned has been excellent in the five years reviewed with less than three percent of unknown records for this variable across the five years reviewed. The proportion of records with Pell Recipient ranged between eight and ten percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient was less than three percent across the four years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Lake Land College met the reporting deadline in each of the five years reviewed. The number of

submissions needed to finalize the data ranged from two to seven, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was less than five percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Lake Land College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from two to four, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from three to six, and there were no critical errors in the final submissions in five of the five years reviewed. Lake Land College met the reporting deadline for the **Fall Enrollment Survey** in five of the five years reviewed. There were headcount discrepancies between the Fall Enrollment Survey and the E1 submission in two of the five years reviewed; there was a small discrepancy with the fiscal year 2019 and fiscal year 2018 submissions (one record).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Lake Land College data submissions met the reporting deadline in each of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with zero or less than one percent of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between two percent and 32 percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2020 submission was finalized three days late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in four of the past five fiscal years; the fiscal year 2021 submission was finalized two weeks late. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2018 submission was finalized one day past the reporting deadline. The number of

submissions required to finalize these data ranged from three to eight. The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Lake Land College met the submission deadline in two of the past five years reviewed; the fiscal year 2021 submission was finalized two days late, the fiscal year 2020 submission was fifty days late, and the fiscal year 2017 submission was finalized four days past the reporting deadline. The number of submissions needed to finalize the data ranged from four to six. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Lake Land College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory (Quality) Recommendations: Most all data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continuing timely, accurate, and complete data submissions from Lake Land College. Focused efforts are recommended to improve the timeliness of the **Annual Enrollment and Completion Data (A1)** and the **Annual Faculty, Staff, and Salary Data (C3)**.

College Response: *Lake Land College strives to be timely and accurate with all state and federal reporting. During the last 2 years the responsibility for reporting was migrated from the department of Information Systems and Services to the Director of Data Analytics. During this transition each report was reviewed and corrected of any issues that were found. The Director of Data Analytics has created edit reports for internal data checking which will reduce the number of times the report will need to be submitted to correct errors but as error are identified resubmissions will be necessary to ensure the most accurate data are reported.*

Lake Land College – Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	07/13/20	07/03/19	06/28/18	06/22/17	06/15/16
# Submissions to Final	4	4	4	4	3
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	2374	2353	3013	4367	5333
Unduplicated Head Count	4233	3677	2559	1927	2126
# Error Codes in Final Submission	1	2	2	0	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.29 percent	0.30 percent	0.16 percent	0.00 percent	0.28 percent
% Unknown Age in Final Submission no value or.	0.29 percent	0.25 percent	0.13 percent	0.00 percent	0.26 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	1.85 percent	32.38 percent	23.56 percent	22.90 percent	5.44 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	08/19/20	07/09/19	08/07/18	08/18/17	09/13/16
# Submissions to Final	9	4	6	11	8
Timeliness	16 days late	on time	6 days late	17 days late	12 days late
Head Count (total incl. 0 hrs. enroll.)	14789	17396	14957	20207	22278
Discrepancy between A1 & ID	0	0	0	0	0

# Error Codes in Final Submission	0	5	4	3	6
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.04 percent	0.14 percent	0.02 percent	27.60 percent
% 0 Cumulative GPA in Final Sub.	23.98 percent	31.28 percent	22.69 percent	37.45 percent	39.07 percent
% 0 Cumulative Hours in Final Sub.	23.32 percent	30.60 percent	21.80 percent	36.66 percent	38.20 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or.	0.00 percent				
% Unknown Highest Degree in Final unknown	1.73 percent	2.81 percent	1.42 percent	1.34 percent	1.06 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	10.27 percent	8.51 percent	10.40 percent	7.61 percent	7.59 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	2.93 percent	2.70 percent	1.05 percent	2.81 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/10/20	08/01/19	08/07/18	08/22/17	09/09/16
# Submissions to Final	4	3	2	7	6
Timeliness	on time				
Record Count (duplicate completions)	3869	3589	3355	3551	3383
Total Number of Completions from A1	3840	3564	3329	3516	3365
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent				

% Unknown Ethnicity** in Final no value or.	0.00 percent				
% Unknown Ethnicity** in Final unknown	2.51 percent	3.71 percent	4.05 percent	2.93 percent	3.49 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	08/21/20	07/30/19	08/15/18	08/23/17	08/10/16
# Submissions to Final	2	5	2	4	1
Timeliness – Data Due	on time				
Head Count in Final Submission	14789	17396	14957	20207	22278
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	6	6	5	1	4
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/24/20	08/29/19	08/27/18	08/23/17	09/21/16
# Submissions to Final	4	4	3	2	3
Timeliness	on time				
# Error Codes in Final Submission	0	0	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.01 percent	0.01 percent
% Dual Credit in Final	6.92 percent	6.47 percent	6.71 percent	6.18 percent	5.21 percent
% Remedial (PCS 14) in Final	3.64 percent	2.86 percent	4.09 percent	4.07 percent	3.73 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/09/20	09/11/19	09/11/18	09/20/17	10/12/16
# Submissions to Final	3	5	3	5	6
Timeliness	on time				
Head Count in Final Submission	3862	4466	4583	4965	5107
Discrepancy between E1 & Survey	0	0	+1	-1	0
# Error Codes in Final Submission	1	1	1	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.02 percent	0.06 percent	0.02 percent	0.00 percent	0.01 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	97.67 percent	98.03 percent	98.23 percent	98.31 percent	98.30 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/16/20	09/06/19	09/10/18	09/06/17	09/13/16
Timeliness	on time				
Head Count	3862	4466	4582	4966	5107
Discrepancy between E1 & Survey	0	0	-1	+1	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/15/20	10/07/19	10/04/18	10/17/17	10/14/16

# Submissions to Final	8	3	4	5	6
Timeliness	on time	on time	on time	1 day late	on time
# Error Codes in Final Submission	3	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	9.43 percent	11.56 percent	8.76 percent	6.31 percent	12.00 percent
% Unknown Employment Class (8)	3.57 percent	3.35 percent	3.02 percent	4.93 percent	1.88 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/13/20	10/11/19	10/12/18	10/17/17	11/02/16
# Submissions to Final	1	1	2	1	1
Timeliness	on time				

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	10/21/20	11/04/19	11/01/18	10/25/17	10/05/16
Timeliness	on time	3 days late	on time	on time	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	12/23/19	01/07/19	12/21/17	02/28/17
Timeliness	on time				

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	12/23/19	01/28/19	12/21/17	02/28/17
Timeliness	on time				

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	12/23/19	01/28/19	12/21/17	03/01/17
Timeliness	on time				

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/17/20	12/23/19	01/28/19	12/21/17	02/28/17
Timeliness	on time				

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	01/28/21	02/11/20	01/22/19	01/30/18	01/18/17
Timeliness	on time				

*Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	03/01/21	01/30/20	02/05/19	02/07/18	02/01/17

Timeliness	14 days late	on time	on time	on time	on time
------------	--------------	---------	---------	---------	---------

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	06/17/21	08/04/20	06/10/19	06/13/18	06/19/17
# Submissions to Final	6	6	4	4	4
Timeliness	2 days late	50 days late	on time	on time	4 days late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	5.33 percent	2.44 percent	2.52 percent	2.57 percent	5.16 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	2.95 percent	2.96 percent	2.66 percent	2.45 percent	2.71 percent
% Unknown Employment Class (8)	8.57 percent	6.68 percent	8.63 percent	11.73 percent	11.81 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.



RECOGNITION REPORT

WAUBONSEE COMMUNITY COLLEGE

June 17, 2022

Illinois Community College Board
Recognition Report
For Waubensee Community College
June 2022

Introduction

During fiscal year 2021, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Waubensee Community College, District 516. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to Waubensee Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendation.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the ICCB. A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status.

- *Recognition Continued-* The district generally meets ICCB standards.
- *Recognition Continued-with Conditions-* The district generally does not meet ICCB standards.
- *Recognition Interrupted-* The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance Recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory Recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes, and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

Evaluation Results and Recommendations

1. INSTRUCTION

1. Degrees and Certificates

A comparison between Waubonsee Community College's 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

Waubonsee Community College offers the Associate in Arts (A.A.), the Associate in Science (A.S.), Associate in Fine Arts (A.F.A.) in Art and Music Performance, the Associate in Engineering Science (A.E.S.), and the Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI-approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13's or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 12 of the 20 baccalaureate/transfer courses requested. Eight (8) of the courses have been withdrawn from the college's offerings. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 12 of 12 active courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. Academic Control

The college maintains full academic control of the units of instruction. The institution's curriculum is approved first by the college's Curriculum Committee, and subsequently

approved by the Illinois Community College Board. Additionally, the college regularly evaluates faculty performance and student course evaluations.

Compliance Recommendation: None.

4. Curriculum

4a) A comparison between Waubonsee Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Waubonsee Community College's 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rule 23 Ill. Adm. Code 1501.507(b)(11) A-F: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2020 and 50 from fiscal year 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards and local college policies apply to courses, instructional procedures, and academic standards at Waubensee Community College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2020 through 2021, it was reported that 65 instructors taught transfer (1.1) dual credit courses. Of these instructors, all held the appropriate credentials to teach transfer courses. It was also reported that 16 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, one did not hold the required 2,000 hours of work experience.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB all students met the pre-requisite requirements for dual credit.

Course Offerings and Requirements.

Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings. The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials, depending on the specific field.

College Response:

We have reviewed all dual credit instructors submitted and all appear to have the appropriate credentials and 2,000 hours of work experience. If there are any instructors in particular that you have found, who are in question, we would like to review those specifically and provide an answer.

6. Assessment Plans

The college has in place a systematic process to assess student learning in each degree and certificate program it offers. The college conducts an annual evaluation of course and program outcomes, and it has added two general education outcomes aligned with their strategic plan. Additionally, the college regularly utilizes the data from the assessment of student learning for the improvement of the curriculum, teaching, and student learning. The college notes that it is currently using data to make improvements and meet the expected

outcomes in developmental education completions and subsequent success in the college-level course. The college notes that their plan has received acknowledgment from HLC accreditation visitors on the significant improvements made to their assessment plan.

Compliance Recommendations: None

7. Student Evaluation

Waubonsee Community College has a well-defined system for evaluating and recording student performance in courses and programs. The college has board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendation: None.

8. Faculty Qualifications/Policies

Waubonsee Community College reported that any instructor teaching a transfer-level course is required to have a minimum of a master's degree with 18 graduate hours in the discipline. All full-time faculty for transfer-level courses are required to hold a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate combination of experience in their field and academic credentials relevant to the courses they teach. Additionally, the college has adequate faculty development opportunities where faculty can receive professional development. The Office of Faculty Development and Engagement are responsible for planning faculty development opportunities, and the college partners with the Association of College and University Educators.

Compliance Recommendation: The ICCB staff requested that the college provide faculty credentials to verify that the instructors of record met the criteria. The review of faculty transcripts provided show that 27 of the 28 faculty transcripts evaluated appear to have met the standards. One faculty member did not appear to have the appropriate credentials to teach 1.1 Transfer Courses. To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Waubonsee Community College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education, instructors (1.2) must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response:

The faculty member identified as being out of compliance is former [faculty member] who was appropriately credentialed to teach 1.2 courses. During [the faculty member's] last year at the college and prior to retirement in May 2021, [the faculty member] taught a transfer course after the program was changed from an AAS program to an AA transfer discipline in AY2019. With declining enrollments, the elimination of many 1.2 Criminal Justice courses, and the necessity of full-time faculty members having a minimum load of 15 hours a semester, [the faculty member] was assigned a course previously offered by adjunct faculty. This limited exception made in this case is consistent with HLC's "Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Peer Reviewers" (September 2020). Specifically, [the faculty member], with [their credentials and experience] was more than qualified to teach the courses when they were designated as 1.2 courses. [They were] no less qualified when the courses became 1.1. courses. HLC's document includes the following: "Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, training and tested experience. . . Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice." Indeed, because so many Criminal Justice students intended to (or eventually did) transfer Waubonsee's AAS/CTE courses for a bachelor's in Criminal Justice, it was [this faculty member] who led and implemented this curriculum change, shepherding the change through Waubonsee's Curriculum Council. The goal was to provide more seamless and increased transfer options in response to students' and industry needs.

In addition, HLC makes clear that "tested experience" may be used when "it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching." That is certainly the case with [the former faculty member]. Again, this is supported by the guidance provided by HLC: "HLC requirements related to qualified faculty, including Assumed Practice B.2., are in no way a mandate from HLC to terminate or no longer renew contracts with current faculty members. HLC expects that institutions will work with faculty who are otherwise performing well to ensure that they meet HLC's requirements (whether through credentials or tested experience or a combination thereof). HLC also expects that institutions will honor existing contracts with individual faculty or collective bargaining units until such time as institutions have had an opportunity under the contract to renegotiate provisions that relate to faculty credentials if such revisions to the contract are necessary for the institution to meet HLC's requirements. HLC recognizes that in many cases such

renegotiation or revision may not be able to take place until the contract expires or at the contract's next renewal date."

9. Cooperative Agreements and Contracts

As part of the recognition review for standard 9, Cooperative Agreements, the following item of the college was reviewed: the college's website. Waubonsee Community College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college provided a link to access CAREER Agreement information on the website. Upon ICCB review, it was determined that the college meets all indicators of compliance and quality. The college conducted a thorough review of these indicators as well. Per the CAREER Agreement, the college no longer utilizes chargebacks. Additionally, the college noted that it intends to publish a list of CAREER Agreement-participating institutions on the website. A review of the college's course catalog was also completed by ICCB staff. The review found that all information presented regarding the CAREER Agreement was accurate and consistent with information provided on the website.

Waubonsee Community College also included in their self-study the number of approved cooperative agreement authorizations. This should be noted as a best practice as it is the goal of cooperative agreements to provide students with enhanced program access.

Compliance Recommendation: None.

10. Program Review/Results

Upon review of Waubonsee Community College's program review process and submissions, it was concluded that all instructional programs have been analyzed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature, supporting the notion that there is adequate coordination and support from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle. No discrepancies between the college's program review process and schedule and the ICCB five-year program review were identified.

Compliance Recommendations: None

2. STUDENT SERVICES/ACADEMIC SUPPORT

1. Student Services and Academic Support

A. Advising/Counseling

The advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Waubonsee's student advising has shifted from a general service model to an integrated, proactive case-management model. Academic advisors and career development staff were combined into a new department titled "Academic and Career Advising."

Compliance Recommendation: None.

B. Financial Aid

Waubonsee Community College provided a holistic review of its Financial Aid Department. Since the last review, the college has made great strides in updating and creating several new policies and procedures. The Financial Aid Office has modified paperwork to include financial literacy information to help students manage debt. Students receive information and assistance with FAFSA submission, award notification, and reminders on missing documents. Veterans receive targeted information pertinent to their needs. The coordinator offers ongoing workshops, directs, and supervises student peer workers, and offers one-on-one advising for students to facilitate their understanding of the importance of sound financial planning.

Compliance Recommendation: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response:

For the last few years, Waubonsee has been working closely with EdFinancial to develop an intentional strategy to reduce the three-year default rate for our students. We've been very successful in that work as is indicated in the table below. This metric is also tracked on our public [College Scorecard](#). Waubonsee will provide current loan default rates in future reports.

	<i>National Default Rate</i>	<i>Community College Default Rate</i>	<i>Waubonsee's Default Rate</i>
<i>FY2015</i>	<i>10.8</i>	<i>16.7</i>	<i>11.2</i>
<i>FY2016</i>	<i>10.1</i>	<i>15.9</i>	<i>8.6</i>
<i>FY2017</i>	<i>9.7</i>	<i>15.2</i>	<i>8.7</i>
<i>FY2018</i>	<i>7.3</i>	<i>11.5</i>	<i>6.7</i>

C. Placement

The career services center provides wrap-around career advising, which includes career exploration support. These services include, but are not limited to, résumé writing, interview skill development, job identification and acquisition, and student work-study. All these services are available during normal business hours. The college indicated that it is in the process of examining how to best structure and provide comprehensive career counseling and advising as well as support for job experiences (job shadows, internships, apprenticeships) and job placement.

Compliance Recommendation: None.

D. Support Services

Waubonsee Community College provided a comprehensive and holistic review of its various support services to students, which include, but are not limited to, Office of Disability, Student Life, TRiO, and veteran's services.

The college offers academic support services, including peer tutoring and the student help desk, and personal counseling is available to those students who are presently enrolled at the college to assist with managing personal and emotional barriers that may be interfering with academic success.

The accessibility services office provides a variety of accessibility services including, but not limited to, interpreters, note takers, and specialized software/hardware. The college's Content Management System maintains accessibility standards while managing content of the college's webpage.

Veterans and military personnel students are supported by one academic and career advisor who works closely with veterans financial aid staff and Student Life to provide wholistic programming for student veterans.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification

The ICCB staff conducted an on-site visit at Waubensee Community College on April 28, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The college performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB staff reviewed a sample of credit hours reported and certified by the college as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (“SU/SR claim reports”). The sample consisted of 18 course sections and 146 students in fiscal year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The college has documented and verifiable processes for proper classification of credit hours reported to ICCB. The college has a procedure regarding the determination of residency. The college makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter’s registration card, tax filing, or other supporting documents that the student provides to the college for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact the SU/SR claim reports. ICCB has not found any evidence that the college failed to meet the reporting or certification requirements over the period of the review. Overall, the college has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is five percent.)

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the college clarify its residency policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response:

It is acknowledged that the college website does not clearly present this information for these provisions. There will be a review of college procedures to clarify these components

noted in the ICCB System Rules, and college web pages and publications will be updated accordingly. We have broken down each provision below and added some language that indicates our approach.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

The college requires the same three documents to verify students' verifiable interest in establishing permanent residency. If students are unable to demonstrate that they are establishing permanent residency via the documentation, then their information would be sent to the Registrar for review and consideration.

Upon consultation with the previous Senior Director for Financial Compliance, the college was advised that the three-document verification process would meet these requirements. It is acknowledged that the website does not clearly present this information. There will be a review of college procedures to clarify these components noted in the ICCB System Rules, and college web pages and publications will be updated accordingly.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

Students who fall in this category would provide their information to the Registrar for further consideration. This information is not currently on the college's website or publications. Therefore, appropriate staff will review the requirements of this item, revise procedures, and make updates to the college web pages and publications.

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are: federal job corps workers stationed in the district;

Current procedures do not clearly account for this scenario. There will be a review of college procedures to clarify these components noted in the ICCB System Rules, and college web pages and publications will be updated accordingly.

"Inmates of State or federal correctional/rehabilitation institutions located in the district;

College staff are aware of the addresses of state and federal correctional or rehabilitation institutions located in the district. If a student falls into this category, college staff would manually update the residency information per the ICCB provisions before processing the ICCB reports for inmates of state or federal correction or rehabilitation institutions located in the district.

“Full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency;

The college has a three-document verification process to determine students' verifiable interest in establishing permanent residency. If students are unable to demonstrate that they are establishing permanent residency via the documentation, then their information would be sent to the Registrar for review and consideration. If upon review, students are unable to demonstrate this, their residency classification would not be updated.

“Students attending under a chargeback or contractual agreement with another community college.”

For students attending under provisions of a chargeback or contractual agreement, appropriate staff review the submitted documentation and update the students' residency classification in the SIS per the ICCB provisions.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are: federal job corps workers stationed in Illinois:

Students using their address within the state of Illinois, but out of the district, are classified as out-of-state residents per the ICCB provisions. The Registrar would review a special case upon request.

“Members of the armed services stationed in Illinois.”

Students using their address within the state of Illinois, but out of the district, are classified as out-of-state residents per the ICCB provisions. The Registrar would review a special case upon request.

“Inmates of State correctional/rehabilitation institutions located in Illinois.”

Students using their address within the state of Illinois, but out of the district, are classified as out-of-state residents per the ICCB provisions. The Registrar would review a special case upon request.

Midterm Certification.

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported.

Compliance Recommendation: None.

Student Residency.

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples of students outside the original data sample.

All residency classifications were documented and determined to be accurate. Based on the review, the college properly classifies students.

Compliance Recommendation: None.

Course Repeats.

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment.

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the college's website confirms that the board of trustees meets and discusses financial conditions and strategies monthly.

Report submissions were made in a timely manner. ICCB staff did not find any evidence indicating issues with financial planning requirements.

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits, consolidated year-end financial reporting (CYEFR) reconciliations, overall outcomes, and timeliness of completion.

During the on-site visit, the college indicated that the management decision letter is reviewed, and actions are implemented if necessary. The college also reviews procedures and regulations for submitting accurate information in the audit process. ICCB staff reviewed with the college and provided specific feedback on the CYEFR.

Based on the review, audit packages were completed for the four-year period, and two findings were eliminated with adequate corrective action plans.

Compliance Recommendation: None.

4. A & B Facilities

A. Approval of Construction Projects

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The college submitted their May 2019 Facilities Master Plan. This plan was found to be in good order.

Compliance Recommendation: None.

B. Facilities Data Submissions:

Effective January 21, 2021, regulations on reporting requirements at Illinois Administrative Code Title 23, Section 1501.607 were revised. The requirement to submit reports “F3, F6, B3, and R3” for facility inventory records and building layouts was eliminated.

Annual facility data, project updates, estimated deferred maintenance, annual cost/backlog, and local projects (completed and in progress) reports are required to be submitted to ICCB. The college maintained and reported facilities data requests, reports, and other information to the ICCB in formats specified in accordance with standards and principles developed by the ICCB. ICCB did not find any evidence that the college failed to meet the submission requirements for the review period.

Compliance Recommendation: None.

5. Employee Contracts

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

Based on the review, there is only one contractual employee position, which is for the president. The employment contract met all specifications set by 110 ILCS 805/3-65. In addition, all required notice provisions were met.

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements (Focused finance items are covered in Section 3d Part C.) The latest five years of ICCB data submissions by Waubonsee Community College were reviewed—generally this includes fiscal years 2017-2021 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to \$59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Waubonsee Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Waubonsee Community College officials have met ICCB deadlines for most submissions. Overall, Waubonsee Community College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2019 submission contained one critical error. We requested that processes were put in place to collect primary disability, and this data was provided in fiscal years 2020 and 2021. Waubonsee Community College's A1 submission met the reporting deadline in three of the past five fiscal years; the fiscal year 2021 submission was finalized one day late, and the fiscal year 2018 submission was finalized more than three weeks past the reporting deadline. The submissions took between four and ten submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned increased from less than one percent in fiscal year 2017 to less than six percent in fiscal year 2021. The proportion of records with Pell Recipient was about 15 percent across the five years reviewed. The proportion of records with Subsidized Stafford Recipient was about three percent across the four years reviewed. Consistency between the Annual Enrollment and Completion submission and the Annual Student Identification (ID) submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Waubonsee Community College met the reporting deadline in each of the five years reviewed. The

number of submissions needed to finalize the data ranged from one to five, and final A2 submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2017 submission contained one critical error. This data was verified by college officials as valid and accurate. Coverage of Race/Ethnicity was excellent in the five years reviewed with just one to two percent of records with unknown race/ethnicity. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Waubonsee Community College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions did not contain any critical errors in five of the five years reviewed. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from five to eight, and there were no critical errors in the final submissions in four of the five years reviewed; the fiscal year 2020 submission contained one critical error. This data was verified by college officials as valid and accurate. Waubonsee Community College met the reporting deadline for the **Fall Enrollment Survey** in each of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Waubonsee Community College data submissions met the reporting deadline in four of the last five fiscal years; the fiscal year 2021 submission was finalized nearly three weeks past the reporting deadline. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with zero or nearly zero of records having unknown age each year. The proportion of records with unknown Race/Ethnicity ranged between six percent and 35 percent across the five years reviewed.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in five of the past five fiscal years. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in each of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal

year 2018 submission was finalized nearly five months past the reporting deadline. The number of submissions required to finalize these data ranged from three to seven. **The Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Waubonsee Community College met the submission deadline in three of the past five years reviewed; the fiscal year 2020 submission was finalized one day late, and the fiscal year 2017 submission was finalized five days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six. **The Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Waubonsee Community College met the reporting deadline in four of the five years reviewed for all four surveys; the fiscal year 2018 submissions were finalized three days late. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None.

Advisory Recommendations: Most data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Waubonsee Community College.

College Response:

The submission of our ICCB data is of utmost importance. We will continue to ensure that it is a priority.

Waubonsee College-Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	08/03/20	07/11/19	07/12/18	07/10/17	07/08/16
# Submissions to Final	5	2	4	4	3
Timeliness	19 days late	on time	on time	on time	on time
Duplicated Head Count	2399	2210	3464	2733	3170
Unduplicated Head Count	1522	1416	2370	2057	2386
# Error Codes in Final Submission	2	2	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.25 percent	0.41 percent	0.40 percent	0.55 percent	0.28 percent
% Unknown Age in Final Submission no value or.	0.04 percent	0.05 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	32.68 percent	34.84 percent	25.81 percent	6.07 percent	5.52 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	08/04/20	07/31/19	07/31/18	08/25/17	08/03/16
# Submissions to Final	10	6	5	8	4
Timeliness	1 day late	on time	on time	24 days late	on time

Head Count (total incl. 0 hrs. enroll.)	15481	16177	17281	18089	19001
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	2	1	0
# Critical Errors in Final Submission	0	0	1	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.50 percent	0.01 percent	0.00 percent
% 0 Cumulative GPA in Final Sub.	18.84 percent	18.86 percent	20.41 percent	21.03 percent	24.69 percent
% 0 Cumulative Hours in Final Sub.	18.84 percent	18.86 percent	20.41 percent	21.03 percent	24.69 percent
% Unknown Degree Obj. in Final	0.00 percent				
% Unknown Highest Degree in Final no value or.	0.00 percent				
% Unknown Highest Degree in Final unknown	5.55 percent	4.54 percent	0.61 percent	0.25 percent	0.17 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	14.94 percent	15.18 percent	14.63 percent	14.06 percent	14.27 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	2.95 percent	3.34 percent	3.37 percent	3.89 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/26/20	08/12/19	08/23/18	08/15/17	08/15/16
# Submissions to Final	3	2	5	1	1
Timeliness	on time				
Record Count (duplicate completions)	1627	1894	1923	1822	1758
Total Number of Completions from A1	1587	1858	1896	1794	1728
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	1
# Critical Errors in Final Submission	0	0	0	0	1

% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.06 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent				
% Unknown Ethnicity** in Final unknown	1.23 percent	1.48 percent	1.82 percent	1.87 percent	2.05 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	08/24/20	08/12/19	08/20/18	08/29/17	08/16/16
# Submissions to Final	2	3	2	3	2
Timeliness – Data Due	on time				
Head Count in Final Submission	15481	16177	17281	18089	19001
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	08/31/20	08/01/19	08/21/18	08/31/17	08/23/16
# Submissions to Final	3	3	2	1	2
Timeliness	on time				
# Error Codes in Final Submission	0	1	1	1	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.01 percent	0.01 percent	0.00 percent
% Dual Credit in Final	9.28 percent	7.38 percent	6.67 percent	6.49 percent	5.99 percent

% Remedial (PCS 14) in Final	6.73 percent	7.48 percent	7.52 percent	7.37 percent	7.80 percent
------------------------------	--------------	--------------	--------------	--------------	--------------

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/29/20	10/01/19	10/01/18	09/28/17	10/17/16
# Submissions to Final	5	6	8	5	5
Timeliness	on time				
Head Count in Final Submission	7564	8665	9176	9518	10081
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	0	2	1	1	1
# Critical Errors in Final Submission	0	1	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.02 percent	0.02 percent	0.05 percent	0.01 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent				
Scholarship Coverage in Final Sub. % with no scholarship	99.25 percent	99.57 percent	99.14 percent	99.22 percent	99.28 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	10/01/20	10/01/19	10/01/18	09/29/17	10/03/16
Timeliness	on time				
Head Count	7564	8665	9176	9518	10081
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017

Final Submission – (10/15) *	10/12/20	10/10/19	10/15/18	03/13/18	10/14/16
# Submissions to Final	3	5	3	7	4
Timeliness	on time	on time	on time	148 days late	on time
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	4.87 percent	4.77 percent	6.34 percent	5.59 percent	6.70 percent
% Unknown Employment Class (8)	2.78 percent	0.45 percent	1.61 percent	1.40 percent	0.00 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/14/20	10/15/19	10/15/18	10/10/17	10/14/16
# Submissions to Final	1	1	1	1	1
Timeliness	on time				

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	10/13/20	10/16/19	10/17/18	10/10/17	10/31/16
Timeliness	on time				

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/14/20	02/01/19	02/05/18	03/08/17
Timeliness	on time	on time	on time	3 days late	on time

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/14/20	02/01/19	02/05/18	03/08/17
Timeliness	on time	on time	on time	3 days late	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/14/20	02/01/19	02/05/18	03/07/17
Timeliness	on time	on time	on time	3 days late	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	12/08/20	01/14/20	02/01/19	02/05/18	03/08/17
Timeliness	on time	on time	on time	3 days late	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	01/28/21	02/28/20	02/01/19	02/13/18	02/08/17
Timeliness	on time				

* Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
-----------------------	------	------	------	------	------

Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	02/14/21	02/04/20	02/11/19	02/05/18	02/13/17
Timeliness	on time				

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	06/14/21	06/16/20	06/11/19	06/14/18	06/20/17
# Submissions to Final	3	6	3	6	4
Timeliness	on time	1 day late	on time	on time	5 days late
# Error Codes in Final Submission	2	3	1	2	2
# Critical Errors in Final Submission	2	2	1	2	2
% Records with Errors in Final Sub.	6.08 percent	46.16 percent	6.06 percent	4.40 percent	5.65 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	2.34 percent	1.08 percent	1.17 percent	1.02 percent	1.03 percent
% Unknown Employment Class (8)	3.00 percent	2.92 percent	1.63 percent	1.57 percent	2.65 percent

*Due 06/17 in FY 19

**From Item 36 starting in FY 21 collection; from Item 37 in prior years.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Danville Area Community College

- Barbering Associate in Applied Science (A.A.S.) degree (60 credit hours)
- Barbering Certificate (40 credit hours)

College of DuPage

- Aviation Management A.A.S. degree (64 credit hours)

Elgin Community College

- Associate in Fine Arts (A.F.A.) degree: Music Production (64 credit hours)

Harper College

- Respiratory Care Science A.A.S. degree (69 credit hours)

Illinois Central College

- Diagnostic Medical Sonography A.A.S. degree (77 credit hours)

John A. Logan College

- Digital Media Technology A.A.S. degree (62 credit hours)

Olive-Harvey College

- Cannabis Studies A.A.S. degree (61 credit hours)
- Cannabis Processing Technician Certificate (30 credit hours)

Rock Valley College

- Medical Assistant A.A.S. degree (60 credit hours)

BACKGROUND

Danville Area Community College
Barbering A.A.S. degree (60 credit hours)
Barbering Certificate (40 credit hours)

Program Purpose: These programs will prepare individuals for required state licensure, entry-level employment, and advancement opportunities, as barbers.

Catalog Description-Barbering A.A.S. degree: The Associate of Applied Science degree in Barbering prepares graduates for a career as a barber. The curriculum emphasizes hands-on experience with the latest trends and techniques. Graduates will be prepared to pass the Illinois Barber licensure exam required by the Illinois Department of Financial and Professional Regulation (IDFPR) and to work as barbers in chain or independent shops or to open their own shops. Graduates will have completed all of their general education requirements, as well as additional business courses, and will be prepared for advancement in the barbering profession.

Catalog Description-Barbering Certificate: The Barbering Certificate program prepares graduates for a career as a barber. The curriculum emphasizes hands-on experience with the latest trends and techniques. Graduates will be prepared to pass the Illinois Barber licensure exam required by the Illinois Department of Financial and Professional Regulation (IDFPR) and to work as barbers in chain or independent shops.

Curricular Information: Barbering A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to barbering, introductory and advanced levels of barber concepts, introductory and advanced levels of barber styling, and introductory and advanced levels of advanced styling techniques, customer service, and social media marketing. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Curricular Information: Barbering Certificate – The certificate curriculum includes a subset of the required career and technical education coursework included within the proposed degree. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning in both programs will be achieved through evaluation of the student's performance during the advanced levels of courses in barber styling. Students will be evaluated during their work-based learning experience in the college's barber lab by program faculty, including a licensed barber-instructor.

Accrediting Information: Danville Area Community College is accredited by the Higher Learning Commission. Barber programs in Illinois must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The proposed curricula have been developed according to these requirements.

Justification for Credit hours required: According to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements, barber curriculum in the State of Illinois must include a minimum of 30 credit hours in barber content and include a minimum of 1,500 hours of study over a period of nine (9) months or longer. The proposed certificate meets these requirements.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase statewide around 2.1% through the year 2028. There are no barber programs in the college's district nor in surrounding districts.

Table 1: Employer Partners

Employer	Location
Riegle Barber Shop	Danville, IL
Prestige Barber Shop	Peoria, IL
The Trep School	Danville, IL
A+ Cutz Barber Shop	Danville, IL
Woodruff Career & Technical Center	Peoria, IL

Table 2: Projected Enrollments

Barbering AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	0	6	12
Part-Time Enrollments:	-	-	-
Completions:	-	-	6

Table 2: Projected Enrollments

Barbering Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	12	12	12
Part-Time Enrollments:	-	-	12
Completions:	12	12	12

Financial / Budgetary Information: The programs will require one (1) new full-time and five (5) existing part-time faculty the first year. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Barber License, have at least three (3) years work experience as a professional barber and one year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$60,000	\$80,000	\$100,000
Administrator Costs	-	-	-
Other Personnel costs (program support)	\$5,000	-	-
Equipment Costs	\$35,000	\$5,000	\$5,000
Library/LRC Costs	-	-	-
Facility Costs (monthly rent)	\$9,600	\$9,600	\$9,600
Other	-	-	-
TOTAL NEW COSTS	\$109,600	\$94,600	\$114,600

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	1	0	1
Existing Faculty	0	5	1	5	1	6

College of DuPage
Aviation Management A.A.S. degree (64 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities in the field of aviation management.

Catalog Description: The Associate of Applied Science in Aviation Management degree will provide students various aviation industry education and employment opportunities. Students will be exposed to two aviation tracks: one to complete their FAA pilot certifications while completing their degree; and one that focuses on management if the student already has obtained their pilot certification or does not wish to do so.

Curricular Information: The curriculum includes 19 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component for the aviation management track includes instruction in introduction to aviation, aviation procedures training, weather analysis and forecasting, air traffic control, aviation safety principles, aviation meteorology, airline management, aviation career preparation and work-based learning in aviation management. Instruction in the flight track includes private pilot ground school, private pilot flight instruction, instrument ground school and instruction, advanced aircraft systems, and commercial pilot flight ground school and instruction. The curriculum was developed according to Federal Aviation Administration (FAA) standards. The aviation flight track degree will prepare individuals for four (4) FAA pilot certifications: private pilot, commercial pilot, instrument flight rating, and multi-engine flight rating. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience for the management track by program faculty and the worksite supervisor, and during flight instruction for the flight track.

Accrediting Information: College of DuPage is accredited by the Higher Learning Commission. The program was developed according to standards for aviation pilot education outlined by the Federal Aviation Administration. Once all state approvals have been acquired, the college will work with the FAA to allow testing for certifications on the College of DuPage campus.

Justification for Credit hours required: Coursework included in this curriculum reflects the content and flight hours identified by the FAA for four (4) of the pilot certifications necessary for entry-level employment. Coursework for aviation management only track students reflects content identified as necessary for successful entry-level employment or advancement into management within the field. It should also be noted that the college requires all A.A.S. degree students to complete 19 credit hours of general education and a minimum total of 64 credit hours for a degree.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to aviation are expected to increase statewide around 8% through the year 2028.

Table 1: Employer Partners

Employer	Location
DuPage Airport Authority	West Chicago, IL
Illinois Institute of Aviation	West Chicago, IL

Table 2: Projected Enrollments

Aviation Management AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	15
Part-Time Enrollments:	2	4	6
Completions:	0	8	10

Financial / Budgetary Information: The program will require one (1) existing full-time and five (5) new part-time faculty the first year. Qualified faculty will hold a minimum of a Bachelor’s degree in Aviation or Aviation Management, hold a current FAA Pilot’s License (flight instructor ratings for flight courses), have at least 10 years work experience, and at least five (5) years teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$166,745	\$200,000	\$200,000
Administrator Costs	-	-	-
Other Personnel costs (Admin Support)	\$40,000	\$40,000	\$40,000
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$206,745	\$240,000	\$240,000

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	5	0	0	0	0
Existing Faculty	1	0	1	5	1	5

Elgin Community College
Associate in Fine Arts (A.F.A.) in Music Production (64 credit hours)

Program Purpose: This program will provide a pathway for students to transfer into related Music or Music Business baccalaureate programs.

Catalog Description: The Associate in Fine Arts (A.F.A.) in Music Production degree offers courses required for transfer to a four-year college or university for students majoring in music specifically intended for baccalaureate programs related to Music or Music Business.

Curricular Information: The proposed requirements for the Associate in Fine Arts (A.F.A.) in Music Production fall within acceptable limits as defined by the Administrative Rules of the Illinois Community College Board and are consistent with the Illinois Articulation Initiative (IAI) Panel recommendations. The proposed degree mirrors the existing A.F.A. in Music Performance degree program offered at the college. The proposed A.F.A. degree is closely aligned with lower division coursework at universities offering bachelor’s degree programs in music and music business, offering students a seamless articulation process when transferring to a four-year institution. Students must complete 28 credit hours of required general education coursework, 21 credit hours of required music production coursework, 11 credit hours in music mechanics coursework, two (2) credit hours in applied music, and two (2) credit hours in music electives. Assessment of student learning will be achieved through evaluation of a student portfolio prior to program completion/transfer by ECC faculty. All facilities and equipment are currently in place to support the program including music recording studio classrooms, music rehearsal rooms, music study classrooms, music technology computer labs, performance classrooms, practice rooms, and professional-level performance venues.

The program will require three (3) full-time and three to six (3-6) part-time faculty to implement the program. All faculty meet the requirements for teaching baccalaureate/transfer courses including Master's degrees in Music and at least 10 years of work and/or teaching experience. The program will otherwise be supported fiscally through student tuition and fees.

Justification for Credit hours required for the degree: The curriculum was designed to provide a pathway for transfer while also building students' core music production skills and performance experience. ECC has partnered with Columbia College, Chicago, IL to develop a program that will offer students the biggest benefit of transfer and applied music production skills in pursuit of a related baccalaureate degree.

Accrediting Information: Elgin Community College is accredited by the Higher Learning Commission. No specialized accreditation is required for this program.

Harper College
Respiratory Care A.A.S. degree (69 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as respiratory care technicians, leading to national credentialing as a Registered Respiratory Technician (RRT).

Catalog Description: This 69 credit-hour Respiratory Care Science degree program prepares students to practice as nationally credentialed respiratory care practitioners serving as key members of the healthcare team. Skilled in assessing patients with breathing disorders in the emergency room, intensive care units and many other areas in healthcare facilities, respiratory therapists work directly with physicians on newborn, pediatric or adult patients to analyze oxygen levels and breathing difficulty. Therapists administer prescribed medications to relieve breathing distress, provide pulmonary/lung therapies, and conduct lung diagnostics for all ages. Graduates find employment in many settings such as hospitals, pulmonary rehabilitation clinics, doctors' offices, sleep labs, homecare, and air-life transport teams as they provide direct patient care in the emergency room, newborn/pediatric/adult intensive care units, and many other essential areas. Respiratory care students will attend lab and lecture classes and engage in experiential clinical rotations in area hospitals. The proposed A.A.S. degree program is seeking accreditation from The Commission on Accreditation for Respiratory Care (CoARC) which will qualify graduates to sit for national board credentialing exams to become a Registered Respiratory Therapist (RRT) through the National Board for Respiratory Care immediately upon degree completion.

Curricular Information: The curriculum includes 16 credit hours of required general education, and 53 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, fundamentals of respiratory care, pharmacology for respiratory care, introductory and advanced levels of respiratory care instrumentation, cardiopulmonary anatomy/physiology, cardiopulmonary disease, critical care concepts, mechanical ventilation, neonatal/pediatric respiratory care, respiratory care rehabilitation/diagnosis, respiratory care research, four (4) levels of respiratory care clinical practice, and a required internship in respiratory intensive care. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning experience by program faculty and the worksite supervisor.

The curriculum was developed according to standards outlined by the Commission on Accreditation for Respiratory Care (CoARC) for education in respiratory care. Completion of an accredited program qualifies graduates to sit for the Registered Respiratory Therapist (RRT) credentialing exam through the National Board for Respiratory Care immediately.

Accrediting Information: Harper College is accredited by the Higher Learning Commission. Program accreditation through the Commission on Accreditation for Respiratory Care (CoARC) is required for students to be eligible for national credentialing as a Registered Respiratory Therapist (RRT).

Item #10.1
June 17, 2022

The college will be able to apply for conditional accreditation once all state-level approvals have been granted. This allows students to sit for the national credentialing exam immediately. Following the first class of students completing and taking the national credentialing exam, the college will complete a programmatic self-study and a site visit will be conducted. Full accreditation is awarded retroactively upon completion of the site visit.

Justification for Credit hours required: Content and clinical practice contact hours meet the criteria for program accreditation and student credentialing outlined by the Commission on Accreditation for Respiratory Care (CoARC).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for respiratory therapists is expected to increase statewide around 10/7% through the year 2028.

Based on information provided by the college, CoARC is considering adjusting their educational requirement to the A.A.S. degree as the entry-level point for advanced hiring, rather than a Bachelor's degree. As such they are looking to increase the number of accredited programs at the Associate's level to develop more pathways with baccalaureate programs. Harper College has been working with Roosevelt University to allow articulation as a junior into their Respiratory Care Bachelor of Science (B.S.) degree program.

Table 1: Employer Partners

Employer	Location
Rush Hospital	Chicago, IL
Alexian Brothers Hospital	Elk Grove Village, IL
St. Alexius Medical Center	Hoffman Estates, IL
Amita Health	Arlington Heights, IL
Northwest Community Hospital	Arlington Heights, IL

Table 2: Projected Enrollments

Respiratory Care AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	30	32	34
Part-Time Enrollments:	-	-	-
Completions:	-	30	32

Financial / Budgetary Information: The program will require one (1) new full-time faculty the first year with additional full- and part-time faculty added over years two and three. Qualified faculty will hold a Bachelor's degree in Respiratory Care or a closely related healthcare field, hold current National Board credentialing as an RRT, have at least four (4) years work experience, and at least two (2) years teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$55,000	\$58,000	\$62,000
Administrator Costs	-	-	-
Other Personnel costs (adjunct)	-	\$3,500	\$7,500
Equipment Costs	\$25,000	\$2,500	\$2,500
Library/LRC Costs	\$500	\$500	\$500
Facility Costs	-	-	-
Other (Supplies/Travel)	\$1,400	\$1,400	\$1,400

TOTAL NEW COSTS	\$81,900	\$65,900	\$73,900
------------------------	-----------------	-----------------	-----------------

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	1	1	0	1
Existing Faculty	0	0	1	0	2	1

Illinois Central College
Diagnostic Medical Sonography A.A.S. degree (77 credit hours)

Program Purpose: The program will prepare individuals for employment as registered diagnostic medical sonographers in a variety of healthcare settings.

Catalog Description: The Diagnostic Medical Sonographer is a highly skilled professional who uses equipment producing high-frequency sound waves to create diagnostic images of human anatomy for medical interpretation by a physician. Ultrasound imaging is used on many parts of the body, including the abdomen, heart, blood vessels, and the developing fetus of a pregnant woman. The mission of the Diagnostic Medical Sonographer Program is to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This is a six-semester, full-time day program that provides both theoretical and clinical instruction in diagnostic medical sonography in the specialty areas of obstetrics and gynecology, abdomen, and vascular technology at the ICC Peoria Campus, at hospitals, and at other health care organizations in the local and surrounding areas. Upon completing the program, graduates are eligible to apply for the national certification exam in diagnostic medical sonography through the ARRT (American Registry of Radiologic Technologists).

Curricular Information: The curriculum requires 19 credit hours of required general education coursework, 46 credit hours of career and technical education coursework, and 12 credit hours in diagnostic medical sonography clinical practice. This includes 16 credit hours of pre-requisite coursework students must complete before starting their sonography coursework. Career and technical coursework includes instruction in human anatomy and physiology, medical terminology, sectional anatomy for diagnostic imaging, introductory and advanced levels of ultrasound physics and instrumentation, abdominal sonography, abdominal and small parts sonography, introductory and advanced levels of obstetrics and gynecology sonography, introductory and advanced levels of vascular sonography, special sonographic exams, patient care, comprehensive sonographic review, and three (3) levels of diagnostic medical sonography clinical practice. The curriculum was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS) to prepare graduates for necessary credentialing as a Registered Diagnostic Medical Sonography (RDMS) through the American Registry of Diagnostic Medical Sonography (ARDMS) or for the national certification exam in diagnostic medical sonography through the American Registry of Radiologic Technologists (ARRT).

Assessment of student learning will be achieved through evaluation of the student's performance during their clinical learning experience and through a practice registration exam.

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the course content and contact hours in clinical practicum required for accreditation by the CAAHEP JRC-DMS and for students to earn credentialing through the ARDMS. The curriculum includes 16 credit hours of pre-requisite coursework in human anatomy and physiology, medical terminology, sectional anatomy for diagnostic imaging, mathematics and foundations in physics required before beginning sonography coursework.

Accrediting Information: Illinois Central College is accredited by the Higher Learning Commission. The program must be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)-Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS). The college will apply for accreditation once one full class of students has completed. Students are eligible to sit for the Registered Radiologic Technician (RRT) credentialing exam through the ARRT (American Registry of Radiologic Technologists) upon completion of the program. Once accredited, students may also sit for the RDMS (Registered Diagnostic Medical Sonography) exam through the American Registry of Diagnostic Medical Sonographers (ARDMS).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “diagnostic medical sonographers” is expected to increase by 7.2% Statewide through 2028. Nationally, growth in this occupation is expected to increase by 14%, according to the U.S. Department of Labor-Bureau of Labor Statistics. The college is seeking regional classification for this program and has provided support from the following neighboring community college districts: Carl Sandburg College, John Wood Community College, Richland Community College, and Spoon River College. Regional classification for the proposed curriculum will allow the college to offer their program to a wider audience as in-district students.

Table 1: Employer Partners

Employers	Location
OSF Medical Center	Peoria, IL
Unity Point Health Methodist	Peoria, IL
Unity Point Health Proctor	Peoria, IL
Unity Point Health Pekin	Pekin, IL
St. Joseph Medical Center	Bloomington, IL
Carle Broman Medical Center	Normal, IL
Graham Hospital	Canton, IL
Carle Eureka Hospital	Eureka, IL

Table 2: Projected Enrollments

Diagnostic Med Sonography AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	0	0	0
Completions:	8	12	16

Financial / Budgetary Information: One (1) new full-time and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate’s degree in a related healthcare field from an accredited program; Program Director must have at least a Bachelor’s degree in Diagnostic Medical Sonography, both positions must hold a current RDMS credential, at least two (2) years of work experience as a diagnostic medical sonographer, and one year teaching experience preferred. All facilities are adequately in place. Costs associated with implementation relate to hiring qualified faculty and equipment expenditures. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$103,824	\$128,971	\$186,858
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	\$215,000	\$82,500	\$10,000
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-

Other	-	-	-
TOTAL NEW COSTS	\$318,824	\$211,471	\$196,858

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	1	1	0	0
Existing Faculty	0	0	1	1	2	2

John A. Logan College
Digital Media Technology A.A.S. degree (62 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment and advancement opportunities in the field of digital media technology.

Catalog Description: The A.A.S. degree program in Digital Media Technology focuses on the application of computer technology in the area of digital publishing media. This provides core skills in the areas of typography, layout, graphic design, animation, videography, and multimedia production so that students can find employment in the commercial printing, multimedia publishing, social media marketing, and web design. Industry standard software and hardware is applied in this program.

Curricular Information: The curriculum includes 15 credit hours of required general education, and 47 credit hours of required career and technical education coursework. The career and technical component include instruction in advertising, production design technologies, packing design, introductory web design, interactive design, introductory and advanced layout design, symbolism and logo design, photography, digital imaging technology, branding and multimedia design, animation, video production, typography, video game industry and design, and a required internship in the digital media technology field. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning experience by program faculty and the worksite supervisor.

Accrediting Information: John A. Logan College is accredited by the Higher Learning Commission. No specialized accreditation is required for this program.

Justification for Credit hours required: Content included in this curriculum reflects the coursework identified by the Program Advisory Committee for preparing graduates for local employment. This includes a required college success course (1ch) and work-based learning course (1ch). The proposed curriculum updates and replaces an existing degree program in this field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to graphic design, social media technology, and web development are expected to increase statewide around 3% through the year 2028. Locally, the college reports strong support from local employers for an educational program in digital media design and marketing. There are currently no other related programs within the college’s district or in surrounding districts.

Table 1: Employer Partners

Employer	Location
Spectrum Graphics	Murphysboro, IL
Silkworm	Murphysboro, IL
MultiMedia Designs	Herrin, IL
Rikki Rogers Graphic Designs	Marion, IL
Hill Printing	Marion, IL
Wesley’s Custom Graphics	Marion, IL

Graphics Impressions
Artworks Custom Graphics
Growing Media
Arthur Agency

Marion, IL
Carterville, IL
Carbondale, IL
Carbondale, IL

Table 2: Projected Enrollments

Digital Media Tech AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	20	40	40
Part-Time Enrollments:	3	6	6
Completions:	0	32	32

Financial / Budgetary Information: The program will require one (1) new full-time and one (1) existing part-time faculty the first year. Qualified faculty will hold a Bachelor’s degree in Digital Media or Graphic Design, have at least five (5) years work experience, and at least one (1) year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$63,341	\$64,833	\$66,325
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$63,341	\$64,833	\$66,325

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	0	0	0
Existing Faculty	0	1	1	1	1	1

Olive-Harvey College
Cannabis A.A.S. degree (61 credit hours)
Cannabis Processing Technician Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in the cannabis industry.

Catalog Description-Cannabis Studies A.A.S. degree: The completion of this pathway prepares individuals to work in the various scientific aspects of the cannabis industry as well as the legal, compliance, cultivation, advocacy and business aspects of the industry. Individuals will have the opportunity to advance directly into the industry or pursue STEM related curriculum at a 4-year institution. There is also a possibility of credit transfer based on individual evaluation of the student’s choice of institution.

Catalog Description-Cannabis Processing Technician Advanced Certificate: purpose is to permit individuals to continue in the Cannabis Studies pathway by pursuing the advanced certificate that allows them to gain an understanding of the scientific and processing components of the industry, including the cultivation and the social implications of the cannabis industry from a historical, structural and advocacy lens. Individuals will be prepared to advance in the cannabis industry from an equitable perspective. In addition, processing and extraction techniques are taught in this certificate and can lead towards careers in cultivation facilities or labs.

Curricular Information: Cannabis Studies A.A.S. degree – The curriculum includes 16 credit hours of required general education coursework, 36 credit hours of required career and technical education coursework and nine (9) credit hours of related technical electives. The career and technical education coursework includes instruction in introduction to cannabis studies, cannabis and the law, entering the cannabis industry, restorative justice in cannabis, cannabis quality and compliance, cannabis processing, hemp horticulture and processing, introduction to medicinal cannabis, cannabis science, and business computer applications. This program includes content developed according to guidelines developed by the Illinois Department of Financial and Professional Regulation (IDFPR) for obtaining the Responsible Vendor Certification.

Curricular Information: Cannabis Processing Technician Advanced Certificate – The certificate curriculum includes a 30ch subset of coursework required in the degree. This includes instruction in introduction to cannabis studies, cannabis and the law, plant propagation, and entering the cannabis industry, restorative justice in cannabis, cannabis quality and compliance, cannabis processing, and business computer applications. This program includes content developed according to guidelines developed by the Illinois Department of Financial and Professional Regulation (IDFPR) for obtaining the Responsible Vendor Certification.

Assessment of student learning in both programs will be achieved through a cumulative coursework portfolio evaluation. The educational portfolio will include artifacts of the students' performance and progression through course objectives and program outcomes.

The college also currently offers a 16-credit hour Dispensary Operations Certificate that fully articulates towards the proposed A.A.S. degree and partially towards the proposed Advanced Certificate.

Accrediting Information: Olive-Harvey College is accredited by the Higher Learning Commission. The college is approved to offer cannabis training through the Illinois Department of Financial and Professional Regulation (IDFPR).

Justification for Credit hours required: The A.A.S. degree exceeds 60 credit hours by one (1) credit hour. General education requirements include a math course at four (4) credit hours. Further, the content included, as supported by the Program Advisory Committee, allows students to earn their Responsible Vendor license and Occupational Health & Safety Administration (OSHA) training. These credentials are necessary for employment in the cannabis industry.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to Leafly's job report on the cannabis industry, Illinois ranks tenth among all states with the highest number of jobs in 2019. Further, a study by BDS Analytics found that by 2025, Illinois is expected to see nearly 60,000 jobs statewide in this industry. Olive-Harvey College's programs have the support of the City of Chicago's Mayor's Office and the State of Illinois' Governor's Office. The college has requested statewide classification for the proposed curricula, which will allow the college to offer their program to a wider audience as in-district students.

Table 1: Employer Partners

Employer	Location
Cabrini Green Legal Aid	Chicago, IL
Chicago NRML	Chicago, IL
Origo Labs	Chicago, IL
Cresco Labs	Chicago, IL
Gromentum Lab	Chicago, IL
Grow Greater Englewood	Chicago, IL
Minority Cannabis Business Association	Chicago, IL
PharmaCann	Chicago, IL
Super Critical	Chicago, IL
Team Human Cultivation	Deerfield, IL
Illinois Women in Cannabis	Highland Park, IL
GTI	Chicago, IL

Table 2: Projected Enrollments

Cannabis Studies AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	25	45	50
Part-Time Enrollments:	20	40	50
Completions:	-	18	25

Table 2: Projected Enrollments

Cannabis Proc Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	15	15	20
Part-Time Enrollments:	30	35	40
Completions:	7	22	27

Financial / Budgetary Information: The programs will require one (1) new full-time, two (2) new part-time, one (1) existing full-time, and eight (8) existing part-time faculty the first year. Qualified faculty will hold an appropriate educational background for each cannabis-related course. This may include educational background in cannabis, agriculture, biology, and/or business. Faculty will also have at least one (1) year work experience and teaching experience is preferred. The college was awarded an Illinois Workforce Equity Grant for the last three (3) years which has provided funding for the exploration, planning and development of these curricula. The college has also received private donations from local businesses with the specific purpose of supporting these programs. Further, the Mayor’s Office of Chicago has provided funding to the college to support curriculum development, faculty costs, and student development. Otherwise, the program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$72,000	\$75,860	\$79,775
Administrator Costs	-	-	-
Other Personnel costs (Admin Asst)	\$48,000	-	-
Equipment Costs	\$1,500	\$1,600	\$1,700
Library/LRC Costs	\$5,000	\$5,000	\$5,000
Facility Costs (Greenhouse)	\$10,000	\$10,000	\$10,000
Other (Accreditation, Prof Dev)	\$3,800	\$4,350	\$11,200
TOTAL NEW COSTS	\$140,300	\$96,810	\$107,675

Table 4: Faculty Requirements

	<u>First Year</u>		<u>Second Year</u>		<u>Third Year</u>	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	2	1	3	1	2
Existing Faculty	1	8	2	10	3	13

Rock Valley College
Medical Assistant A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment, as well as advancement opportunities, as medical assistants in a variety of healthcare settings.

Catalog Description: The Medical Assistant is a multi-skilled allied health professional who works primarily in ambulatory settings such as medical offices and clinics. The Medical Assistant functions as a member of the health care delivery team by performing a variety of administrative tasks and by assisting with clinical procedures to facilitate the work of the physician. The Medical Assistant is essential for the smooth workflow of the medical office.

The two-year Associate of Applied Science (AAS) Medical Assistant Program at Rock Valley College prepares graduates in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the entry level Medical Assistant. The program follows the Medical Assisting Education Review Board (MAERB) core curriculum required by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Instruction is delivered in the classroom, skills lab, and clinical setting including a final 200-hour non-paid externship in a physician’s office.

Curricular Information: The curriculum requires 18 credit hours of general education, 38 credit hours of required career and technical education coursework, and four (4) credit hours in work-based learning. Career and technical coursework includes instruction in medical terminology, medical ethics, medical office insurance, medical coding, introductory health information technology, health care revenue cycle, introductory through intermediate medical assisting, patho-pharmacology for medical assisting, introductory through intermediate medical assistant clinical procedures, medical assistant seminar, and a required work-based learning component in medical assisting. Assessment of student learning will be achieved through evaluation of the student’s performance during their work-based learning experience. The program will prepare graduates for optional credentialing through the American Association of Medical Assistants (AAMA) as a Certified Medical Assistant (CMA) and/or a Registered Medical Assistant (RMA).

Justification for Credit hours required for the degree: NA.

Accrediting Information: Rock Valley College is accredited by the Higher Learning Commission. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits allied health education programs in this field. The proposed curriculum was developed according to industry standards under the guidelines of the CAAHEP upon recommendation of the Medical Assistant Education Review Board (MAERB).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “medical assistants” is expected to increase by 6.1% Statewide through 2028. The college has offered a non-credit medical assisting course in the past and more recently local employers have expressed an interest in hiring credentialed workers. The proposed program would fulfill the interests of non-credit course completers with a pathway to a college credential and serve local employers’ needs for industry-recognized credentials.

Table 1: Employer Partners

Employers	Location
Crusader Community Health	Rockford, IL
Mercy Health	Rockford, IL
OrthoIllinois	Rockford, IL
OSF Medical Group	Rockford, IL
UW Health	Rockford, IL

Table 2: Projected Enrollments

Medical Assistant AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	10
Part-Time Enrollments:	0	0	0
Completions:	0	8	8

Financial / Budgetary Information: One (1) full-time faculty member and two to three (2-3) part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate's degree in Medical Assisting, hold a current CMA or RMA credential, at least two (2) years of work experience as a medical assistant, and two (2) years teaching experience preferred. All facilities are adequately in place to support the program. Costs related to equipment, consumable supplies and accreditation are budgeted for accordingly. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$2,800	\$2,800	\$2,800
Administrator Costs	\$71,000	\$72,000	\$73,000
Other Personnel Costs (Travel to clinical sites)	\$600	\$600	\$600
Equipment Costs (Autoclave)	\$5,000	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (Consumables)	\$2,300	\$1,200	\$1,200
TOTAL NEW COSTS	\$81,700	\$76,600	\$77,600

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	2-3	0		0	0
Existing Faculty	1	0	1	2-3	1	2-3

Item #11.1
June 17, 2022

UNAPPROVED

Agenda
450th Meeting of the
Illinois Community College Board

Heartland Community College
Room CCB 1406/07
1500 W. Raab Road
Normal, IL

March 25, 2022

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 25, 2022 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Craig Bradley, An-Me Chung, Teresa Garate, Nick Kachiroubas, Paige Ponder, Lynette Stokes, and Jaleel Harris, Student Board member, were present. Suzanne Morris, Larry Peterson, and Terry Bruce were absent. A quorum was declared.

Item #2 – Announcements and Remarks by Dr. Lazaro Lopez, Board Chair

Chair Lopez began by thanking Dr. Keith Cornille, President of Heartland Community College, for hosting this Board meeting and also gave a brief overview on the tour at the Rivian plant and thanked Dr. Cornille for organizing the tour for the Board. He then went on to congratulate South Suburban College who won the national basketball title this season in National Junior College Athletic Association Division II, remaining unbeaten through 26 games. The title has been held by Danville Area College for the past 26 years. Also, Southeastern Illinois College was recognized as the top community college squad at the International Forensics Association's 32nd Annual Speech and Debate Tournament. This followed their win on March 5th of the two-year college division at the Illinois Intercollegiate Forensic Association's state championship meet.

On behalf of the Board, Chair Lopez went on to offer Condolences for staff member Jennifer Foster's loss of her husband, Israel Foster.

He went on to make some brief comments on the Governor's budget proposal. Among the other potential gains for the system, he voiced his support for the PATH program, which is proposed to meet shortages of workers in the healthcare industry that have been exasperated by the COVID 19 pandemic. And to expand the opportunities of individuals in certain healthcare pathways to obtain credentials and degrees that allow them to advance their careers in the healthcare industry, which is timely and needed given the strain the pandemic has put on the state's healthcare system. Staff member, Jennifer Franklin, will give a further in-depth presentation on the Governor's budget proposal later in the meeting.

Chair Lopez acknowledged and thanked Dr. Ngozi Ezike, who left her post as the Director of the Illinois Department of Public Health on March 14th, after two years of leading the state through the COVID-19 pandemic. Over the years, her leadership for both the community colleges and K-12 sector has made a big

impact. She has dealt such an incredibly tough situation during the COVID pandemic. She approached the job with incredible grace and composure and lead the state, with Governor Pritzker, based on the science and always with an eye to saving lives. The full article can be viewed: <https://chicago.suntimes.com/2022/3/1/22956872/ngozi-ezike-pritzker-public-health-chief-stepping-down-resignation-covid-coronavirus>

ICCB will be joining the 48 community colleges in celebrating Community College Month in April. As an agency, ICCB intends to highlight the colleges on social media and to send out information on the colleges throughout the month. The Executive Director will also be doing radio and television interviews throughout the month of April. The Illinois Community College Marketing Collaborative (ICCMC) is encouraging the colleges in their respective regions to provide content to support the ICCB's statewide social media campaign as well. They group has agreed on a hashtag for each college, ICCB, and ICCTA to use on social media postings for the month of April: #4everystudent4everycommunity. It is encouraged as Board members to take advantage of any opportunities to highlight the important work that community colleges do.

Regarding the June Board meeting, unfortunately, space to accommodate the ICCB Board meeting during the Illinois Community College Trustees meeting on June 10th could not be found. So, the ICCB Board meeting will take place on June 17th at the ICCB offices in Springfield. Adjustments will be made to the location and calendar as it relates to the retreat. The retreat will take place on September 15th with the Board meeting on September 16th. These meetings will also be moved to Southern Illinois, John A. Logan College, which will allow member Peterson to host a reception for the Board and for the local presidents and trustees. This is on the agenda for a vote today.

Finally, Chair Lopez concluded by acknowledging and thanking Deputy Governor Torres for making the trip to Heartland Community College to provide some perspective to the Board from the Governor's Office.

Item #3 - Welcoming Remarks from Dr. Keith Cornille, President of Heartland Community College

Dr. Keith Cornille gave a brief welcome and thanks to the Board for holding their March Board meeting at Heartland Community College. It was a pleasure to set up and take the tour of the Rivian plant with the Board members yesterday. Dr. Cornille also announced the college's women's soccer team won the Division 2 National Championship.

Item #4 - Comments by Deputy Governor Martin Torres

Deputy Governor of Education Martin Torres traveled to Heartland Community College to address the Illinois Community College Board members. Deputy Governor of Education Torres served as Deputy Policy Director of Pritzker's first campaign for Governor, and later in the administration as a Senior Policy Advisor and then the First Assistant Deputy Governor for Education. He has played a critical role in coordinating the administration's COVID-19 response in classrooms and communities across Illinois. In particular, he oversaw the execution of the Governor's p-20 agenda, working to revitalize learning and teaching for students and educators through a holistic and practical approach. Previously, Deputy Governor of Education Torres spent eight years at the Latino Policy Forum, where he served as Associate Director and managed the organization's state policy agenda. During his leadership at the Forum, he negotiated a significant increase in funding for bilingual education during the transition to an evidence-based funding model for K-12 schools, he served as an appointed member of the Illinois Early Learning Council, and he partnered with lawmakers to pass legislation that increased transparency surrounding the demographic composition of state boards and commissions. Mr. Torres succeeds former Deputy Governor of Education Jesse Ruiz, who announced his departure from the public sector on August 25, 2021.

Deputy Governor of Education Martin Torres spoke to the Board briefly on issues pertaining to community colleges in Illinois and to provide some perspective from the Governor's Office.

Item #5 - Board Member Comments

There were no comments.

Item #5.1 - Illinois Board of Higher Education Report

Dr. Teresa Garate stated the IBHE met on March 15 and focused on equity with in depth panel discussions and presentations.

Item #6 – Executive Director Report

Executive Director Brian Durham began by drawing the attention to the two information items on the agenda. Lumina Grant and the Collaboration with the Partnership for College Completion. In recognizing the WEI program as a national model, the Lumina Foundation granted ICCB \$745,200 to focus on strengthening employer connections in the program. ICCB received support through the Lumina Foundation in the amount of \$745,200 to implement the Employment Connection Project: help colleges increase employment outcomes; strengthen the ICCB’s ability to obtain data for research and to track individual job attainment and retention in high demand jobs that pay 30% above the regional living wage; and working in conjunction with Jobs for the Future. Colleges will address their plans to engage employers. The ICCB is collaborating with the Partnership for College Completion on the Building Capacity Across Illinois to Scale Corequisite Supports project that is focused on providing support to colleges and college faculty on the implementation of corequisite remediation and the development of implementation plans as mandated by the Development Education Reform Act. This project also includes provisions for the establishment of a Development Education Faculty Advisory Committee, made up of participating industrial faculty in the project. The project is funded by the Ascendium Foundation and includes \$25,000 of funding to the ICCB for participation.

Dr. Durham announced that Leonard Cruise has been hired to lead the East St. Louis Higher Education Campus. As director, Cruise will act as liaison between the campus partners that manage and deliver programs and the ICCB.

And finally, Executive Director Durham stated the advisory committee of the ECACE Consortium met last week. The IGA is signed on our end and waiting on DHS. Colleges will be notified next week of their awarded amounts pending finalized IGAs. Most of this work will be taking place in the upcoming fiscal year.

Item #7 - Advisory Organizations

Item #7.1 - Student Advisory Council

Student Board member, Jaleel Harris, stated the council met and discussed what advocacy means to them. There were updates on classes moving to virtual and the barriers students are facing, which includes campus participation and declining enrollment. The Council continued to work on a resolution on student issues and leadership development and the new student representatives were chosen.

Item #7.2 – Illinois Council of Community College Presidents

Dr. Jonathan Bullock stated the council had a new presidents retreat in late January. Dr. Durham gave an ICCB overview. They also had in depth discussions about data and cybersecurity. The Council heard from Vanessa Whaley & Steven Schuetz: Why Enrollment Futurist is Part of Your Job Description. Part of the discussion outlined: Wish you could foresee long-term trends in local workforce needs and community demographics to adequately assess and plan for the implications to your institution; Demographic trends and new student numbers are important; As your institution’s futurist, you must know which trends and metrics to track to determine whether your prospective students are moving towards you or away from you; You must attract, engage, and enroll students – while refining your full student lifecycle, to pinpoint opportunities and remove barriers. Also in this session, they outlined what is required to create a shared, articulated action plan firmly committed to being student-centered and based on the institution's vision of the ideal student experience.

Enrollment management is rooted to your data-driven road map and a methodology which acknowledges your distinct market identity, student motivations, unique communication approaches and optimized recruiting, admission, and advising processes.

They also discussed: P-20, Learning Renewal, and Sustaining Best Practices. Critical issues for the Council were outlined: Joint letter on local control; Discussion on National Student Clearinghouse information; supply and Demand Analysis for Community College Baccalaureate; Vaccination & Testing requirements; and sharing of best practices and update on items of interest from each College.

Item #8 - Committee Reports

Item #8.1 - Academic, Workforce, and Student Support Committee

The committee met on the morning of March 25th at 8:00a with Teresa Garate, Nick Kachiroubas, Paige Ponder, Craig Bradley, Jaleel Harris, Marcus Brown, Whitney Thompson, and Jeff Newell. The following items were discussed: Diversity, Equity, and Inclusion (DEI) Update-ICCB DEI Plan and the ICCCA- Diversity Commission; Statewide Adult Education Outreach Campaign; Agenda Item Updates: FY21 Adult Education and Literacy Report to the Governor and General Assembly, modification to the WIOA Unified State Plan, Lumina Grant, and Collaboration with the Partnership for College Completion; New Units were also reviewed.

Item #8.2 - Finance, Budgeting, Accountability and External Affairs Committee

The committee meeting was cancelled.

Item #8.2a – Presentation on Governor’s Fiscal Year 2023 Budget Recommendations

On February 2, 2022, Governor Pritzker unveiled his proposed fiscal year 2023 budget in a virtual address to the General Assembly. Despite the worst pandemic in a century, Illinois is in its best fiscal position in years. The Governor’s proposed fiscal year 2023 general funds budget of \$45.4 billion includes an increase of \$15.8 million for community college and adult education system. These funds provide for a 5.0 percent increase in base operating grants (+ \$9.0 million), equalization grants (+ \$3.6 million), City Colleges of Chicago grant (+ \$0.6 million), adult education grants (+ \$1.7 million), and career and technical education grants (+ \$0.9 million). The proposed higher education budget also \$25.0 million for the creation of the Pipeline for the Advancement of the Healthcare (PATH) Workforce grant in direct response to the shortage of healthcare workers during the pandemic, which will allow community college system, participants to obtain certificates and degrees in the shortest possible time and benefit from wraparound student support services. Additionally, the proposed budget includes increases to MAP grants of \$122.0 million, to increase the maximum grant award to more students and to expand the program to those working towards shorter-term credentials not previously eligible for financial aid. Finally, the Governor recommended working with stakeholders to address deficits within the Community College Insurance Program and the proposed budget included an additional \$50 million state contribution toward paying the deficit in fiscal year 2023.

The Governor’s proposal does not include recommendations for new capital construction but does include the reappropriation of projects from the Rebuild Illinois capital program. This six-year program included \$479 million for new capital projects and statewide deferred maintenance at community colleges. Although the projects have been appropriated, the State must still issue bonds to finance the projects and authorize the release of funding before the projects can commence. A presentation was given to the Board on the specifics of the Governor’s proposed budget.

Item #9 - Presentation on the Rend Lake College and Southeastern IL College Institutional and Academic Alliance

At the ICCB December Board meeting, the Board approved the Institutional and Academic Alliance Intergovernmental Agreement between Rend Lake College and Southeastern Illinois College. This

agreement reflected years of these two colleges working collaboratively in an effort to strengthen their institutions during challenging times of decreased enrollment, funding, and resources. This mutually beneficial relationship has been a collaborative effort that has impacted academic offerings, student services, and campus operations. The sharing of certain programs and services has maximized the utilization of finances, facilities, equipment, and personnel of each institution to provide educational services which might otherwise be impracticable for either of the parties individually. During this Board meeting, Mr. Terry Wilkerson, President of Rend Lake College, and Dr. Jonah Rice, President of Southeastern Illinois College, came to give the Board a brief overview of the background and all their efforts during this alliance.

Item #10 - New Units

Item #10.1 - Black Hawk College, Illinois Valley Community College, Lincoln Land Community College, Southwestern Illinois College, Triton College

Paige Ponder made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- Occupational Therapy Assistant Associate in Applied Science (A.A.S.) degree (65 credit hours)

Illinois Valley Community College

- Dental Hygiene A.A.S. degree (71 credit hours)

Lincoln Land Community College

- Diagnostic Medical Sonography A.A.S. degree (66 credit hours)

Southwestern Illinois College

- Ag Business Management A.A.S. degree (64 credit hours)

Triton College

- Supply Chain Management Certificate (30 credit hours)

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #11 - Adoption of Minutes

Lynette Stokes made a motion, which was seconded by Craig Bradley, to approve the following motion:

Item #11.1 - Minutes of the January 28, 2022 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the January 28, 2022 meeting as recorded.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #12 - Consent Agenda

Nick Kachiroubas made a motion, which was seconded by An-Me Chung, to approve the following items:

Item #12.1 - Revised Calendar Year 2022 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the REVISED Calendar Year 2022 Board

Meeting Dates and Locations listed below:

Calendar Year 2022 Board Meeting Dates and Locations

January 28

9:00 a.m. – ~~Harry L. Crisp II Community College Center, Springfield~~ Virtual

March 25

9:00 a.m. – Heartland Community College, Bloomington

June 17

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

July

Subject to Call

~~August~~ September 15 - Board Retreat

TBD – John A. Logan College, Carterville

September 16

9:00 a.m. – ~~Richland Community College, Decatur~~ John A. Logan College, Carterville

December 2

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

Item #12.2 - Saluki Step Ahead Agreement Between Southern Illinois University Carbondale and Southwestern Illinois College

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreement between Southern Illinois University Carbondale and Southwestern Illinois College.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #13 - Information Items

There was no discussion.

Item #13.1 - Fiscal Year 2022 Financial Statements

Item #13.2 - Spring 2022 Legislative Session Summary

Item #13.3 - Fiscal Year 2021 Adult Education Report to the Governor and General Assembly

Item #13.4 - Fiscal Year 2022 Spring ICCB Enrollment Report

Item #13.5 - WIOA Unified State Plan Update

Item #13.6 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #13.7 - Lumina Foundation Funding: Employer Connection Project

Item #13.8 - Collaboration with the Partnership for College Completion: The Building Capacity Across Illinois to Scale Corequisite Supports Project

Item #14 - Other Business

There was no other business.

Item #15 - Public Comment

There was no public comment.

Item #16 - Executive Session

Item #16.1 - Employment/Appointment Matters and Item #16.2 - Review of Executive Session Minutes

Teresa Garate made a motion, which was seconded by Craig Bradley, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters and review of Executive Session Minutes** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
An-Me Chung	Yea	Lynette Stokes	Yea
Teresa Garate	Yea	Jaleel Harris	Yea
Nick Kachiroubas	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes. The Board entered executive session at 11:42 a.m.

* * * * *

Teresa Garate made a motion, which was seconded by An-Me Chung, to reconvene Public Session at 11:56 a.m.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Paige Ponder	Yea
An-Me Chung	Yea	Lynette Stokes	Yea
Teresa Garate	Yea	Jaleel Harris	Yea
Nick Kachiroubas	Yea	Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

At this time, Student Board member Jaleel Harris left the meeting.

Item #17 - Executive Session Recommendations

Item #17.1 - Employment/Appointment Matters

Teresa Garate made a motion, which was seconded by An-Me Chung, to approve the following motion:

The Illinois Community College Board authorizes the Executive Director to implement a cost of living adjustment that will not be lower than one percent (1%) or greater than four percent (4%) to all staff and adjust ranges as necessary, pending budget authority on July 1 for FY23.

A roll call vote was taken with the following results:

Craig Bradley	Yea		
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea

Item #11.1
June 17, 2022

Nick Kachiroubas Yea Lazaro Lopez Yea

The motion was approved. Student advisory vote: yes.

Item #18 - Approval of Confidentiality of Executive Session Minutes

Paige Ponder made a motion, which was seconded by Craig Bradley, to approve the following motion:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020; June 4, 2021; August 19, 2021; December 3, 2021 are to remain confidential. All other Executive Session Minutes are available for public inspection.

The motion was approved via unanimous voice vote. Student advisory vote: yes.

Item #19 - Adjournment

Craig Bradley made a motion, which was seconded by Teresa Garate, to adjourn the Board meeting at 11:58 a.m.

The motion was approved via unanimous voice vote.

Illinois Community College Board

CALENDAR YEAR 2023 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2023:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2023 Board Meeting Dates and Locations listed below:

Calendar Year 2023 Board Meeting Dates and Locations

January 27

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

March 24

9:00 a.m. – IL Valley Community College, Oglesby

June 2

9:00 a.m. – TBD – ICCTA Convention

July

Subject to Call

August

Board Retreat – TBD

September 15

9:00 a.m. – Richland Community College, Decatur

December 1

9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

*June Board meeting is held in conjunction with the ICCTA and Presidents' Council meetings.

Item #12.2
June 17, 2022

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS**

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2023.

BACKGROUND

Each fiscal year, the ICCB enters into interagency contracts, memorandums of understanding, and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S Department of Education, Career and Technical Education agreement with the Illinois State Board of Education, and data sharing agreements with the Illinois Department of Employment Security or the Illinois Student Assistance Commission.

Since several of the fiscal year 2023 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Item #12.3
June 17, 2022

Illinois Community College Board

AUTHORIZATION TO TRANSFER FUNDS AMONG LINE ITEMS

Each year, the Executive Director seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2023 appropriated operating line items, as needed.

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual Budget Implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2022 the rate was four percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

ICCB policy requires contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require the Executive Director to notify the Board Chair before execution, and those under \$5,000 require no Board approval or notification. At the beginning of each fiscal year, all known contracts are presented to the Board for approval.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2023 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Estimated Amount*</u>	<u>Contract Period</u>	<u>Description</u>
All funds /allocated	IL Community College System Foundation	\$576,832	7/01/22 – 6/30/23	Rental of Office Space
GED/GRF	Turn-Key Solutions International, Inc.	\$214,290	7/01/22 – 6/30/23	Sole Source Provider: High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	\$25,544	7/01/22 – 6/30/23	Sole Source Provider: Data submission to feds
Cap-It/ Apprenticeship	American Government Services, LLC	\$48,000	7/01/22 – 6/30/23	Access to Scaling Apprenticeship Program Management System
339- Contracts & Grants	Mursion	\$24,000	2/01/23 – 1/31/24	Access to Mursion Software: immersive virtual reality training
EDP	KLDiscovery Ontrack LLC	\$45,500- \$109,500	7/01/22 – 6/30/23	Emergency Procurement: Hard Drive Data Recovery

* Amounts are estimated based on the Fiscal Year 2022 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Item #12.5
June 17, 2022

Illinois Community College Board

**APPROVAL TO CHANGE THE NAME OF THE EAST ST. LOUIS HIGHER
EDUCATION CAMPUS**

On April 23, 2021, the Illinois House of Representatives adopted [House Resolution 50](#) (HR 50). The resolution, sponsored by Representative LaToya Greenwood, urges the General Assembly to change the name of the East St. Louis Higher Education Campus to the Wyvetter H. Younge Higher Education Campus. The Higher Education Campus is owned and managed by the ICCB through grants given for administration, education, and student services.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves changing the name of the East St. Louis Higher Education Campus to the Wyvetter H. Younge Higher Education Campus effective July 1, 2022.

BACKGROUND

The ICCB, through community college partnerships, provides community college services to the citizens of East St. Louis. Currently, Southwestern IL College provides Highway Construction programs, Adult Education services, and Workforce Equity Initiative programs at the Center. Lewis and Clark Community College recently has also provided programs on the campus. The ICCB also partners with SIU-E to share resources such as space, campus security, and maintenance. The ICCB will work with SIU-E to facilitate changing of signage on the campus.

State Community College of East St. Louis was officially created on August 8, 1969 and was funded entirely by state revenues and student tuition. On July 1, 1996, State Community College was closed and Metropolitan Community College was opened and remained open until 1998. Metropolitan Community College was closed in October of 1998, and the East St. Louis Higher Education Center was opened.

The Honorable Wyvetter H. Younge was one of the longest serving representatives in the Illinois House of Representatives. First elected to the House in 1975, Representative Younge was a tireless advocate for East St. Louis.

Illinois Community College Board

FISCAL YEAR 2022 FINANCIAL STATEMENTS

**Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
July 1, 2021 - May 31, 2022**

	FY 2022 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 48,460,000	\$ 42,083,418	86.8%
ADULT EDUCATION	33,887,700	30,405,352	89.7%
GED TESTING PROGRAM	1,148,000	466,853	40.7%
CAREER & TECH EDUCATION	18,069,400	17,789,931	98.5%
OFFICE ADMINISTRATION	2,083,900	1,780,629	85.4%
TOTAL	\$ 103,649,000	\$ 92,526,183	89.3%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 145,574,100	\$ 142,901,367	98.2%
TOTAL	\$ 145,574,100	\$ 142,901,367	98.2%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 62,000,000	\$ 6,696,087	10.8%
GED TESTING FUND	100,000	33,627	33.6%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	105,570,000	100.0%
TOTAL	\$ 167,770,000	\$ 112,299,714	66.9%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 22,507,191	\$ 12,906,009	57.3%
FEDERAL CAREER & TECH ED FUND	17,764,788	9,316,129	52.4%
ICCB FEDERAL TRUST FUND	525,000	228,625	43.5%
TOTAL	\$ 40,796,979	\$ 22,450,763	55.0%
GRAND TOTAL, ALL FUNDS	\$ 457,790,079	\$ 370,178,027	80.9%

* See detail on following pages

Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2021 - May 31, 2022

	FY 2022 Appropriation	Year-to-Date Expenditures	%
			Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,265,400	\$ 13,928,700	105.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,457,900	1,008,936	69.2%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	560,300	413,920	73.9%
Lincoln's Challenge Program	60,200	2,000	3.3%
Performance Grants	359,000	358,990	100.0%
Small College	548,400	548,388	100.0%
Alternative Schools Student Re-enrollment	3,000,000	3,000,000	100.0%
Transitional Math and English Development (TIME and DEI)	1,000,000	413,084	41.3%
Bridge and Transition	4,394,400	4,194,400	95.4%
Workforce Equity Initiative	19,400,000	18,215,000	93.9%
TOTAL	\$ 48,460,000	\$ 42,083,418	86.8%
OFFICE ADMINISTRATION			
TOTAL	\$ 2,083,900	\$ 1,780,629	85.4%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 22,651,000	\$ 20,258,620	89.4%
Adult Education Performance Grants	11,236,700	10,146,732	90.3%
TOTAL	\$ 33,887,700	\$ 30,405,352	89.72%
GED TESTING PROGRAM			
TOTAL	\$ 1,148,000	\$ 466,853	40.7%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	500,000	100.0%
CTE Administration	375,000	315,904	84.2%
CTE Formula	15,600,000	15,600,000	100.0%
CTE Early School Leavers Grants	615,000	508,932	82.8%
CTE Early School Leavers Administration	84,950	45,182	53.2%
CTE Corrections	894,450	819,913	91.7%
TOTAL	\$ 18,069,400	\$ 17,789,931	98.5%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 74,370,200	\$ 74,070,925	99.6%
Equalization	71,203,900	68,830,442	96.7%
TOTAL	\$ 145,574,100	\$ 142,901,367	98.2%
GRAND TOTAL	\$ 249,223,100	\$ 235,427,550	94.5%

Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2021 - May 31, 2022

FEDERAL FUNDS*

	FY 2022 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,205,727		\$ 9,177,209	56.6%
Federal Basic Leadership	2,255,414		1,316,459	58.4%
EL Civics Grants	2,720,690		1,445,100	53.1%
	<u>\$ 21,181,831</u>	<u>\$ -</u>	<u>\$ 11,938,768</u>	<u>56.4%</u>
ADMINISTRATION				
Federal Basic	\$ 982,165		\$ 674,640	68.7%
EL Civics	143,194		45,760	32.0%
Leadership	200,000		246,841	123.4%
	<u>\$ 1,325,360</u>	<u>\$ -</u>	<u>\$ 967,241</u>	<u>73.0%</u>
TOTAL	<u>\$ 22,507,191</u>	<u>\$ -</u>	<u>\$ 12,906,009</u>	<u>57.3%</u>
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,447,475		\$ 7,452,956	48.2%
Perkins Leadership	1,409,880		1,398,133	99.2%
Perkins Corrections	363,470		-	0.0%
Reserve	-		-	0.0%
	<u>\$ 17,220,825</u>	<u>\$0.00</u>	<u>\$ 8,851,089</u>	<u>51.4%</u>
ADMINISTRATION				
CTE Federal	\$ 993,992	\$ (450,029)	\$ 465,040	85.5%
TOTAL	<u>\$ 18,214,817</u>	<u>\$ (450,029)</u>	<u>\$ 9,316,129</u>	<u>52.4%</u>
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 228,625	43.5%
TOTAL	<u>\$ 525,000</u>	<u>\$ -</u>	<u>\$ 228,625</u>	<u>43.5%</u>
GRAND TOTAL, FEDERAL FUNDS	<u>\$ 41,247,008</u>	<u>\$ (450,029)</u>	<u>\$ 22,450,763</u>	<u>55.0%</u>

* Expenditures from these funds cannot exceed receipts.

**Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT**

**Special State Funds
July 1, 2021 - May 31, 2022**

SPECIAL STATE FUNDS*

	FY 2022 Appropriation	Year-to-Date Expenditures	%
			Expended
CONTRACTS AND GRANTS FUND			
GRANTS			
NGA		-	
NGA - early care		-	
Apprenticeship Grant		470,906	
ILCCO		10,350	
DHS CURES Grant		1,965	
CHSA Grant		690	
Lumina Grant		280,000	
Advance CTE		-	
ADMINISTRATION			
NGA		-	
NGA - early care		-	
Apprenticeship		75,061	
Tutoring Initiative		4,062	
ILCCO		-	
Advance CTE		-	
	10,000,000	\$ 843,034	1.4%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	27,000,000	5,815,643	
Early Childhood	25,000,000	37,410	
	\$ 52,000,000	\$ 5,853,053	
TOTAL	\$ 62,000,000	\$ 6,696,087	10.8%
GED TESTING FUND	\$ 100,000	\$ 33,627	33.6%
ICCB RESEARCH & TECHNOLOGY FUND	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 105,570,000	100.0%
GRAND TOTAL, SPECIAL FUNDS	\$ 167,770,000	\$ 112,299,714	66.9%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the Executive Director since the last Board meeting:

PERMANENT PROGRAM APPROVAL

Harper College

- Audio/Visual Arts Technology Certificate (22 credit hours)
- Health Education Endorsement Certificate (18 credit hours)

Lake Land College

- Crime Scene Technician Certificate (18 credit hours)

McHenry County College

- Cancer Registry Management Certificate (26 credit hours)

Olive-Harvey College

- Cannabis Applied Studies Certificate (15 credit hours)

Item #13.3
June 17, 2022

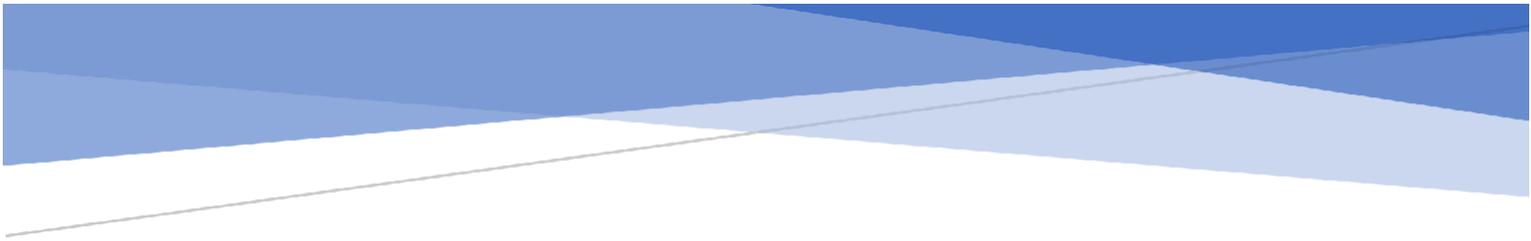
Illinois Community College Board

**ABILITY TO BENEFIT ALTERNATIVE STATE PLAN APPROVED BY THE U.S.
DEPARTMENT OF EDUCATION**

The ICCB received approval from the U.S. Department of Education for its Ability to Benefit Alternative State Plan on May 15, 2022. The ICCB submitted the Alternative State Plan in November 2021, after developing the plan over an 8-month period, engaging key stakeholders from adult education programs, community college leadership, financial aid, and other relevant partners. The purpose of Illinois' Ability to Benefit State-Defined Process is to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion. Forty-four (44) of the 48 community colleges are approved to carry out activities under this plan.

Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners who are participating in a career pathway program as amended in Public Law 114-113 under section 484(d)(2) of the HEA at a Title IV eligible institution to have access to financial aid. However, the two currently approved methods of ATB are underutilized due to the challenges they place on students. Thus, this alternative plan aims to overcome barriers to postsecondary attainment and scale ATB use.

Included in this item is the Ability to Benefit Alternative State Plan that was approved by the U.S. Department of Education by the ICCB, as well as the approval letter documenting the period in which the plan is active (July 1, 2022- May 15, 2025).



Illinois Ability to Benefit Alternative State Plan

Approved by the U.S. Department of Education, May 15, 2022



Table of Contents

Executive Summary	2
Section I: Background	4
Section II: Participating Institutions.....	5
Section III: Program Design	5
Section IV: Student Eligibility Criteria	6
Section V: Required Student Services.....	7
Section VI: Success Rate	8
Section VII: Data Collection and Reporting	10
Section VIII: Monitoring.....	10
Section IX: Corrective Action.....	11
Section X: Termination Clause.....	11
Appendix A: Allowable Career Clusters	12

Executive Summary

The purpose of Illinois' Ability to Benefit Alternative State Plan is to outline the state-defined process to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion. Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners who are participating in a career pathway program, as amended in Public Law 114-113 under section 484(d)(2) of the HEA to align with the definition of Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(7)), at a Title IV eligible institution to have access to financial aid.

The Illinois Community College Board (ICCB) convened a focus group of key stakeholders from adult education programs, community college leadership, financial aid, and other relevant partners to develop an Illinois Ability to Benefit Alternative State Plan which outlines an alternative method for ATB use beyond the two currently approved methods¹. The State Plan encompasses required expectations for participation, expected students services, outcome measures, and required data and accountability processes to support the educational acceleration of adults without a high school diploma, a population that is traditionally underserved and faces inequitable access to opportunities for postsecondary credential and degree attainment leading to economic self-sufficiency.

The ICCB conducted a survey in 2019 to understand ATB implementation in the community college system. The survey found that 19 institutions were implementing ATB in limited circumstances. The survey also shed some light on the challenges and reticence for ATB implementation. The two most cited reasons for not utilizing ATB were lack of knowledge of who qualified and that the current provisions were too limiting. From this, it was determined that an Alternative State-Defined Process could enhance ATB implementation for eligible students in Illinois.

The Illinois State-Defined Process for Ability to Benefit provides the following:

1. Participating institutions of higher education
2. Program design
3. Student eligibility
4. Required services that will be provided to ATB students by the participating institutions, including, but not limited to:
 - A) Orientation;
 - B) Assessment;
 - C) Tutoring;
 - D) Career Goal Development;
 - E) Counseling; and,

¹ <https://studentaid.gov/understand-aid/eligibility/requirements>

F) Follow Up.

5. Calculation and reporting requirements of the rate of success, as defined by the U.S. Department of Education
6. Data Collection and Reporting
7. Provisions for monitoring participating institutions
8. Corrective Action
9. Termination Clause

Section I: Background

Illinois Community College Board

The Illinois Community College Board (ICCB) is governed by a twelve-member, governor-appointed board responsible for administering the Illinois Public Community College Act (P.A. 78-669) and providing leadership and coordination for Illinois' system of 39 public community college districts. The ICCB administers the Public Community College Act in a manner that maximizes the ability of the community colleges to provide high-quality educational programs and services that are affordable, accessible, and meet the needs of a diverse student population. The ICCB has statutory responsibility for the statewide planning and coordination of the community college system. It administers state and federal grants to the community college districts and adult education providers and manages high school equivalency testing for Illinois. As the administrator of WIOA Title II, Adult Education and Literacy, the ICCB has outlined goals in *Expanding Career Pathway Opportunities in Adult Education: Strategic Directions for Illinois*² which addresses the following key priorities of Adult Education and Literacy and aligns with the mission and goals of the ICCB:

- Scaling effective strategies and models across the system,
- Providing opportunities for postsecondary transitions and credential attainment,
- Preparing learners for college and career readiness, and
- Establishing lifelong career pathways systems and integrating enabling technologies.

Illinois is poised to scale ATB use for eligible students. This plan's program design is built on the foundations of longstanding work in Illinois regarding career pathways, equity, and integrated education and training program development.

Illinois' Postsecondary Attainment Goal

Expanding access and use of ATB will further contribute to Illinois' Postsecondary Attainment Goal adopted by the P-20 Council established under 105 ILCS 5/22-45 which "strives to increase the proportion of adults in Illinois with high-quality postsecondary degrees and credentials to 60% by the year 2025"³. To aid Illinois in achieving this goal, the ICCB Adult Education and Literacy funded programs provided 50,725 adult learners with career services instruction in Fiscal Year 2020. Of these learners, 63% identified as female and 76% identified as students of color (NRS Table 1: FY2020)⁴. Yet, the need to increase the number of adults who obtain a postsecondary credential must improve. According to the U.S. Census Bureau, nearly 1.4 million of Illinois' residents age 18 and over are in need of a high school credential, equivalent to 10.8% of the State's

² https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/ICCB_AE_Strategic_Plan_Draft_1-4-18.pdf

³ <https://www2.illinois.gov/sites/P20/Pages/default.aspx>

⁴ <https://nrs.ed.gov/rt/il/2019>

population. For Illinois to achieve its postsecondary attainment goal, the State must continue to provide viable pathways to these adults.

Part of demonstrating the effectiveness of an ATB-eligibility process requires considering the cultural diversity, economic circumstances, and educational preparation of the populations served. In Illinois, many residents in need of a high school and postsecondary credential struggle to pay for the first six college credits or have been out of school for many years and have difficulty passing a standardized test, the two currently approved methods for ATB use. These realities place the potential of ATB out of reach for many students who would benefit from and succeed with federal student aid. While many institutions have attempted to address the affordability issue by utilizing WIOA Title I dollars, college foundation scholarships, and community resources, an Alternative ATB plan provides a route to a more sustainable and scalable option.

Section II: Participating Institutions

The following institutions will have the opportunity to utilize this plan:

Black Hawk College	Kankakee Community College
Carl Sandburg College	Kaskaskia College
City Colleges of Chicago	Kishwaukee College
- Harold Washington	Lewis & Clark Community College
- Harry S. Truman	Lincoln Land Community College
- Kennedy-King	Moraine Valley Community College
- Malcolm X	Morton College
- Olive-Harvey	Oakton Community College
- Richard J. Daley	Parkland College
- Wilbur Wright	Prairie State College
College of Lake County	Rend Lake College
Danville Area Community College	Richland Community College
Elgin Community College	Rock Valley College
Harper College	Sauk Valley Community College
Heartland Community College	Shawnee Community College
Highland Community College	South Suburban College
Illinois Central College	Southeastern Illinois College
Illinois Eastern Community Colleges	Southwestern Illinois College
Illinois Valley Community College	Triton College
John A. Logan College	Waubonsee Community College
John Wood Community College	
Joliet Junior College	

Section III: Program Design

This plan is designed to support ATB implementation within a career pathway system. In 2017,

the ICCB in partnership with other education and workforce agencies and partners created a working group that developed the Career Pathway Dictionary⁵. The dictionary outlines a definition of a career pathway program (aligned with WIOA), identifying quality elements, while defining other key education and workforce activities. This set the groundwork for interagency collaboration, common messaging, and local development and implementation of career pathways in Illinois. In order to utilize ATB, institutions must identify the career pathway program that the eligible student will be pursuing. Eligible career pathway programs must fall within one of Illinois 17 Career Clusters as identified in the Illinois State Perkins V Plan⁶. Institutions should prioritize programs of study that lead to occupations that are high-skill, in-demand, and high-wage. The allowable career clusters in Illinois can be found in Appendix A.

To satisfy U.S. Department of Education guidance, institutions must be able to document (1) how the career pathway meets the definition as set forth by section 484(d)(2) of the Higher Education Act, which aligns with the Career Pathway Dictionary; and (2) how the career pathway program includes workforce preparation activities and training for a specific occupation or occupational cluster and is aligned with local needs.

One specific strategy within a career pathway is integrated education and training (IET)⁷. Illinois uses its Integrated Career and Academic Preparation System (ICAPS) for the development, implementation, and evaluation of integrated education and training programming. ICAPS fosters a partnership between Adult Education and Career and Technical Education by integrating both credit technical training and basic skills education into the educational experience, delivering education in a team-taught environment, and culminating in educational functioning level gains and industry recognized credentials. Illinois envisions integrated education and training programs as the main vein for ATB implementation. The coordination of integrated education and training programs between adult education instruction and college credit programs, in combination with the fiscal support of ATB, accelerates learners' education and credential attainment.

A key component to this program design is case management and comprehensive wraparound student support services. This is evident in the required student services along with the student eligibility requirements. Students are recommended to work towards their High School Equivalency (HSE) attainment while also working towards a postsecondary certificate or degree. The combination of these achievements will assist students in improving their skills and employment options.

⁵ https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/6Perkins_V_Resource_IL-Career-Pathways-Dictionary.pdf

⁶ <https://www.iccb.org/cte/perkins-v-state-plan/#:~:text=What%20is%20the%20Illinois%20Perkins,%2D%20June%2030%2C%202024>

Extensive professional development will be provided by the ICCB and its partners prior to and during the first year of implementation (expected to be SFY2023) to help promote programmatic success. Ongoing professional development, technical assistance, and monitoring will be offered throughout the period of the plan.

Section IV: Student Eligibility Criteria

Illinois' Process for Ability to Benefit defines eligibility as any adult student (beyond the age of Illinois Compulsory Education) who *does not* meet other ATB eligibility criteria. Students who may make ideal candidates include those who:

- are enrolled in an Early School Leaver Transition⁸ or an ICCB approved Alternative Methods of Credentialing for High School Equivalency⁹ programming **OR**
- have successfully completed a Bridge Program within Adult Education.

Section V: Required Student Services

Requirement: Each participating institution will provide students with each of the following six student service components.

Under this plan, participating institutions of higher education will provide each eligible ATB student with comprehensive support services. Evidence of student support and engagement are essential to each student's success. These services must include:

1. Assessment of each student's existing capabilities through means other than a single standardized test.

To be eligible for the alternative process, an assessment must be conducted utilizing multiple measures of assessment. Institutions need to utilize two or more assessment methods as provided below. Evidence must be documented in the student ATB file. This information may be requested as part of the monitoring conducted by the ICCB. Potential assessment methods include:

- GED Ready practice tests
- Instructor or employer referrals
- High school transcript review
- HSE and ESL assessments
- Writing samples
- Student interviews

⁷ IET is adult education and literacy, workforce preparation, and workforce training "each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals" that "occur simultaneously," "use occupationally relevant instructional materials," and are "organized to function cooperatively" with "a single set of learning outcomes" (34 CFR §463.37).

2. Orientation regarding the institution’s academic standards and requirements and student rights.

All ATB students must attend orientation to become familiar with college and academic policies, processes, and terminology. Participants must have access to student resources that include information on technology (computer labs, email, learning management systems, online classes, wi-fi and laptops), advising and counseling, financial aid requirements and literacy, and tutoring. ATB students may attend orientation offered to all other students.

3. Assistance with goal setting and career pathway planning.

Colleges will provide goal setting assistance from advisors. Goal setting involves both education and employment short and long-term planning. Those advisors may be from the career services or advising functions of the college, adult education program (transition coordinators, navigators, etc.), or specific academic programming.

4. Counseling and Academic Advising

The terms counseling and advising can also be categorized as case management. Students will receive assistance in creating an academic program plan that is aligned to their career goals; students will also identify academic and non-academic supports, as well as financial resources, that will help them reach their goals. This service will be customized to each student, and it will include components of a holistic student support model. Other important provisions of this service will be assisting students in identifying academic and non-academic supports and addressing the function(s) of financial aid or other financial resources that will help the student reach their goals. The Illinois process will require a multi-faceted approach to counseling/advising services, this includes providing career, academic, and financial information as needed (34 CFR 688.156 (c)(5)).

Participants must enroll in a Title IV eligible program with a goal of completing the program. The college should not enroll a student in an educational program that is not consistent with the student’s career and educational goals.

5. Tutoring in basic verbal and quantitative skills if appropriate.

All ATB students will have access to tutoring services in order to support academic instruction. If the student is part of an ICAPS program, that tutoring could occur in their support course. Tutoring could also be provided by Learning/Tutoring Centers on campus or specific tutoring offered by instructors or other staff connected to a course. Tutoring is only required when the student demonstrates need.

⁸ <https://www.esltpillinois.com/>

⁹ https://www.iccb.org/adult_ed/illinois-high-school-equivalency/students-test-takers/transcript-based-alternative-methods-of-credentialing/

6. Follow-up regarding progress.

Students must be provided with follow-up regarding their classroom performance and any progress made towards their educational and career goals. These follow-up services must be provided by instructors, counselors, case managers, advisors, and/or others who are appropriately trained in retention and case management strategies. Throughout the student’s journey, this support could lead to tutoring or advising recommendations. After a student completes their goals, this support could involve notifying institutional partners of HSE attainment or earned college credit.

Section VI: Success Rate

Requirements: ATB enrolled students must have a success rate that is within 95 percent of the success rate of students with high school diplomas (non-ATB students).

The ICCB has the capacity to collect and produce the required state success rate data as defined by the U.S. Department of Education (see below). With the approval of the ICCB state-defined ATB process, students participating in ATB and those not participating in ATB will be identified and reported by approved institutions through the annual student data submission process. Student success rates will be calculated by the ICCB at the end of each academic year for Illinois as an aggregate and for each Illinois ATB institution. Institutions with less than a 95% success rate will follow corrective action planning as identified in Section IX. Results will help to inform compliance with the state defined process and to identify technical assistance needs.

The Success Rate Formula is prescribed by the U.S. Department of Education and is as follows:

STUDENTS WITH HIGH SCHOOL DIPLOMAS OR EQUIVALENT

The number of students during the applicable award year enrolled who-

- (i) Successfully completed education or training programs;
- (ii) Remained enrolled in education or training programs at the end of that award year; or
- (iii) Successfully transferred to and remained enrolled in another institution at the end of that award year.

DIVIDED BY

The number of students who enrolled in education or training programs in participating institutions during that award year who remained enrolled (minus the number of students who subsequently withdrew or were expelled from participating institutions and received a 100 percent refund of their tuition under the institutions’ refund policies.)

EQUALS

Success Rate for Students with High School Diplomas or Equivalent

STUDENTS WITHOUT HIGH SCHOOL DIPLOMAS OR EQUIVALENT

The number of students without high school diplomas (or equivalent) who, during the applicable award year enrolled in participating institutions and –

- (i) Successfully completed education or training programs;
- (ii) Remained enrolled in education or training programs at the end of that award year; or
- (iii) Successfully transferred to and remained enrolled in another institution at the end of that award year;

DIVIDED BY

the number of students without high school diplomas who enrolled in education or training programs in participating institutions during that award year who remained enrolled after subtracting the number of students who subsequently withdrew or were expelled from participating institutions and received a 100 percent refund of their tuition under the institutions' refund policies.

EQUALS

Success Rate Among Those Without a High School Diploma

The success rate for students without a high school diploma or equivalent must be at least 95% of the success rate for the peer group (students with a high school diploma or equivalent).

Section VII: Data Collection and Reporting

The ICCB uses several data reporting methods and resources to accurately monitor and analyze student data. The primary data repository source used by ICCB from the colleges is through the collection of student-level data submissions. The data reside in the ICCB Centralized Data System, which is a secure, centralized interface through which data is stored and retrieved. Only authorized ICCB staff are allowed access to the data and consult with other agency staff to generate tables and reports to monitor performance. The Illinois Ability to Benefit State-Defined Process will ensure that the all required data can be accessed for the purpose of calculating the rate of success for students within participating institutions.

Colleges will submit annual implementation reports following each academic year, due August 30. These reports will include aggregate student information (no PII)- career clusters and program of study ATB students are participating in, types of industry credentials earned, college credentials earned, dates of ATB orientation offered, how many of each assessment option was utilized, tutoring and other academic and career planning services offered, etc. Additionally, space will be provided on the annual report for story-telling data of student success.

Section VIII: Monitoring

Requirement: States must monitor each institution annually for compliance with standards and requirements within the state-defined process.

Monitoring will occur annually. A review of reports will be completed by ICCB ATB staff and contact with institutions will be made when data and reporting illustrate potential issues. If needed, an on-sight or virtual visit may occur to help remedy any issues.

In addition to data collection and reporting to determine compliance with success rate requirements and ATB processes, institutions must be able to document (1) how the career pathway(s) utilized meet the definition as set forth by WIOA, which aligns with the Career Pathway Dictionary; (2) how the career pathway program(s) include workforce preparation activities and training for a specific occupation or occupational cluster and is aligned with local needs, and (3) that the institution has a process for tracking and confirming that ATB students a) have utilized one of the three methods for ATB utilization as approved by the U.S. Department of Education (e.g. successfully completed an approved exam, attained 6 credit hours, participating as a part of the approved state process) to make them eligible for federal financial aid; AND b) are enrolled in adult education and postsecondary education. Concurrent enrollment is not required.

Section IX: Corrective Action

Requirements: A corrective action is required for any institutions found to be out of compliance.

Institutions that report not performing any of the required components will be placed on a Watch List with a Corrective Action Plan for how they intend to meet that requirement.

Institutions with a 91-94% Success Rate will be put on a Watch List for one year with no Corrective Action Plan required. In Year 2, if the success rate increases to at least 95%, the institution is removed from the Watch List and placed in good standing. If the institution continues to have less than the required 95% success rate, they will need to submit a Corrective Action Plan. If an institution has a Success Rate of 90% or lower, the program will complete a Corrective Action Plan. If an institution reports a success rate of less than 95% for three consecutive years, the institution will be terminated from participating under this State-Defined Plan.

Section X: Termination of Alternative Ability-to-Benefit State Plan or Institutional Participation

Requirement: Termination of an institution is mandated if they refuse or fail to comply with policies.

If the ICCB decides to terminate this plan or not renew this plan at any given time, institutions will be notified within 90 days of its termination. At that time, institutions will need to determine

which of their students are mid-program utilizing the state-defined process. Institutions will not be allowed to enroll new students upon notification. However, institutions will be required to continue the support of existing ATB students until they have obtained at least 6 credit hours and therefore eligible for ATB through that policy option.

If an institution is terminated due to non-compliance, the institution is required to continue the support of existing ATB students until they have obtained at least 6 credit hours and therefore eligible for ATB through that policy option.

Appendix A - Allowable Career Clusters in Illinois

1. Agriculture, Food, and Natural Resources
2. Arts (Performing and Visual), Audio/Video Technology and Communications
3. Business Management and Administration
4. Finance
5. Marketing
6. Hospitality and Tourism
7. Transportation, Distribution, and Logistics
8. Education and Training
9. Government and Public Administration
10. Law, Public Safety, Corrections, and Security
11. Human Services
12. Health Sciences
13. Information Technology
14. Architecture and Construction
15. Manufacturing
16. STEM
17. Energy



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

May 16, 2022

Ms. Jennifer K. Foster
Deputy Executive Director
State Illinois High School Equivalency Administrator
Illinois Community College Board
401 E. Capitol Avenue
Springfield, IL 62701
jennifer.foster@illinois.gov

Dear Ms. Foster,

This letter responds to your application to the U.S. Department of Education (Department) regarding the Illinois Community College Board's (ICCB) request for approval of an ability-to-benefit (ATB) State process to allow students without high school diplomas to receive Federal student financial aid under the programs authorized by Title IV of the Higher Education Act, as amended, while enrolled in an eligible career pathway program.

Under 34 CFR 668.156(e), if the Secretary does not disapprove a State's ATB process within six months after the date of submission of the process to the Secretary, the State process is deemed to be approved. The Department received Illinois's request for approval of its State process on November 15, 2022. As the period for the Department's response has expired, Illinois's ATB process is approved, and you may begin implementing it. Illinois's State process is approved for the three-year period ending May 15, 2025.

Currently the Department's Common Origination and Disbursement (COD) System does not have a Student Eligibility Code (SEC) for a student who does not have a high school diploma (or its recognized equivalent) but who meets the ATB requirements through participation in an approved State process. Therefore, until such time as COD System changes are made, institutions in Illinois participating in the State process should use the SEC value "07" – GED or State Auth. HS Equivalent Certificate – for any student who receives Title IV aid on the basis of Illinois's approved State process.

Please retain a copy of this letter to serve as Federal Student Aid's authorization for the 40 institutions listed on your application to use this alternative SEC in the event that your submission of "07" is ever questioned by auditors.

400 Maryland Avenue, S.W., Washington, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global Competitiveness by fostering educational excellence and ensuring equal access.

The Illinois plan is the fifth State process to go into effect. We are excited about the opportunity to learn from you and are available to provide technical assistance to you. If you have questions regarding COD System processing of ATB students, please contact Marie Fitzpatrick at marie.fitzpatrick@ed.gov or (312) 730-1549. For all other questions, please contact Aaron Washington at aaron.washington@ed.gov or (202) 453-7241.

Sincerely,

Annmarie Weisman
Deputy Assistant Secretary
for Policy, Planning, and Innovation

cc: Marie Fitzpatrick
Aaron Washington



**DUAL CREDIT
IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

FISCAL YEAR 2021

May 2022

Compiled by ICCB

Nathan R. Wilson, Deputy Director for Research and Information Technology

Jay Brooks, Associate Deputy Director for Research and Analytics

Michelle Dufour, Associate Director for Research and Analytics

Jana Ferguson, Associate Director for Research and Analytics

TABLE OF CONTENTS

Introduction.....4

Dual Credit Definition and Illinois Legislative Background5

Characteristics of Dual Credit Students (unduplicated).....7

OVERALL HEADCOUNT7

CHARACTERISTICS OF GENDER AND RACE/ETHNICITY7

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS.....8

GEOGRAPHIC REGION.....9

Dual Credit Course Count and Enrollment (duplicated).....10

OVERALL COURSE COUNT AND ENROLLMENT.....10

TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION11

INSTRUCTIONAL SITE.....14

Dual Credit Student Outcomes.....15

GRADUATION RATE.....15

ADVANCEMENT RATE17

Bibliography21

Appendix A.....22

Appendix B22

Appendix C.....23

Suggested Citation:

Illinois Community College Board. (2022). *Dual Credit in the Illinois Community College System in Fiscal Year 2021*. Springfield, IL: Author.

INTRODUCTION

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. Dual credit instruction delivers a “win-win” arrangement for all parties: students gain access to challenging college-level coursework to make their junior and senior years of high school more productive; students can prove to others and themselves that they have the ability to succeed in college; college costs can be reduced for parents and students; time to degree at college can be shortened; and the enhanced high school and college faculty dialogue can contribute to a better alignment between secondary and postsecondary education. Consequently, as dual credit instruction has a positive impact on postsecondary completion, there is a growing emphasis among policy makers on the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education.

Highlights of Dual Credit in Fiscal Year 2021:

- In Illinois, during fiscal year 2021, a total of 66,788 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses.
- One in six students (16.5 percent) taking one or more Illinois community college credit courses was a high school dual credit student.
- Illinois community colleges offered a total of 13,314 dual credit courses in fiscal year 2021, which was an increase of 5.9 percent from the previous year (N = 12,569).
- Overall, in fiscal year 2021, dual credit duplicated (seat count) enrollment (N = 130,943) decreased 1.8 percent compared to one year ago (N = 133,394).
- High school students that took dual credit courses have substantially higher community college graduation rates and advancement rates than those students that did not enroll in dual credit coursework.

Data for this report derive from the Illinois Community College Board’s (ICCB) Centralized Data System and, specifically, the Annual Student Enrollment and Completion (A1) student-level submission (Appendix A Tables) and Annual Course Data (AC) student-level submission (Appendix B Tables) from Illinois community colleges. Information from the **A1 submission** is used in the report to describe the characteristics of high school students who enrolled in dual credit courses. A1 data are required for all students who are officially enrolled in a credit course at an Illinois community college any time during the specified fiscal year. A1 enrollments are **unduplicated** end-of-year counts. Duplicated enrollment and course data derive from ICCB **AC submissions**. AC enrollments are **duplicated**, meaning students are counted for each course they enroll in (e.g., a student enrolling in three dual credit courses is counted as three enrollments). The AC record submission includes dual credit identifier information that is used to generate dual credit course counts, enrollments, and average class sizes. For Illinois community colleges, student-level data is collected by ICCB for each fiscal year. A fiscal year represents student activity in a July 1 through June 30 academic year. Data for the graduation rate outcomes come from the Fall Enrollment (E1), A1 and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS) Data. Data for the advancement rate outcomes come from the A1, E1, GS and National Student Clearinghouse (NSC).

DUAL CREDIT DEFINITION AND ILLINOIS LEGISLATIVE BACKGROUND

Dual credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Dual credit reflects strong and well established secondary-to-postsecondary articulation and alignment.

The Dual Credit Quality Act ([Public Act 96-0194](#)) was approved by the governor on August 10, 2009, with an effective date of January 1, 2010. The Act required the ICCB and the Board of Higher Education (IBHE) to develop policies regarding dual credit. In 2018, the Dual Credit Quality Act was significantly amended outlining specific, required elements within dual credit partnership agreements and limiting out-of-state dual credit offerings. Although the general purpose of the Act remains the same, the Act gives school districts a greater ability to offer dual credit courses to students, as it requires a local community college to agree to offer such courses if a school district requests them. The law includes an “Illinois-first” clause that prohibits school districts from offering dual credit courses from out-of-state institutions without first asking an Illinois college if the same courses are offered there. The law helps to make college more affordable. The amended Dual Credit Quality Act ([Public Act 100-1049](#)) took effect January 1, 2019. Additionally, as part of the newly amended Dual Credit Quality Act and to advance dual credit in Illinois, ICCB and the Illinois State Board of Education (ISBE) established a committee and developed a [Model Partnership Agreement \(MPA\)](#) addressing the parameters of local school district-community college partnerships to offer dual credit (should the stakeholders not be able to reach agreement). The Agreement guides local partnerships between school districts and community colleges necessary for the successful implementation of quality dual credit courses and related student supports.

The instructors for dual credit courses shall be selected, employed and evaluated by the postsecondary institution. Qualified instructors must hold the appropriate credentials and demonstrate teaching competencies. [The ICCB Administrative Rules](#) [Section 1501.507 (11)] outlines these minimally acceptable standards. Dual credit instructors must be able to participate in all activities available to adjunct faculty [[\(110 ILCS 27/\) Dual Credit Quality Act](#)]. ICCB, ISBE, and IBHE also collaborated to create a new endorsement for nine dual credit disciplines. A Dual Credit Endorsement, as designated by the newly amended Dual Credit Quality Act, is an endorsement valid for educators in grades 11-12 to be placed on the [Professional Educator License \(PEL\)](#) at the request of an instructor who meets the appropriate credential standards.

The Dual Credit Quality Act was newly amended via [Public Act 102-0516](#) on August 20, 2021, to require that within one year after the effective date (August 20, 2021), each community college district in partnership with the appropriate high schools, shall modify its dual credit plan to ensure access to dual credit courses by students with disabilities. The agreement shall provide that a student has access to the supplementary aids and accommodations included in the student's Individualized Education Program (IEP) while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school and a student who accesses a dual credit course on a community college campus has access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services.

The newly amended Dual Credit Quality Act further stipulated that each community college district shall provide access to higher education for students with disabilities, including, but not limited to, students with intellectual or developmental disabilities. Each community college is encouraged to offer for-credit and noncredit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations, including general education courses, career and technical education, vocational training, continuing education certificates, individualized learning paths, and life skills courses for students with disabilities. In addition, each community college is strongly encouraged to have its disability services coordinator participate in meetings held by high schools to provide information to the student's IEP team, including the student and the student's parents, about the community college and the availability of courses and programs at the community college.

Also taking effect on January 1, 2019, [Public Act 100-0792](#) amends the Illinois School Code by prohibiting a school board from capping the number of courses or credits a student can earn via dual credit if the courses are taught by an Illinois Instructor. Effective on January 1, 2022, [Public Act 102-0209](#) amends the accelerated placement language of the School Code. It states that for a student entering grade 12, the next most rigorous level of advanced coursework in English or mathematics shall be a dual credit course as defined in the Dual Credit Quality Act, an Advanced Placement course as defined in the College and Career Success for All Students Act, or an International Baccalaureate course. Under the current accelerated placement statute, no later than the beginning of the 2023-2024 school year, a school district's accelerated placement policy must allow for the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered.

Finally, [Public Act 101-0654](#) (known as the Education and Workforce Equity Act) requires by no later than the beginning of the 2023-2024 school year that each school district's accelerated placement policy include provisions for automatic enrollment, in the following school term, of a high school student into the next most rigorous level of advanced coursework. The next most rigorous level may include early college programs (dual credit, advanced placement, and international baccalaureate). The intent with the automatic enrollment approach is to allow even more equitable access and opportunity, regardless of student background, for advanced coursework including early college courses like dual credit.

CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 66,788 high school students enrolled in dual credit courses during fiscal year 2021. Currently, **all** Illinois community colleges offer dual credit courses. **Table 1** provides the comparison of annual dual credit headcount enrollments in Illinois public community colleges in fiscal years 2017 through 2021. Annual dual credit enrollments decreased 3.6 percent compared to the previous year (N = 69,299) and increased 15.4 percent compared to five years ago (N = 57,897). Among Illinois’ 48 colleges, 20 colleges reported more than 1,000 dual credit enrollments in fiscal year 2021. College of DuPage reported the most dual credit enrollments (N = 5,154), followed by Harper College (N = 5,120), and Joliet Junior College (N = 4,500) (Appendix Table A-1).

Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2021.

High school students enrolled in dual credit courses comprised **16.5 percent of all credit enrollment** (N = 405,444) at Illinois community colleges in fiscal year 2021. Dual credit students comprised more than twenty percent of all credit enrollments in eighteen Illinois community colleges, more than ten percent in 35 colleges, and fewer than five percent in three colleges. Kaskaskia College reported the largest proportion of dual credit enrollment in comparison to the college’s total credit enrollment in fiscal year 2021 (40.4 percent), followed by Lewis and Clark Community College (39.8 percent) and Southeastern Illinois College (36.5 percent) (Appendix Table A-2).

Table 1
Comparison of Annual Dual Credit Enrollments in Illinois Public Community Colleges
Fiscal Years 2017-2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Headcount	57,897	59,039	64,106	69,299	66,788
% Change	5.5%	2.0%	8.6%	8.1%	-3.6%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CHARACTERISTICS OF GENDER AND RACE/ETHNICITY

Table 2 shows that females constitute a slight majority (54.4 percent) of high school students enrolled in community college courses in fiscal year 2021 (Appendix Table A-3).

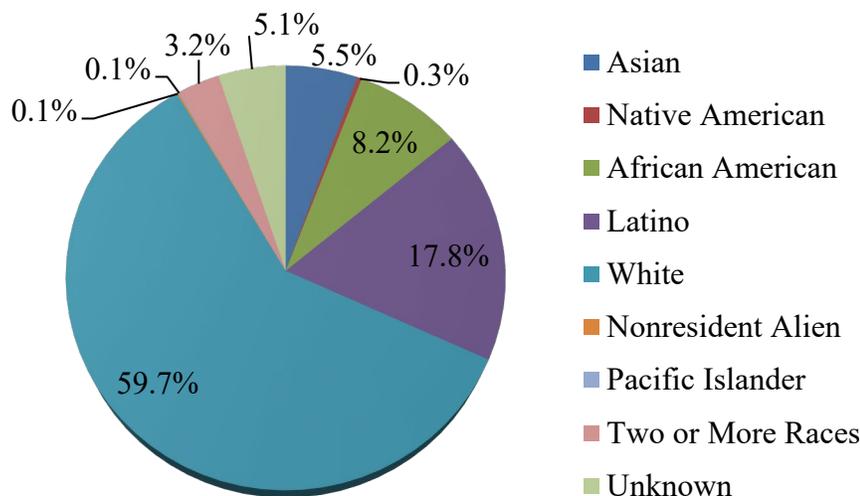
Table 2
Dual Credit Enrollment by Gender in Fiscal Year 2021

Gender	Number	Percent
Male	30,483	45.6%
Female	36,305	54.4%
Total	66,788	100.0%

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

Figure 1 depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2021. Nearly six out of ten dual credit students were White (59.7 percent). Latino dual credit students accounted for 17.8 percent and African American students for 8.2 percent in fiscal year 2021. Students identifying themselves as Asian (5.5 percent), Two or More Races (3.2 percent), Native American (0.3 percent), Nonresident Alien (0.1 percent), and Pacific Islander (0.1 percent) represented a small portion of dual credit students (Appendix Table A-4). Dual credit participation was lower among minority high school students than White high school students in fiscal year 2021. Out of 181,744 minority students (whose ethnicity was known) enrolled in credit coursework in Illinois public community colleges in fiscal year 2021, 12.9 percent of students were enrolled in dual credit courses (N = 23,507). In comparison, out of 207,264 White students enrolled in credit coursework in Illinois public community colleges in fiscal year 2021, 19.2 percent of students were enrolled in dual credit courses (N = 39,865).

Figure 1
Race/Ethnicity of High School Students Taking Dual Credit Courses in Fiscal Year 2021



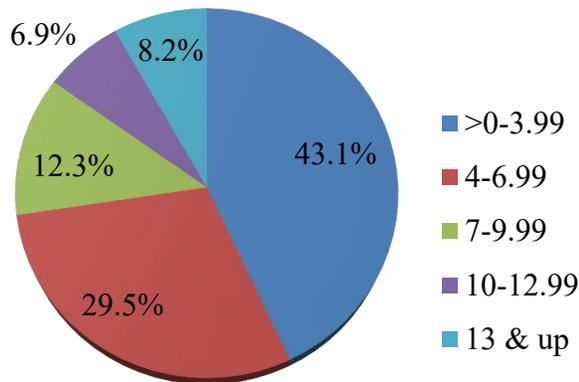
SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

Figure 2 displays dual credit enrollment by number of enrolled credit hours in fiscal year 2021. Of the 66,788 high school students that enrolled in dual credit coursework in fiscal year 2021, four out of ten students (43.1 percent) enrolled in college-level coursework of fewer than four credit hours, three out of ten students (29.5 percent) enrolled in between four and fewer than seven credit

hours, one out of five students (19.2 percent) enrolled in between seven and fewer than thirteen credit hours, and one out of twelve students (8.2 percent) enrolled in 13 or more credit hours of college-level coursework in fiscal year 2021 (Appendix Table A-5).

Figure 2
Dual Credit Headcount Enrollment by Number of Enrolled Hours
Fiscal Year 2021

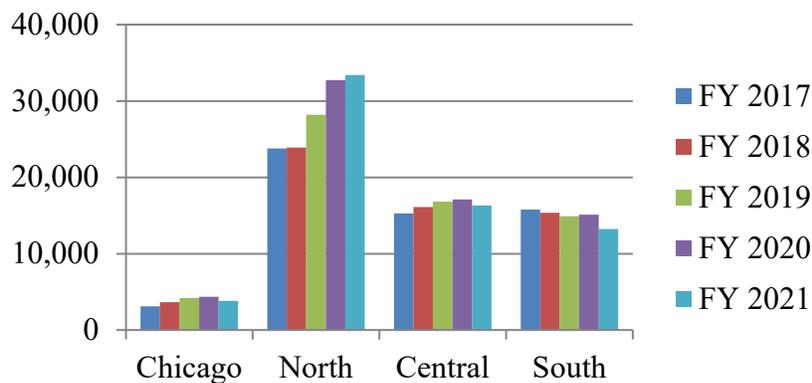


SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

GEOGRAPHIC REGION

Figure 3 compares dual credit enrollment by geographic region. Illinois community colleges in the North region (N = 33,397) had the most dual credit students in fiscal year 2021 followed by the geographic regions of Central (N = 16,322), South (N = 13,241), and Chicago (N = 3,828). From fiscal year 2017 to 2021, the largest increase in dual credit occurred in North (+40.6 percent) followed by Chicago (+24.2 percent), and Central (+6.8 percent), while South experienced a decrease in dual credit enrollment (-16.1 percent). The list of colleges in each geographic region is provided in Appendix C.

Figure 3
Dual Credit Enrollment by Geographic Region in Fiscal Years 2017-2021



SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data

DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

In the following portion of the report, dual credit course count and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS).

OVERALL COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 13,314 dual credit courses (duplicated) in fiscal year 2021, which was an increase of 5.9 percent from the previous year (N = 12,569). Dual credit courses accounted for 10.4 percent of all credit courses (N = 128,063) and 11.9 percent of all Transfer or Career and Technical Education courses in fiscal year 2021 (N = 111,903). Appendix Table B-1 provides dual credit course count in fiscal years 2017 through 2021 for each community college. Southwestern Illinois College reported the most dual credit courses (N = 1,128), followed by Rock Valley College (N = 831) and Elgin Community College (N = 540). Compared with the previous year, 30 colleges reported an increase in the number of dual credit courses, while fifteen reported decreases, and three reported little or no change (less than one percent).

Duplicated dual credit course enrollments totaled 130,943 in fiscal year 2021, which was a decrease of 1.8 percent compared to 2020 (N = 133,394). Among Illinois' community colleges, 17 colleges reported increases in dual credit enrollments, while 29 colleges exhibited decreases in comparison to fiscal year 2020. Two colleges experienced little or no change (less than one percent). Dual credit course enrollment accounted for 9.1 percent of all credit course enrollments (N = 1,434,061) and 10.0 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,304,547) in fiscal year 2021. Harper College reported the most dual credit enrollments (N = 7,563) in fiscal year 2021, followed by Joliet Junior College (N = 7,063) and College of DuPage (N = 6,982) (Appendix Table B-2).

More than one hundred thirty thousand enrollments occurred across dual credit courses in fiscal year 2021.

As seen in **Table 3**, the average dual credit class size was 9.8 students per class in fiscal year 2021, a 7.3 percent decrease from 2020 (N = 10.6). The average dual credit class size ranged from 3.7 students at John Wood Community College to 20.7 students at McHenry County College in fiscal year 2021 (Appendix Table B-3).

Table 3
Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size
Fiscal Years 2017-2021

	2017	2018	2019	2020	2021
Number of Courses	10,994	11,270	11,905	12,569	13,314
Number of Enrollments	111,643	117,672	124,614	133,394	130,943
Average Class Size	10.2	10.4	10.5	10.6	9.8

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

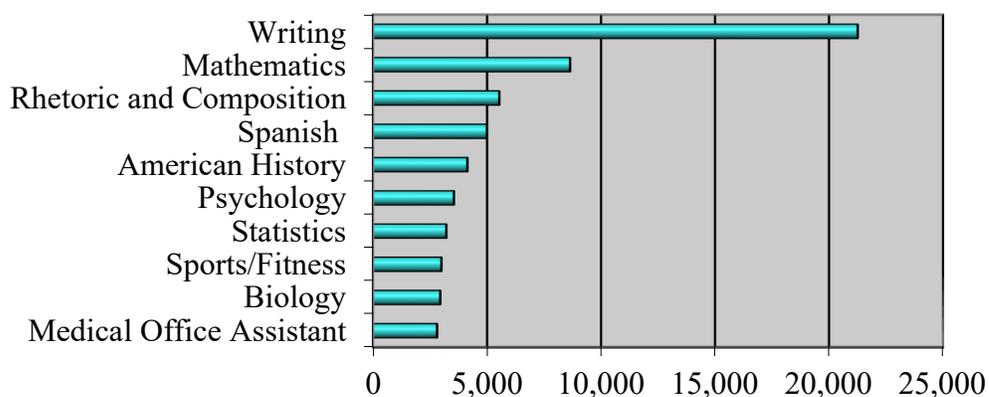
The Classification of Instructional Programs (CIP) was updated for 2020. The five highest dual credit course enrollments by program area (2-digit CIP) in fiscal year 2021 were in English

Language and Literature/Letters (N = 28,423); Mathematics and Statistics (N = 13,840); Business, Management, Marketing, and Related Support Services (N = 11,188); Health Professions and Related Programs (N = 8,919); and Foreign Languages, Literatures, and Linguistics (N = 6,075) (Appendix Table B-14).

Appendix Table B-15 provides statewide dual credit course enrollment by Career Cluster. Guidance from the Department of Education resulted in the reclassification of some CIPs to the “Other / Transfer” category” in fiscal year 2020. Excluding the Other and non-CTE related CIPs, the top five Career Clusters in fiscal year 2021 were Science, Technology, Engineering and Mathematics (N = 24,472); Business Management and Administration (N = 12,327); Manufacturing (N = 8,001); Human Services (N = 7,505); and Health Science (N = 5,617). The Career Cluster brand is a registered trademark of [Advance CTE](#).

Course enrollments in the ten largest programs accounted for 45.9 percent (N = 60,085) of all dual credit course enrollments in fiscal year 2021. As depicted in **Figure 4**, the ten highest dual credit enrollments overall by 6-digit Classification of Instructional Programs (CIP) code in academic year 2021 were in Writing, General, which was formerly reported under English Composition (N = 21,259); Mathematics, General (N = 8,643); Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 5,537); Spanish Language and Literature (N = 4,994); American History (United States) (N = 4,138); Psychology, General (N = 3,547); Statistics, General (N = 3,214); Sports, Kinesiology, and Physical Education/Fitness, General (N = 2,999); Biology/Biological Sciences, General (N = 2,947); and Medical Office Assistant/Specialist (N = 2,807). Nine out of the ten largest programs experienced increases from 2020 (Appendix Table B-4).

Figure 4
Top Ten Dual Credit Course Enrollments in Fiscal Year 2021

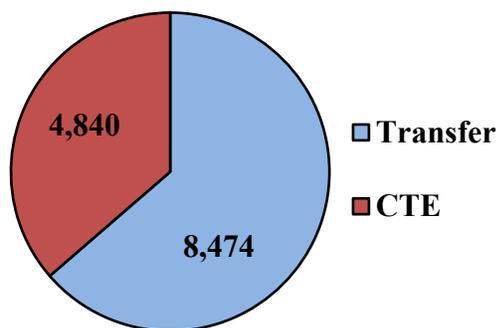


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

TRANSFER VERSUS CAREER AND TECHNICAL EDUCATION

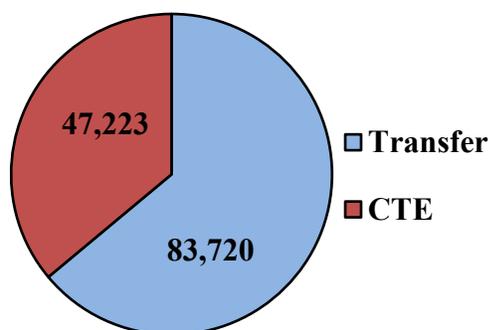
Figure 5 and **Figure 6** depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2021.

Figure 5
Dual Credit Course Count in Fiscal Year 2021



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

Figure 6
Dual Credit Course Enrollment in Fiscal Year 2021



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

As **Table 4** shows, Illinois community colleges offered 8,474 Transfer dual credit courses in fiscal year 2021 (Appendix Table B-5), which was 63.6 percent of all dual credit courses offered. This is a 9.2 percent increase compared to the previous year (N = 7,758). The average dual credit class size in Transfer education was 9.9 students in fiscal year 2021 (Appendix Table B-7).

Table 4
Transfer and CTE Dual Credit Course Count in Fiscal Years 2017-2021

	2017	2018	2019	2020	2021
Transfer	6,804	6,920	7,433	7,758	8,474
CTE	4,190	4,350	4,472	4,811	4,840
Total	10,994	11,270	11,905	12,569	13,314

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

As seen in **Table 5**, Transfer dual credit course enrollments (Appendix Table B-6) accounted for 63.9 percent of all dual credit course enrollments in fiscal year 2021. Enrollments in this area increased to 83,720 in fiscal year 2021, an increase of 5.7 percent from 2020 (N = 79,231).

Appendix Table B-8 shows the top five enrollments in Transfer courses: Writing, General (N = 21,208); Mathematics, General (N = 8,643); Rhetoric and Composition (N = 5,524); Spanish Language and Literature (N = 4,994); and American History (United States) (N = 4,138). Enrollments in these five courses accounted for 34.0 percent of all dual credit enrollments in fiscal year 2021.

Table 5

**Dual Credit Course Enrollment (Duplicated) in Transfer and CTE Courses
Fiscal Years 2017-2021**

	2017	2018	2019	2020	2021
Transfer	69,066	73,050	75,967	79,231	83,720
CTE	42,577	44,622	48,647	54,163	47,223
Total	111,643	117,672	124,614	133,394	130,943

Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

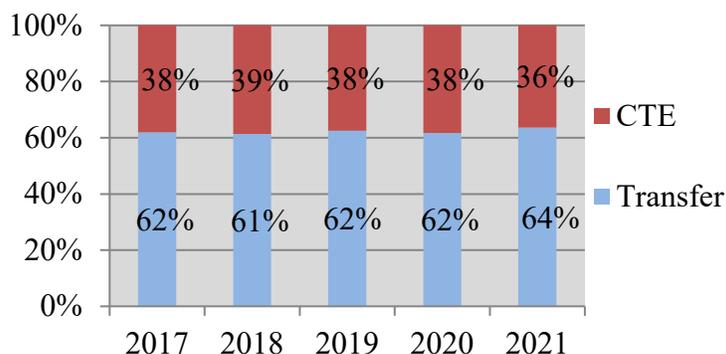
The Career and Technical Education dual credit course count was 4,840 in fiscal year 2021, which was 36.4 percent of all dual credit courses offered. This is an increase of 0.6 percent from fiscal year 2020 (N = 4,811) (Appendix Table B-9). The average dual credit class size in in this area was 9.8 students in fiscal year 2021 (Appendix Table B-11).

Dual credit course enrollments in Career and Technical Education decreased to 47,223 in fiscal year 2021, which is a 12.8 percent decrease over fiscal year 2020 (N = 54,163). Appendix Table B-12 shows that the highest enrollments in this area were in Medical Office Assistant/Specialist (N = 2,807); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 2,695); Welding Technology/Welder (N = 2,381); Business/Office Automation/Technology/Data Entry (N = 2,178); and Computer Programming/Programmer, General (N = 1,737). Enrollments in these five courses accounted for 9.0 percent of all dual credit enrollments in fiscal year 2021.

Figure 7 and Figure 8 depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2017 through 2021. The proportion of Transfer to CTE remained steady across the five years.

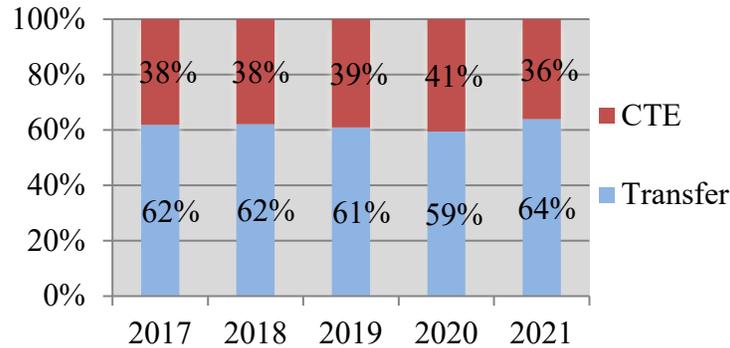
Figure 7

Dual Credit Course Count in Fiscal Years 2017-2021



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

Figure 8
Dual Credit Course Enrollment in Fiscal Years 2017-2021

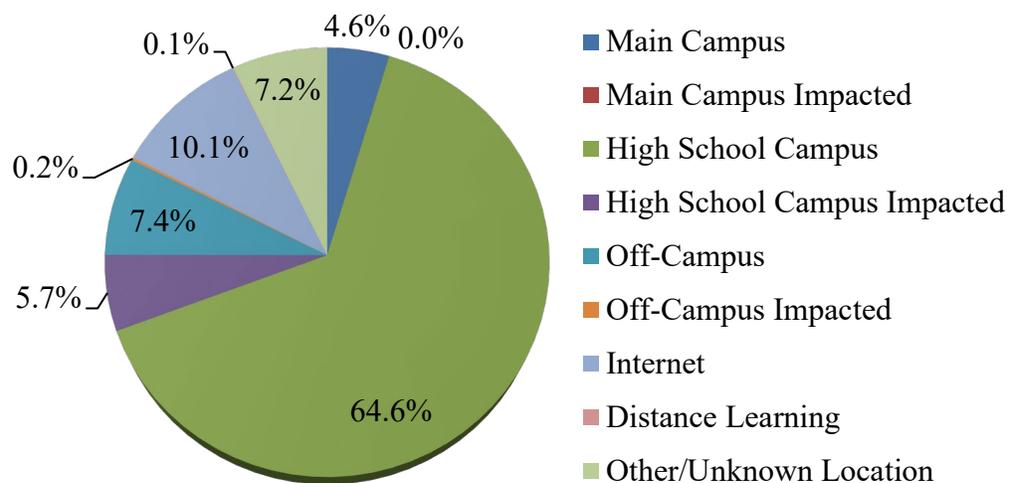


Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

INSTRUCTIONAL SITE

Figure 9 displays dual credit enrollment by instructional site. Due to COVID-19 related closures in the spring of 2020, additional codes were added to capture the impact of the pandemic on instructional site. In fiscal year 2021, only 5.9 percent of dual credit enrollment was impacted by COVID-19 closures. Including instructional sites impacted by COVID-19, seven out of ten high school dual credit students (70.4 percent) enrolled in dual credit courses at the high school campus. One out of eight high school dual credit students attended a main college campus (4.7 percent) or an off-campus college facility (7.6 percent). The remaining 17.4 percent of dual credit students either chose online/distance education classes (10.2 percent), or some other/unknown location (7.2 percent) to enroll in dual credit courses (Appendix Table B-16).

Figure 9
Dual Credit Enrollment by Instructional Site in Fiscal Year 2021



Source of Data: ICCB Centralized Data System—Annual Course (AC) Data

DUAL CREDIT STUDENT OUTCOMES

GRADUATION RATE

Graduation rate is a success outcome measure for postsecondary students that begin their studies pursuing a traditional full-time enrollment pattern. The primary postsecondary graduation rate collected through the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS) provides the percentage of first-time, full-time students who graduate within 150 percent of catalog time (i.e., 3 years for an associate degree or two years for a 30 credit short-term certificate).

Table 6 provides graduation rate by dual credit enrollment status. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a substantially higher graduation rate than those students that did not enroll in dual credit coursework. For each of the last four tracking cohorts (Fall 2015-Fall 2018) the dual credit subgroup graduated at nearly twice the rate compared to students that did not enroll in dual credit coursework. For the most recent cohort (Fall 2018), the dual credit subgroup had a graduation rate of 48.26 percent compared to 28.79 percent for non-dual credit students.

Table 6
Graduation Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2015-18 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020	Fall 2018 Cohort through Summer 2021
Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%
No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%
Total	8,519 / 27,821 30.62%	8,604 / 27,593 31.18%	9,043 / 27,733 32.61%	9,008 / 27,343 32.94%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

Table 7 contains graduation rate disaggregated by dual credit enrollment status and race/ethnicity. Across all race/ethnicities in the last four tracking cohorts (Fall 2015- Fall 2018), the graduation rate was higher for the dual credit student subgroup compared to the non-dual credit subgroup. In the most recent tracking cohort (Fall 2018), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the graduation rate was higher in all race/ethnicity categories compared to students that did not enroll in dual credit ranging from 18.64 percentage points for White students to 4.43 percentage points for Other students. For African American students, the graduation rate was 12.92 percentage points higher for dual credit students, for Hispanic/Latino students it was 11.20 percentage points higher, and for Asian students it was 6.09 percentage points higher.

Table 7
Graduation Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2015-18 Cohorts

<i>Race/ Ethnicity</i>	Dual Credit Prior to Enrollment in Community College	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020	Fall 2018 Cohort through Summer 2021
<i>African American</i>	Yes	48 / 238 20.17%	72 / 276 26.09%	77 / 323 23.84%	100 / 372 26.88%
	No	447 / 3,258 13.72%	420 / 3,180 13.21%	443 / 3,106 14.26%	401 / 2,873 13.96%
<i>Hispanic/ Latino</i>	Yes	232 / 632 36.71%	327 / 828 39.49%	366 / 967 37.85%	312 / 848 36.79%
	No	1,286 / 5,548 23.18%	1,337 / 5,692 23.49%	1,530 / 5,951 25.71%	1,553 / 6,069 25.59%
<i>Asian</i>	Yes	30 / 97 30.93%	56 / 146 38.36%	55 / 150 36.67%	61 / 153 39.87%
	No	246 / 943 26.09%	252 / 926 27.21%	268 / 855 31.35%	331 / 980 33.78%
<i>Two or More Races</i>	Yes	52 / 140 37.14%	43 / 153 28.1%	61 / 169 36.09%	78 / 202 38.61%
	No	127 / 707 17.96%	160 / 713 22.44%	150 / 717 20.92%	174 / 759 22.92%
<i>White</i>	Yes	1,933 / 3,850 50.21%	2,066 / 4,049 51.02%	2,289 / 4,305 53.17%	2,215 / 4,148 53.40%
	No	3,801 / 11,333 33.54%	3,613 / 10,754 33.6%	3,549 / 10,300 34.46%	3,487 / 10,031 34.76%
<i>Other*</i>	Yes	12 / 27 44.44%	5 / 14 35.71%	8 / 20 40.00%	8 / 22 36.36%
	No	62 / 257 24.12%	65 / 264 24.62%	73 / 284 25.70%	91 / 285 31.93%
<i>Unknown</i>	Yes	49 / 109 44.95%	43 / 120 35.83%	36 / 88 40.91%	40 / 86 46.51%
	No	194 / 682 28.45%	145 / 478 30.33%	138 / 498 27.71%	157 / 515 30.49%
<i>Total</i>	Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%
	No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%

*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident Alien
Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

In **Table 8**, graduation rate is provided for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. Across the last four tracking cohorts (Fall 2015-Fall 2018), Pell recipient students that enrolled in a dual credit course while in high school had a substantially higher graduation rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2018), the graduation rate for the Pell recipient dual credit subgroup was higher by 17.11 percentage points than the graduation rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the graduation rate was 20.28 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

Table 8
Graduation Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating within 150% of Catalog Program Time
Fall 2015-18 Cohorts

<i>Pell Recipient Status</i>	Dual Credit Prior to Enrollment in Community College	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020	Fall 2018 Cohort through Summer 2021
<i>Pell Recipient</i>	Yes	761 / 1,955 38.93%	894 / 2,167 41.26%	1,027 / 2,429 42.28%	968 / 2,289 42.29%
	No	2,555 / 11,059 23.10%	2,490 / 10,499 23.72%	2,595 / 10,578 24.53%	2,478 / 9,842 25.18%
<i>Non-Pell Recipient</i>	Yes	1,595 / 3,138 50.83%	1,718 / 3,419 50.25%	1,865 / 3,593 51.91%	1,846 / 3,542 52.12%
	No	3,608 / 11,669 30.92%	3,502 / 11,508 30.43%	3,556 / 11,133 31.94%	3,716 / 11,670 31.84%
<i>Total</i>	Yes	2,356 / 5,093 46.26%	2,612 / 5,586 46.76%	2,892 / 6,022 48.02%	2,814 / 5,831 48.26%
	No	6,163 / 22,728 27.12%	5,992 / 22,007 27.23%	6,151 / 21,711 28.33%	6,194 / 21,512 28.79%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, and Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS)

ADVANCEMENT RATE

Community colleges urge students to complete their associate degrees prior to transferring to a four-year institution. Still, a substantial number of community college students generate a considerable amount of credit hours but then transfer to a four-year institution prior to receiving the associate degree. The federal IPEDS formula for calculating graduation rate does not include transfer-outs prior to credential attainment or those still persisting at the community college, and thus negatively impacts graduation rate outcomes. To provide a more comprehensive view of student success at community colleges, ICCB calculates the **advancement rate** to include students who either graduated, transferred to other higher education institutions, or were still enrolled at the end of the 150% of catalog time observation period.

Table 9 represents student advancement rate which utilizes the same tracking cohorts as graduation rate. First-time, full-time students that took at least one dual credit course prior to graduating high school and enrolling at a community college have a considerably higher advancement rate than those students that did not enroll in dual credit coursework. In the last four tracking cohorts (Fall 2015-Fall 2018) the advancement rate was 13-15 percentage points higher for the dual credit subgroup compared to students that did not enroll in dual credit coursework while in high school. For the most recent cohort (Fall 2018), the dual credit subgroup had an advancement rate of 73.02 percent compared to 58.93 percent for non-dual credit students.

Table 9
Advancement Rate for Dual Credit Students
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2015-18 Cohorts

Dual Credit Prior to Enrollment in Community College	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020	Fall 2018 Cohort through Summer 2021
Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%
No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%
Total	17,503 / 27,821 62.91%	17,443 / 27,593 63.22%	17,243 / 27,733 62.18%	16,936 / 27,343 61.94%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

Table 10 provides identical information as Table 9 but is disaggregated by race/ethnicity. In the last four tracking cohorts (Fall 2015-Fall 2018) the advancement rate was consistently higher for the dual credit subgroup across all race/ethnicities except the Other race/ethnicity. In the most recent tracking cohort (Fall 2018), for the students that enrolled in dual credit courses at a community college prior to enrollment in the community college system, the advancement rate ranged from 12.53 percentage points for White students to 1.16 percentage points for Asian students. For African American students, the advancement rate was 11.81 percentage points higher for dual credit students, for Hispanic/Latino students it was 9.12 percentage points higher, while for Other students it was 6.51 percentage points lower than for non-dual credit students.

Table 10

**Advancement Rate for Dual Credit Students by Race/Ethnicity
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2015-18 Cohorts**

<i>Race/ Ethnicity</i>	Dual Credit Prior to Enrollment in Community College	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020	Fall 2018 Cohort through Summer 2021
<i>African American</i>	Yes	140 / 238 58.82%	162 / 276 58.70%	177 / 323 54.80%	208 / 372 55.91%
	No	1,494 / 3,258 45.86%	1,454 / 3,180 45.72%	1,362 / 3,106 43.85%	1,267 / 2,873 44.10%
<i>Hispanic/ Latino</i>	Yes	399 / 632 63.13%	554 / 828 66.91%	624 / 967 64.53%	538 / 848 63.44%
	No	3,156 / 5,548 56.89%	3,200 / 5,692 56.22%	3,244 / 5,951 54.51%	3,297 / 6,069 54.33%
<i>Asian</i>	Yes	74 / 97 76.29%	120 / 146 82.19%	125 / 150 83.33%	117 / 153 76.47%
	No	708 / 943 75.08%	688 / 926 74.30%	646 / 855 75.56%	738 / 980 75.31%
<i>Two or More Races</i>	Yes	95 / 140 67.86%	98 / 153 64.05%	107 / 169 63.31%	134 / 202 66.34%
	No	407 / 707 57.57%	411 / 713 57.64%	379 / 717 52.86%	433 / 759 57.05%
<i>White</i>	Yes	2,952 / 3,850 76.68%	3,138 / 4,049 77.50%	3,335 / 4,305 77.47%	3,194 / 4,148 77.00%
	No	7,433 / 11,333 65.59%	7,093 / 10,754 65.96%	6,727 / 10,300 65.31%	6,467 / 10,031 64.47%
<i>Other*</i>	Yes	18 / 27 66.67%	12 / 14 85.71%	17 / 20 85.00%	12 / 22 54.55%
	No	132 / 257 51.36%	135 / 264 51.14%	143 / 284 50.35%	174 / 285 61.05%
<i>Unknown</i>	Yes	78 / 109 71.56%	84 / 120 70.00%	66 / 88 75.00%	55 / 86 63.95%
	No	417 / 682 61.14%	294 / 478 61.51%	291 / 498 58.43%	302 / 515 58.64%
<i>Total</i>	Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%
	No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%

*Other consists of American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Nonresident Alien

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

Table 11 represents advancement rate for students that enrolled in dual credit courses at a community college prior to enrollment in the community college system by Pell recipient subgroup. The Pell recipient subgroup, across the last four years, that enrolled in a dual credit course while in high school had a substantially higher advancement rate than those that did not enroll in a dual credit course. In the most recent tracking cohort (Fall 2018), the advancement rate for the Pell recipient dual credit subgroup was higher by 12.92 percentage points than the advancement rate for those Pell recipients that were non-dual credit. For Non-Pell recipients, the advancement rate was 13.90 percentage points higher for the dual credit student subgroup compared to the non-dual credit subgroup.

Table 11
Advancement Rate for Dual Credit Students by Pell Recipient
Illinois Community College First-Time, Full-Time Entering Cohort
Graduating, Transferring-Out, or Still-Enrolled at 150% of Catalog Program Time
Fall 2015-18 Cohorts

<i>Pell Recipient Status</i>	Dual Credit Prior to Enrollment in Community College	Fall 2015 Cohort through Summer 2018	Fall 2016 Cohort through Summer 2019	Fall 2017 Cohort through Summer 2020	Fall 2018 Cohort through Summer 2021
<i>Pell Recipient</i>	Yes	1,301 / 1,955 66.55%	1,483 / 2,167 68.44%	1,652 / 2,429 68.01%	1,535 / 2,289 67.06%
	No	6,023 / 11,059 54.46%	5,764 / 10,499 54.90%	5,706 / 10,578 53.94%	5,328 / 9,842 54.14%
<i>Non-Pell Recipient</i>	Yes	2,455 / 3,138 78.23%	2,685 / 3,419 78.53%	2,799 / 3,593 77.90%	2,723 / 3,542 76.88%
	No	7,724 / 11,669 66.19%	7,511 / 11,508 65.27%	7,086 / 11,133 63.65%	7,350 / 11,670 62.98%
<i>Total</i>	Yes	3,756 / 5,093 73.75%	4,168 / 5,586 74.62%	4,451 / 6,022 73.91%	4,258 / 5,831 73.02%
	No	13,747 / 22,728 60.48%	13,275 / 22,007 60.32%	12,792 / 21,711 58.92%	12,678 / 21,512 58.93%

Source of Data: ICCB Centralized Data System—Annual Enrollment and Completion (A1) Data, Fall Enrollment (E1) Data, Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GS), and National Student Clearinghouse (NSC)

BIBLIOGRAPHY

- Advance CTE: State Leaders Connecting Learning to Work. (2022). Career Clusters. Silver Spring, Maryland. <https://careertech.org/career-clusters>
- Illinois 96th General Assembly. (2009). Higher Education (096-0194) Dual Credit Quality Act. Springfield, IL: Illinois General Assembly. <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-0194>
- Illinois 100th General Assembly (2018). Higher Education (110 ILCS 27/) Dual Credit Quality Act. Springfield, IL: Illinois General Assembly. <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18>
- Illinois 100th General Assembly. (2018). Public Act 100-0792. Springfield, IL: Illinois General Assembly. <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-0792>
- Illinois 100th General Assembly. (2018). Public Act 100-1049. Springfield, IL: Illinois General Assembly. <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=100-1049>
- Illinois 101st General Assembly. (2021). Public Act 101-0654. Springfield, IL: Illinois General Assembly. <https://www.ilga.gov/legislation/publicacts/101/101-0654.htm>
- Illinois 102nd General Assembly. (2022). Public Act 102-0209. Springfield, IL: Illinois General Assembly. <https://www.ilga.gov/legislation/publicActs/fulltext.asp?Name=102-0209&GA=102>
- Illinois 102nd General Assembly. (2022). Public Act 102-0516. Springfield, IL: Illinois General Assembly. <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0516>
- Illinois Community College Board. (October 2021). Administrative Rules of the Illinois Community College Board. Springfield, IL: Illinois Community College Board. http://www2.iccb.org/iccb/wp-content/pdfs/manuals/ICCB_SystemRules_Manual.pdf
- Illinois Community College Board. (2020). Dual Credit. Springfield, IL: Illinois Community College Board. http://www2.iccb.org/academic_affairs/dual-credit/
- Illinois State Board of Education. (2020). Professional Educator License. Springfield, IL: Illinois State Board of Education. <https://www.isbe.net/Pages/Professional-Educator-License.aspx>

APPENDIX A

Unduplicated Enrollment Counts

- A-1 Dual Credit Headcount Enrollment by College, FY 2017-2021
- A-2 Dual Credit Headcount Enrollment vs. Overall Credit Enrollment by College, FY 2021
- A-3 Dual Credit Headcount Enrollment by Gender and by College, FY 2021
- A-4 Dual Credit Headcount Enrollment by Ethnic Origin and by College, FY 2021
- A-5 Dual Credit Headcount Enrollment by Number of Enrolled Hours and by College, FY 2021

APPENDIX B

Duplicated Course and Enrollment Counts

- B-1 Dual Credit Course Count by College, FY 2017-2021
- B-2 Dual Credit Course Enrollment by College, FY 2017-2021
- B-3 Average Dual Credit Class Size by College, FY 2017-2021
- B-4 Top Ten Dual Credit Course Enrollments by CIP, FY 2017-2021
- B-5 Dual Credit Course Count by College in Transfer Education, FY 2017-2021
- B-6 Dual Credit Course Enrollment by College in Transfer Education, FY 2017-2021
- B-7 Average Dual Credit Class Size by College in Transfer Education, FY 2017-2021
- B-8 Top Five Dual Credit Course Enrollments by College in Transfer Education, FY 2021
- B-9 Dual Credit Course Count by College in Career and Technical Education, FY 2017-2021
- B-10 Dual Credit Course Enrollment by College in Career and Technical Education, FY 2017-2021
- B-11 Average Dual Credit Class Size by College in Career and Technical Education, FY 2017-2021
- B-12 Top Five Dual Credit Course Enrollments by College in Career and Technical Education, FY 2021
- B-13 Dual Credit Course Enrollment by 6-digit CIP, FY 2017-2021
- B-14 Dual Credit Course Enrollment by 2-digit CIP, FY 2017-2021
- B-15 Dual Credit Course Enrollment by Career Cluster, FY 2017-2021
- B-16 Dual Credit Course Enrollment by Instructional Site and by College, FY 2021

APPENDIX C

Illinois Community Colleges by Geographic Regions

Chicago: Harold Washington College, Harry S Truman College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Richard J. Daley College, Wilbur Wright College

North: College of DuPage, College of Lake County, Elgin Community College, Harper College, Highland Community College, Kishwaukee College, McHenry County College, Moraine Valley Community College, Morton College, Oakton Community College, Prairie State College, Rock Valley College, Sauk Valley Community College, South Suburban College, Triton College, Waubensee Community College

Central: Black Hawk College, Carl Sandburg College, Danville Area Community College, Heartland Community College, Illinois Central College, Illinois Valley Community College, John Wood Community College, Joliet Junior College, Kankakee Community College, Lincoln Land Community College, Parkland College, Richland Community College, Spoon River College

South: Frontier Community College, John A. Logan College, Kaskaskia College, Lake Land College, Lewis and Clark Community College, Lincoln Trail College, Olney Central College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southwestern Illinois College, Wabash Valley College



Illinois Community College Board
Table A-1
DUAL CREDIT HEADCOUNT ENROLLMENT BY COLLEGE
FISCAL YEARS 2017-2021

Dist. No. District/College	FY 2017 Headcount	FY 2018 Headcount	FY 2019 Headcount	FY 2020 Headcount	FY 2021 Headcount	% Change 2017-2021	% Change 2020-2021
503 Black Hawk	1,258	1,172	1,277	1,212	1,251	-0.6%	3.2%
518 Carl Sandburg	431	583	568	580	625	45.0%	7.8%
508 City Colleges of Chicago	(3,083)	(3,655)	(4,188)	(4,337)	(3,828)	(24.2%)	(-11.7%)
02 Harold Washington	508	685	615	727	715	40.7%	-1.7%
04 Harry S Truman	269	262	263	299	399	48.3%	33.4%
01 Kennedy-King	235	290	438	276	258	9.8%	-6.5%
03 Malcolm X	303	387	506	369	293	-3.3%	-20.6%
05 Olive-Harvey	348	376	388	414	337	-3.2%	-18.6%
06 Richard J. Daley	703	702	951	1,014	775	10.2%	-23.6%
07 Wilbur Wright	717	953	1,027	1,238	1,051	46.6%	-15.1%
502 College of DuPage	5,387	5,084	5,771	5,694	5,154	-4.3%	-9.5%
532 College of Lake County	1,366	1,324	1,343	1,841	1,551	13.5%	-15.8%
507 Danville Area	939	913	973	1,018	719	-23.4%	-29.4%
509 Elgin	289	285	349	380	845	192.4%	122.4%
512 Harper	4,017	3,266	3,915	4,605	5,120	27.5%	11.2%
540 Heartland	865	1,131	1,433	1,595	1,792	107.2%	12.4%
519 Highland	987	891	784	934	814	-17.5%	-12.8%
514 Illinois Central	1,854	2,012	2,269	2,312	2,141	15.5%	-7.4%
529 Illinois Eastern	(1,466)	(1,352)	(1,251)	(1,224)	(1,249)	(-14.8%)	(2.0%)
04 Frontier	714	654	590	569	618	-13.4%	8.6%
01 Lincoln Trail	212	214	198	223	223	5.2%	0.0%
02 Olney Central	242	209	215	229	226	-6.6%	-1.3%
03 Wabash Valley	298	275	248	203	182	-38.9%	-10.3%
513 Illinois Valley	975	948	852	825	719	-26.3%	-12.8%
530 John A. Logan	1,072	1,046	1,020	1,011	1,079	0.7%	6.7%
539 John Wood	307	277	283	233	261	-15.0%	12.0%
525 Joliet Junior	3,855	4,169	4,560	4,773	4,500	16.7%	-5.7%
520 Kankakee	638	701	624	659	671	5.2%	1.8%
501 Kaskaskia	2,817	2,322	2,149	2,145	1,949	-30.8%	-9.1%
523 Kishwaukee	556	600	593	650	693	24.6%	6.6%
517 Lake Land	1,631	1,537	1,547	1,536	1,438	-11.8%	-6.4%
536 Lewis and Clark	4,046	3,938	3,813	3,752	2,578	-36.3%	-31.3%
526 Lincoln Land	1,954	1,933	1,573	1,531	1,538	-21.3%	0.5%
528 McHenry County	1,527	1,730	2,090	2,414	3,459	126.5%	43.3%
524 Moraine Valley	2,475	2,447	3,386	3,613	3,393	37.1%	-6.1%
527 Morton	577	310	898	914	548	-5.0%	-40.0%
535 Oakton	800	1,212	1,828	2,635	2,493	211.6%	-5.4%
505 Parkland	1,068	1,177	1,163	1,019	868	-18.7%	-14.8%
515 Prairie State	552	767	678	717	449	-18.7%	-37.4%
521 Rend Lake	1,047	922	1,003	933	792	-24.4%	-15.1%
537 Richland	885	815	933	1,021	897	1.4%	-12.1%
511 Rock Valley	681	643	584	691	844	23.9%	22.1%
506 Sauk Valley	758	700	686	713	633	-16.5%	-11.2%
531 Shawnee	558	450	420	425	394	-29.4%	-7.3%
510 South Suburban	817	1,537	1,806	2,463	2,305	182.1%	-6.4%
533 Southeastern Illinois	580	858	801	858	801	38.1%	-6.6%
522 Southwestern Illinois	2,556	2,942	2,878	3,236	2,961	15.8%	-8.5%
534 Spoon River	253	293	326	344	340	34.4%	-1.2%
504 Triton	736	826	1,244	1,939	2,314	214.4%	19.3%
516 Waubensee	<u>2,234</u>	<u>2,271</u>	<u>2,247</u>	<u>2,517</u>	<u>2,782</u>	<u>24.5%</u>	<u>10.5%</u>
TOTALS/AVERAGES	57,897	59,039	64,106	69,299	66,788	15.4%	-3.6%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data



Illinois Community College Board

Table A-2

DUAL CREDIT HEADCOUNT ENROLLMENT VS.
OVERALL CREDIT ENROLLMENT BY COLLEGE
FISCAL YEAR 2021

Dist.	<u>No. District/College</u>	<u>Dual Credit</u>	<u>Total Credit</u>	<u>% Dual Credit</u>
	503 Black Hawk	1,251	6,094	20.5%
	518 Carl Sandburg	625	2,443	25.6%
	508 City Colleges of Chicago	(3,828)	(54,241)	(7.1%)
	02 Harold Washington	715	9,519	7.5%
	04 Harry S Truman	399	8,110	4.9%
	01 Kennedy-King	258	2,866	9.0%
	03 Malcolm X	293	10,432	2.8%
	05 Olive-Harvey	337	3,068	11.0%
	06 Richard J. Daley	775	8,361	9.3%
	07 Wilbur Wright	1,051	11,885	8.8%
	502 College of DuPage	5,154	36,245	14.2%
	532 College of Lake County	1,551	20,233	7.7%
	507 Danville Area	719	4,074	17.6%
	509 Elgin	845	11,788	7.2%
	512 Harper	5,120	22,623	22.6%
	540 Heartland	1,792	7,621	23.5%
	519 Highland	814	2,558	31.8%
	514 Illinois Central	2,141	11,132	19.2%
	529 Illinois Eastern	(1,249)	(14,829)	(8.4%)
	04 Frontier	618	3,257	19.0%
	01 Lincoln Trail	223	933	23.9%
	02 Olney Central	226	1,365	16.6%
	03 Wabash Valley	182	9,274	2.0%
	513 Illinois Valley	719	3,772	19.1%
	530 John A. Logan	1,079	6,975	15.5%
	539 John Wood	261	2,724	9.6%
	525 Joliet Junior	4,500	20,745	21.7%
	520 Kankakee	671	3,791	17.7%
	501 Kaskaskia	1,949	4,822	40.4%
	523 Kishwaukee	693	3,842	18.0%
	517 Lake Land	1,438	12,367	11.6%
	536 Lewis and Clark	2,578	6,471	39.8%
	526 Lincoln Land	1,538	8,670	17.7%
	528 McHenry County	3,459	11,883	29.1%
	524 Moraine Valley	3,393	17,693	19.2%
	527 Morton	548	5,387	10.2%
	535 Oakton	2,493	14,960	16.7%
	505 Parkland	868	9,133	9.5%
	515 Prairie State	449	5,689	7.9%
	521 Rend Lake	792	3,081	25.7%
	537 Richland	897	3,499	25.6%
	511 Rock Valley	844	8,551	9.9%
	506 Sauk Valley	633	2,290	27.6%
	531 Shawnee	394	2,663	14.8%
	510 South Suburban	2,305	7,210	32.0%
	533 Southeastern Illinois	801	2,196	36.5%
	522 Southwestern Illinois	2,961	13,299	22.3%
	534 Spoon River	340	1,684	20.2%
	504 Triton	2,314	14,714	15.7%
	516 Waubensee	<u>2,782</u>	<u>13,452</u>	<u>20.7%</u>
	TOTALS	66,788	405,444	16.5%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data



Illinois Community College Board

Table A-3

DUAL CREDIT HEADCOUNT ENROLLMENT BY GENDER AND BY COLLEGE
FISCAL YEAR 2021

Dist.	<u>No. District/College</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
	503 Black Hawk	497	754	1,251
	518 Carl Sandburg	229	396	625
	508 City Colleges of Chicago	(1,539)	(2,289)	(3,828)
	02 Harold Washington	275	440	715
	04 Harry S Truman	174	225	399
	01 Kennedy-King	98	160	258
	03 Malcolm X	113	180	293
	05 Olive-Harvey	123	214	337
	06 Richard J. Daley	294	481	775
	07 Wilbur Wright	462	589	1,051
	502 College of DuPage	2,086	3,068	5,154
	532 College of Lake County	706	845	1,551
	507 Danville Area	299	420	719
	509 Elgin	340	505	845
	512 Harper	2,282	2,838	5,120
	540 Heartland	794	998	1,792
	519 Highland	366	448	814
	514 Illinois Central	889	1,252	2,141
	529 Illinois Eastern	(567)	(682)	(1,249)
	04 Frontier	274	344	618
	01 Lincoln Trail	84	139	223
	02 Olney Central	123	103	226
	03 Wabash Valley	86	96	182
	513 Illinois Valley	275	444	719
	530 John A. Logan	389	690	1,079
	539 John Wood	101	160	261
	525 Joliet Junior	2,003	2,497	4,500
	520 Kankakee	286	385	671
	501 Kaskaskia	956	993	1,949
	523 Kishwaukee	318	375	693
	517 Lake Land	642	796	1,438
	536 Lewis and Clark	1,284	1,294	2,578
	526 Lincoln Land	702	836	1,538
	528 McHenry County	1,785	1,674	3,459
	524 Moraine Valley	1,948	1,445	3,393
	527 Morton	265	283	548
	535 Oakton	1,269	1,224	2,493
	505 Parkland	356	512	868
	515 Prairie State	276	173	449
	521 Rend Lake	362	430	792
	537 Richland	419	478	897
	511 Rock Valley	302	542	844
	506 Sauk Valley	258	375	633
	531 Shawnee	150	244	394
	510 South Suburban	1,135	1,170	2,305
	533 Southeastern Illinois	357	444	801
	522 Southwestern Illinois	1,443	1,518	2,961
	534 Spoon River	135	205	340
	504 Triton	1,223	1,091	2,314
	516 Waubonsee	<u>1,250</u>	<u>1,532</u>	2,782
	TOTALS	30,483	36,305	66,788

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data



Illinois Community College Board
Table A-4
DUAL CREDIT HEADCOUNT ENROLLMENT BY ETHNIC ORIGIN AND BY COLLEGE
FISCAL YEAR 2021

Dist. No. District/College	Asian	Native American	African American Non-Latino	Latino	White Non-Latino	Non-Resident Alien	Pacific Islander	Two or More Races	All Other or No Indication	Total
503 Black Hawk	23	1	41	133	958	0	0	38	57	1,251
518 Carl Sandburg	4	2	9	34	507	0	1	20	48	625
508 City Colleges of Chicago	(182)	(8)	(1,264)	(1,656)	(338)	(16)	(4)	(101)	(259)	(3,828)
02 Harold Washington	12	3	479	104	9	3	0	31	74	715
04 Harry S Truman	61	4	69	186	43	3	0	9	24	399
01 Kennedy-King	1	1	174	49	4	1	0	8	20	258
03 Malcolm X	3	0	133	127	8	0	0	5	17	293
05 Olive-Harvey	1	0	223	57	2	0	0	10	44	337
06 Richard J. Daley	14	0	116	545	46	8	0	5	41	775
07 Wilbur Wright	90	0	70	588	226	1	4	33	39	1,051
502 College of DuPage	642	23	297	1,175	2,544	1	0	51	421	5,154
532 College of Lake County	81	2	74	472	767	8	2	86	59	1,551
507 Danville Area	6	1	53	43	542	0	0	14	60	719
509 Elgin	67	25	20	185	427	2	1	63	55	845
512 Harper	943	21	173	1,307	2,148	0	0	191	337	5,120
540 Heartland	69	3	56	96	1,465	0	0	80	23	1,792
519 Highland	5	2	23	44	698	0	3	25	14	814
514 Illinois Central	62	2	88	94	1,765	5	1	124	0	2,141
529 Illinois Eastern	(16)	(1)	(6)	(25)	(1,181)	(0)	(1)	(16)	(3)	(1,249)
04 Frontier	10	1	3	14	582	0	0	8	0	618
01 Lincoln Trail	0	0	2	2	211	0	1	4	3	223
02 Olney Central	4	0	0	7	213	0	0	2	0	226
03 Wabash Valley	2	0	1	2	175	0	0	2	0	182
513 Illinois Valley	13	0	2	121	522	0	1	7	53	719
530 John A. Logan	17	8	31	2	692	0	1	1	327	1,079
539 John Wood	5	0	11	3	237	0	0	4	1	261
525 Joliet Junior	186	7	331	982	2,760	5	3	163	63	4,500
520 Kankakee	5	2	73	110	443	0	0	36	2	671
501 Kaskaskia	19	2	19	37	1,785	0	2	68	17	1,949
523 Kishwaukee	13	7	21	143	469	0	0	34	6	693
517 Lake Land	18	7	9	41	1,299	0	0	34	30	1,438
536 Lewis and Clark	29	8	133	49	2,158	0	3	18	180	2,578
526 Lincoln Land	30	13	50	84	1,125	0	1	109	126	1,538
528 McHenry County	96	10	54	642	2,546	1	0	95	15	3,459
524 Moraine Valley	143	10	408	802	1,622	0	0	113	295	3,393
527 Morton	4	1	5	457	7	0	0	1	73	548
535 Oakton	536	8	63	341	1,332	9	11	109	84	2,493
505 Parkland	47	1	48	42	623	4	0	45	58	868
515 Prairie State	4	3	231	77	110	3	0	8	13	449
521 Rend Lake	7	0	17	15	721	0	0	11	21	792
537 Richland	12	3	134	33	660	1	2	40	12	897
511 Rock Valley	38	5	46	131	569	1	0	25	29	844
506 Sauk Valley	7	0	8	80	510	0	0	9	19	633
531 Shawnee	2	4	17	28	322	0	0	0	21	394
510 South Suburban	35	10	1,058	512	374	1	2	36	277	2,305
533 Southeastern Illinois	4	3	11	19	671	0	0	29	64	801
522 Southwestern Illinois	34	5	339	187	2,052	21	1	206	116	2,961
534 Spoon River	3	0	2	11	317	0	0	4	3	340
504 Triton	112	2	140	902	979	20	1	79	79	2,314
516 Waubonsee	<u>137</u>	<u>15</u>	<u>126</u>	<u>742</u>	<u>1,620</u>	<u>0</u>	<u>8</u>	<u>38</u>	<u>96</u>	<u>2,782</u>
TOTALS	3,656	225	5,491	11,857	39,865	98	49	2,131	3,416	66,788

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data



Illinois Community College Board
Table A-5
DUAL CREDIT HEADCOUNT ENROLLMENT
BY NUMBER OF ENROLLED HOURS AND BY COLLEGE
FISCAL YEAR 2021

Dist.	No. District/College	>0-3.99	4-6.99	7-9.99	10-12.99	13 or More	Total
	503 Black Hawk	321	410	202	124	194	1,251
	518 Carl Sandburg	93	202	90	93	147	625
	508 City Colleges of Chicago	(1,167)	(1,744)	(454)	(283)	(180)	(3,828)
	02 Harold Washington	236	348	52	42	37	715
	04 Harry S Truman	185	162	33	13	6	399
	01 Kennedy-King	181	68	6	3	0	258
	03 Malcolm X	104	85	68	20	16	293
	05 Olive-Harvey	113	109	64	15	36	337
	06 Richard J. Daley	120	385	104	116	50	775
	07 Wilbur Wright	228	587	127	74	35	1,051
	502 College of DuPage	3,471	1,306	197	88	92	5,154
	532 College of Lake County	760	417	283	39	52	1,551
	507 Danville Area	80	298	65	117	159	719
	509 Elgin	213	227	70	99	236	845
	512 Harper	2,296	1,807	632	273	112	5,120
	540 Heartland	619	454	315	184	220	1,792
	519 Highland	409	199	136	48	22	814
	514 Illinois Central	559	681	399	231	271	2,141
	529 Illinois Eastern	(226)	(230)	(175)	(178)	(440)	(1,249)
	04 Frontier	121	95	86	72	244	618
	01 Lincoln Trail	25	39	25	44	90	223
	02 Olney Central	42	39	45	37	63	226
	03 Wabash Valley	38	57	19	25	43	182
	513 Illinois Valley	316	235	81	47	40	719
	530 John A. Logan	424	272	164	100	119	1,079
	539 John Wood	75	125	47	10	4	261
	525 Joliet Junior	1,930	1,642	569	223	136	4,500
	520 Kankakee	202	254	180	23	12	671
	501 Kaskaskia	671	495	319	200	264	1,949
	523 Kishwaukee	207	237	126	52	71	693
	517 Lake Land	295	445	226	188	284	1,438
	536 Lewis and Clark	902	648	308	267	453	2,578
	526 Lincoln Land	490	572	207	166	103	1,538
	528 McHenry County	1,567	791	537	354	210	3,459
	524 Moraine Valley	2,463	666	226	35	3	3,393
	527 Morton	239	104	184	19	2	548
	535 Oakton	1,100	1,074	206	91	22	2,493
	505 Parkland	103	288	162	150	165	868
	515 Prairie State	349	88	11	1	0	449
	521 Rend Lake	222	206	102	74	188	792
	537 Richland	363	287	96	49	102	897
	511 Rock Valley	355	129	46	29	285	844
	506 Sauk Valley	168	119	130	137	79	633
	531 Shawnee	76	90	46	51	131	394
	510 South Suburban	1,786	483	35	1	0	2,305
	533 Southeastern Illinois	385	168	86	57	105	801
	522 Southwestern Illinois	1,576	845	218	90	232	2,961
	534 Spoon River	77	89	78	37	59	340
	504 Triton	1,147	489	373	216	89	2,314
	516 Waubensee	<u>1,073</u>	<u>895</u>	<u>409</u>	<u>201</u>	<u>204</u>	<u>2,782</u>
	TOTALS	28,775	19,711	8,190	4,625	5,487	66,788

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment and Completion (A1) Data



Illinois Community College Board
Table B-1
DUAL CREDIT COURSE COUNT BY COLLEGE
FOR FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
					3-Year Average Number	2021	1-Year Difference Number	Percent	5-Year Difference Number	Percent
503 Black Hawk	311	359	401	371	464	412	93	25.1%	153	49.2%
518 Carl Sandburg	201	256	315	410	412	379	2	0.5%	211	105.0%
508 City Colleges of Chicago	(482)	(575)	(606)	(655)	(726)	(662)	(71)	(10.8%)	(244)	(50.6%)
02 Harold Washington	46	125	124	125	137	129	12	9.6%	91	197.8%
04 Harry S Truman	69	52	41	61	74	59	13	21.3%	5	7.2%
01 Kennedy-King	29	69	63	70	75	69	5	7.1%	46	158.6%
03 Malcolm X	53	80	80	92	116	96	24	26.1%	63	118.9%
05 Olive-Harvey	52	67	88	69	80	79	11	15.9%	28	53.8%
06 Richard J. Daley	160	105	122	134	134	130	0	0.0%	-26	-16.3%
07 Wilbur Wright	73	77	88	104	110	101	6	5.8%	37	50.7%
502 College of DuPage	459	431	462	447	508	472	61	13.6%	49	10.7%
532 College of Lake County	154	173	164	224	235	208	11	4.9%	81	52.6%
507 Danville Area	631	618	489	505	481	492	-24	-4.8%	-150	-23.8%
509 Elgin	69	310	382	448	540	457	92	20.5%	471	682.6%
512 Harper	369	342	372	408	457	412	49	12.0%	88	23.8%
540 Heartland	175	238	307	339	403	350	64	18.9%	228	130.3%
519 Highland	163	130	117	137	145	133	8	5.8%	-18	-11.0%
514 Illinois Central	253	268	271	288	307	289	19	6.6%	54	21.3%
529 Illinois Eastern	(500)	(445)	(521)	(573)	(643)	(579)	(70)	(12.2%)	(143)	(28.6%)
04 Frontier	250	215	212	228	270	237	42	18.4%	20	8.0%
01 Lincoln Trail	54	67	125	152	160	146	8	5.3%	106	196.3%
02 Olney Central	66	56	76	108	97	94	-11	-10.2%	31	47.0%
03 Wabash Valley	130	107	108	85	116	103	31	36.5%	-14	-10.8%
513 Illinois Valley	157	160	148	166	141	152	-25	-15.1%	-16	-10.2%
530 John A. Logan	116	134	124	149	152	142	3	2.0%	36	31.0%
539 John Wood	91	79	79	78	194	117	116	148.7%	103	113.2%
525 Joliet Junior	368	400	436	433	448	439	15	3.5%	80	21.7%
520 Kankakee	72	51	48	49	57	51	8	16.3%	-15	-20.8%
501 Kaskaskia	440	365	357	348	276	327	-72	-20.7%	-164	-37.3%
523 Kishwaukee	80	54	105	113	123	114	10	8.8%	43	53.8%
517 Lake Land	372	388	384	344	301	343	-43	-12.5%	-71	-19.1%
536 Lewis and Clark	554	529	533	540	417	497	-123	-22.8%	-137	-24.7%
526 Lincoln Land	248	233	202	198	228	209	30	15.2%	-20	-8.1%
528 McHenry County	113	127	152	186	293	210	107	57.5%	180	159.3%
524 Moraine Valley	171	174	258	331	353	314	22	6.6%	182	106.4%
527 Morton	48	26	84	91	71	82	-20	-22.0%	23	47.9%
535 Oakton	71	84	129	225	219	191	-6	-2.7%	148	208.5%
505 Parkland	312	284	316	286	381	328	95	33.2%	69	22.1%
515 Prairie State	45	57	52	82	59	64	-23	-28.0%	14	31.1%
521 Rend Lake	274	268	234	180	150	188	-30	-16.7%	-124	-45.3%
537 Richland	269	222	262	280	277	273	-3	-1.1%	8	3.0%
511 Rock Valley	872	777	702	684	831	739	147	21.5%	-41	-4.7%
506 Sauk Valley	335	346	340	340	335	338	-5	-1.5%	0	0.0%
531 Shawnee	64	64	67	69	77	71	8	11.6%	13	20.3%
510 South Suburban	159	173	216	212	203	210	-9	-4.2%	44	27.7%
533 Southeastern Illinois	231	211	233	249	241	241	-8	-3.2%	10	4.3%
522 Southwestern Illinois	963	1,109	1,160	1,120	1,128	1,136	8	0.7%	165	17.1%
534 Spoon River	132	139	146	157	155	153	-2	-1.3%	23	17.4%
504 Triton	169	192	258	339	359	319	20	5.9%	190	112.4%
516 Waubensee	<u>501</u>	<u>479</u>	<u>473</u>	<u>515</u>	<u>524</u>	<u>504</u>	<u>9</u>	<u>1.7%</u>	<u>23</u>	<u>4.6%</u>
TOTALS	10,994	11,270	11,905	12,569	13,314	12,596	745	5.9%	2,320	21.1%
Pure										
Minimum	29	26	41	49	57	51	-123	-28.0%	-164	-45.3%
Maximum	963	1,109	1,160	1,120	1,128	1,136	147	148.7%	471	682.6%
Median	162	174	207	218	232	210	8	5.8%	34	21.9%
Standard Deviation	207	208	203	198	208	201	47	26.2%	108	112.7%
Average	229	235	248	262	277	262	16	8.8%	48	55.9%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-2
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
FOR FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	2021	FY 2019-2021	FY 2020-2021	FY 2017-2021		
						3-Year Average Number	1-Year Difference Number Percent	5-Year Difference Number Percent		
503 Black Hawk	3,228	3,094	3,382	3,245	3,265	3,297	20	0.6%	37	1.1%
518 Carl Sandburg	1,553	1,939	1,878	2,207	2,244	2,110	37	1.7%	691	44.5%
508 City Colleges of Chicago	(3,199)	(6,562)	(7,135)	(7,629)	(6,555)	(7,106)	(-1,074)	(-14.1%)	(3,356)	(104.9%)
02 Harold Washington	92	1,519	1,326	1,455	1,360	1,380	-95	-6.5%	1,268	1378.3%
04 Harry S Truman	283	375	370	404	512	429	108	26.7%	229	80.9%
01 Kennedy-King	221	487	736	516	340	531	-176	-34.1%	119	53.8%
03 Malcolm X	389	656	718	653	529	633	-124	-19.0%	140	36.0%
05 Olive-Harvey	549	913	894	842	636	791	-206	-24.5%	87	15.8%
06 Richard J. Daley	1,057	1,305	1,725	1,934	1,516	1,725	-418	-21.6%	459	43.4%
07 Wilbur Wright	608	1,307	1,366	1,825	1,662	1,618	-163	-8.9%	1,054	173.4%
502 College of DuPage	8,269	7,551	8,031	7,838	6,982	7,617	-856	-10.9%	-1,287	-15.6%
532 College of Lake County	1,968	2,026	1,907	2,618	2,175	2,233	-443	-16.9%	207	10.5%
507 Danville Area	2,512	2,526	2,735	2,777	2,127	2,546	-650	-23.4%	-385	-15.3%
509 Elgin	262	1,585	1,830	2,509	3,217	2,519	708	28.2%	2,955	1127.9%
512 Harper	5,490	4,580	5,432	6,545	7,563	6,513	1,018	15.6%	2,073	37.8%
540 Heartland	1,614	2,242	3,013	3,044	4,055	3,371	1,011	33.2%	2,441	151.2%
519 Highland	1,731	1,539	1,353	1,578	1,261	1,397	-317	-20.1%	-470	-27.2%
514 Illinois Central	4,626	6,346	5,300	5,587	5,414	5,434	-173	-3.1%	788	17.0%
529 Illinois Eastern	(4,876)	(4,584)	(4,307)	(4,333)	(4,529)	(4,389)	(196)	(4.5%)	(-347)	(-7.1%)
04 Frontier	2,595	2,504	2,054	2,103	2,278	2,145	175	8.3%	-317	-12.2%
01 Lincoln Trail	528	628	755	780	960	832	180	23.1%	432	81.8%
02 Olney Central	766	683	715	831	697	748	-134	-16.1%	-69	-9.0%
03 Wabash Valley	987	769	783	619	594	665	-25	-4.0%	-393	-39.8%
513 Illinois Valley	1,705	1,851	1,746	1,574	1,331	1,550	-243	-15.4%	-374	-21.9%
530 John A. Logan	1,996	2,118	2,088	2,457	2,567	2,371	110	4.5%	571	28.6%
539 John Wood	597	590	589	492	714	598	222	45.1%	117	19.6%
525 Joliet Junior	6,183	6,803	7,233	7,638	7,063	7,311	-575	-7.5%	880	14.2%
520 Kankakee	916	941	805	865	944	871	79	9.1%	28	3.1%
501 Kaskaskia	6,717	5,087	4,895	5,088	4,953	4,979	-135	-2.7%	-1,764	-26.3%
523 Kishwaukee	849	585	1,197	1,431	1,511	1,380	80	5.6%	662	78.0%
517 Lake Land	3,958	3,808	3,826	3,800	3,693	3,773	-107	-2.8%	-265	-6.7%
536 Lewis and Clark	9,103	8,909	8,842	8,656	5,909	7,802	-2,747	-31.7%	-3,194	-35.1%
526 Lincoln Land	3,500	3,368	3,017	2,944	2,855	2,939	-89	-3.0%	-645	-18.4%
528 McHenry County	2,300	2,373	2,808	3,613	6,076	4,166	2,463	68.2%	3,776	164.2%
524 Moraine Valley	3,356	3,192	4,610	4,829	4,278	4,572	-551	-11.4%	922	27.5%
527 Morton	623	337	1,150	1,260	786	1,065	-474	-37.6%	163	26.2%
535 Oakton	1,025	1,518	2,314	3,259	3,160	2,911	-99	-3.0%	2,135	208.3%
505 Parkland	2,345	2,277	2,576	2,155	2,415	2,382	260	12.1%	70	3.0%
515 Prairie State	647	897	763	748	527	679	-221	-29.5%	-120	-18.5%
521 Rend Lake	3,377	2,798	3,219	2,618	2,442	2,760	-176	-6.7%	-935	-27.7%
537 Richland	1,876	1,741	2,005	2,167	1,845	2,006	-322	-14.9%	-31	-1.7%
511 Rock Valley	3,380	3,367	3,111	2,831	3,660	3,201	829	29.3%	280	8.3%
506 Sauk Valley	1,887	1,787	1,642	1,811	1,679	1,711	-132	-7.3%	-208	-11.0%
531 Shawnee	870	966	988	1,007	1,136	1,044	129	12.8%	266	30.6%
510 South Suburban	1,188	2,167	2,506	3,377	2,658	2,847	-719	-21.3%	1,470	123.7%
533 Southeastern Illinois	1,502	1,497	1,444	1,678	1,551	1,558	-127	-7.6%	49	3.3%
522 Southwestern Illinois	6,221	7,793	7,709	7,911	6,809	7,476	-1,102	-13.9%	588	9.5%
534 Spoon River	626	724	737	909	901	849	-8	-0.9%	275	43.9%
504 Triton	1,254	1,380	2,127	3,084	4,323	3,178	1,239	40.2%	3,069	244.7%
516 Waubensee	<u>4,314</u>	<u>4,224</u>	<u>4,364</u>	<u>5,282</u>	<u>5,770</u>	<u>5,139</u>	<u>488</u>	<u>9.2%</u>	<u>1,456</u>	<u>33.8%</u>
TOTALS	111,643	117,672	124,614	133,394	130,943	129,650	-2,451	-1.8%	19,300	17.3%
Pure										
Minimum	92	337	370	404	340	429	-2,747	-37.6%	-3,194	-39.8%
Maximum	9,103	8,909	8,842	8,656	7,563	7,802	2,463	68.2%	3,776	1378.3%
Median	1,660	1,819	1,956	2,187	2,210	2,189	-116	-3.6%	185	16.4%
Standard Deviation	2,164	2,083	2,084	2,145	2,047	2,053	706	21.7%	1,205	255.7%
Average	2,326	2,452	2,596	2,779	2,728	2,701	-51	-1.1%	402	84.1%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-3
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
FOR FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
					3-Year Average Number	2021	1-Year Difference Number	Percent	5-Year Difference Number	Percent
503 Black Hawk	10.4	8.6	8.4	8.7	7.0	8.1	-1.7	-19.6%	-3.3	-32.2%
518 Carl Sandburg	7.7	7.6	6.0	5.4	5.4	5.6	0.1	1.2%	-2.3	-29.5%
508 City Colleges of Chicago	(6.6)	(11.4)	(11.8)	(11.6)	(9.0)	(10.8)	(-2.6)	(-22.5%)	(2.4)	(36.0%)
02 Harold Washington	2.0	12.2	10.7	11.6	9.9	10.8	-1.7	-14.7%	7.9	396.4%
04 Harry S Truman	4.1	7.2	9.0	6.6	6.9	7.5	0.3	4.5%	2.8	68.7%
01 Kennedy-King	7.6	7.1	11.7	7.4	4.5	7.9	-2.8	-38.5%	-3.1	-40.5%
03 Malcolm X	7.3	8.2	9.0	7.1	4.6	6.9	-2.5	-35.8%	-2.8	-37.9%
05 Olive-Harvey	10.6	13.6	10.2	12.2	8.0	10.1	-4.3	-34.9%	-2.6	-24.7%
06 Richard J. Daley	6.6	12.4	14.1	14.4	11.3	13.3	-3.1	-21.6%	4.7	71.3%
07 Wilbur Wright	8.3	17.0	15.5	17.5	15.1	16.1	-2.4	-13.9%	6.8	81.4%
502 College of DuPage	18.0	17.5	17.4	17.5	13.7	16.2	-3.8	-21.6%	-4.3	-23.7%
532 College of Lake County	12.8	11.7	11.6	11.7	9.3	10.9	-2.4	-20.8%	-3.5	-27.6%
507 Danville Area	4.0	4.1	5.6	5.5	4.4	5.2	-1.1	-19.6%	0.4	11.1%
509 Elgin	3.8	5.1	4.8	5.6	6.0	5.4	0.4	6.4%	2.2	56.9%
512 Harper	14.9	13.4	14.6	16.0	16.5	15.7	0.5	3.2%	1.7	11.2%
540 Heartland	9.2	9.4	9.8	9.0	10.1	9.6	1.1	12.1%	0.8	9.1%
519 Highland	10.6	11.8	11.6	11.5	8.7	10.6	-2.8	-24.5%	-1.9	-18.1%
514 Illinois Central	18.3	23.7	19.6	19.4	17.6	18.9	-1.8	-9.1%	-0.6	-3.6%
529 Illinois Eastern	(9.8)	(10.3)	(8.3)	(7.6)	(7.0)	(7.6)	(-0.5)	(-6.9%)	(-2.7)	(-27.8%)
04 Frontier	10.4	11.6	9.7	9.2	8.4	9.1	-0.8	-8.5%	-1.9	-18.7%
01 Lincoln Trail	9.8	9.4	6.0	5.1	6.0	5.7	0.9	16.9%	-3.8	-38.6%
02 Olney Central	11.6	12.2	9.4	7.7	7.2	8.1	-0.5	-6.6%	-4.4	-38.1%
03 Wabash Valley	7.6	7.2	7.3	7.3	5.1	6.6	-2.2	-29.7%	-2.5	-32.6%
513 Illinois Valley	10.9	11.6	11.8	9.5	9.4	10.2	0.0	-0.4%	-1.4	-13.1%
530 John A. Logan	17.2	15.8	16.8	16.5	16.9	16.7	0.4	2.4%	-0.3	-1.9%
539 John Wood	6.6	7.5	7.5	6.3	3.7	5.8	-2.6	-41.7%	-2.9	-43.9%
525 Joliet Junior	16.8	17.0	16.6	17.6	15.8	16.7	-1.9	-10.6%	-1.0	-6.2%
520 Kankakee	12.7	18.5	16.8	17.7	16.6	17.0	-1.1	-6.2%	3.8	30.2%
501 Kaskaskia	15.3	13.9	13.7	14.6	17.9	15.4	3.3	22.7%	2.7	17.6%
523 Kishwaukee	10.6	10.8	11.4	12.7	12.3	12.1	-0.4	-3.0%	1.7	15.8%
517 Lake Land	10.6	9.8	10.0	11.0	12.3	11.1	1.2	11.1%	1.6	15.3%
536 Lewis and Clark	16.4	16.8	16.6	16.0	14.2	15.6	-1.9	-11.6%	-2.3	-13.8%
526 Lincoln Land	14.1	14.5	14.9	14.9	12.5	14.1	-2.3	-15.8%	-1.6	-11.3%
528 McHenry County	20.4	18.7	18.5	19.4	20.7	19.5	1.3	6.8%	0.4	1.9%
524 Moraine Valley	19.6	18.3	17.9	14.6	12.1	14.9	-2.5	-16.9%	-7.5	-38.2%
527 Morton	13.0	13.0	13.7	13.8	11.1	12.9	-2.8	-20.0%	-1.9	-14.7%
535 Oakton	14.4	18.1	17.9	14.5	14.4	15.6	-0.1	-0.4%	0.0	-0.1%
505 Parkland	7.5	8.0	8.2	7.5	6.3	7.3	-1.2	-15.9%	-1.2	-15.7%
515 Prairie State	14.4	15.7	14.7	9.1	8.9	10.9	-0.2	-2.1%	-5.4	-37.9%
521 Rend Lake	12.3	10.4	13.8	14.5	16.3	14.9	1.7	11.9%	4.0	32.1%
537 Richland	7.0	7.8	7.7	7.7	6.7	7.4	-1.1	-13.9%	-0.3	-4.5%
511 Rock Valley	3.9	4.3	4.4	4.1	4.4	4.3	0.3	6.4%	0.5	13.6%
506 Sauk Valley	5.6	5.2	4.8	5.3	5.0	5.1	-0.3	-5.9%	-0.6	-11.0%
531 Shawnee	13.6	15.1	14.7	14.6	14.8	14.7	0.2	1.1%	1.2	8.5%
510 South Suburban	7.5	12.5	11.6	15.9	13.1	13.5	-2.8	-17.8%	5.6	75.2%
533 Southeastern Illinois	6.5	7.1	6.2	6.7	6.4	6.5	-0.3	-4.5%	-0.1	-1.0%
522 Southwestern Illinois	6.5	7.0	6.6	7.1	6.0	6.6	-1.0	-14.5%	-0.4	-6.6%
534 Spoon River	4.7	5.2	5.0	5.8	5.8	5.6	0.0	0.4%	1.1	22.6%
504 Triton	7.4	7.2	8.2	9.1	12.0	9.8	2.9	32.4%	4.6	62.3%
516 Waubensee	<u>8.6</u>	<u>8.8</u>	<u>9.2</u>	<u>10.3</u>	<u>11.0</u>	<u>10.2</u>	<u>0.8</u>	<u>7.4%</u>	<u>2.4</u>	<u>27.9%</u>
TOTALS/AVERAGES	10.2	10.4	10.5	10.6	9.8	10.3	-0.8	-7.3%	-0.3	-3.2%
Pure										
Minimum	2.0	4.1	4.4	4.1	3.7	4.3	-4.3	-41.7%	-7.5	-43.9%
Maximum	20.4	23.7	19.6	19.4	20.7	19.5	3.3	32.4%	7.9	396.4%
Median	10.4	11.6	11.0	10.7	9.7	10.4	-0.9	-7.6%	-0.4	-4.0%
Standard Deviation	4.6	4.6	4.3	4.4	4.5	4.3	1.7	15.8%	3.2	65.9%
Average	10.4	11.5	11.3	11.1	10.3	10.9	-0.9	-7.8%	-0.1	9.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
 Table B-4
 TOP TEN DUAL CREDIT COURSE ENROLLMENTS BY CIP (BASED ON FISCAL YEAR 2021)
 FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	2021	FY 2019-2021	FY 2020-2021		FY 2017-2021	
							3-Year Average	1-Year Difference	Percent	5-Year Difference	Percent
							Number	Number	Percent	Number	Percent
23.1301	Writing, General	17,278	19,082	19,798	20,961	21,259	20,673	298	1.4%	3,981	23.0%
27.0101	Mathematics, General	6,674	6,545	7,093	7,900	8,643	7,879	743	9.4%	1,969	29.5%
23.1304	Rhetoric and Composition	3,967	4,078	4,406	4,746	5,537	4,896	791	16.7%	1,570	39.6%
16.0905	Spanish Language and Literature	5,157	5,046	5,538	5,344	4,994	5,292	-350	-6.5%	-163	-3.2%
54.0102	American History (United States)	3,860	4,386	4,002	4,032	4,138	4,057	106	2.6%	278	7.2%
42.0101	Psychology, General	3,404	3,676	3,522	3,467	3,547	3,512	80	2.3%	143	4.2%
27.0501	Statistics, General	1,967	2,449	2,625	2,952	3,214	2,930	262	8.9%	1,247	63.4%
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	2,887	2,368	2,211	2,142	2,999	2,451	857	40.0%	112	3.9%
26.0101	Biology/Biological Sciences, General	2,656	2,650	2,709	2,831	2,947	2,829	116	4.1%	291	11.0%
51.0710	Medical Office Assistant/Specialist	<u>1,692</u>	<u>2,027</u>	<u>2,269</u>	<u>2,803</u>	<u>2,807</u>	<u>2,626</u>	<u>4</u>	<u>0.1%</u>	<u>1,115</u>	<u>65.9%</u>
	Totals	49,542	52,307	54,173	57,178	60,085	57,145	2,907	5.1%	10,543	21.3%
	Grand Total	111,643	117,672	124,614	133,394	130,943	129,650	-2,451	-1.8%	19,300	17.3%
	Percent Top Ten of Grand Total	44.4%	44.5%	43.5%	42.9%	45.9%	44.1%	3.0%	7.1%	1.5%	3.4%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-5
DUAL CREDIT COURSE COUNT BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	FY 2019-2021 3-Year Average		FY 2020-2021 1-Year Difference		FY 2017-2021 5-Year Difference	
					2021	Number	Number	Percent	Number	Percent
503 Black Hawk	188	239	281	247	335	288	88	35.6%	147	78.2%
518 Carl Sandburg	153	205	267	341	351	320	10	2.9%	198	129.4%
508 City Colleges of Chicago	(413)	(463)	(498)	(518)	(526)	(514)	(8)	(1.5%)	(113)	(27.4%)
02 Harold Washington	43	94	95	93	88	92	-5	-5.4%	45	104.7%
04 Harry S Truman	61	42	34	54	56	48	2	3.7%	-5	-8.2%
01 Kennedy-King	27	54	52	53	51	52	-2	-3.8%	24	88.9%
03 Malcolm X	49	65	71	68	82	74	14	20.6%	33	67.3%
05 Olive-Harvey	46	54	72	51	51	58	0	0.0%	5	10.9%
06 Richard J. Daley	127	88	94	105	101	100	-4	-3.8%	-26	-20.5%
07 Wilbur Wright	60	66	80	94	97	90	3	3.2%	37	61.7%
502 College of DuPage	141	115	104	94	109	102	15	16.0%	-32	-22.7%
532 College of Lake County	64	59	58	73	97	76	24	32.9%	33	51.6%
507 Danville Area	312	312	347	355	325	342	-30	-8.5%	13	4.2%
509 Elgin	13	244	317	400	480	399	80	20.0%	467	3592.3%
512 Harper	161	127	143	180	233	185	53	29.4%	72	44.7%
540 Heartland	122	175	208	243	292	248	49	20.2%	170	139.3%
519 Highland	58	46	32	35	37	35	2	5.7%	-21	-36.2%
514 Illinois Central	176	169	180	196	210	195	14	7.1%	34	19.3%
529 Illinois Eastern	(299)	(247)	(311)	(346)	(421)	(359)	(75)	(21.7%)	(122)	(40.8%)
04 Frontier	151	119	124	128	163	138	35	27.3%	12	7.9%
01 Lincoln Trail	37	50	97	112	135	115	23	20.5%	98	264.9%
02 Olney Central	47	32	44	70	65	60	-5	-7.1%	18	38.3%
03 Wabash Valley	64	46	46	36	58	47	22	61.1%	-6	-9.4%
513 Illinois Valley	84	98	92	108	90	97	-18	-16.7%	6	7.1%
530 John A. Logan	78	76	80	106	95	94	-11	-10.4%	17	21.8%
539 John Wood	71	65	60	60	149	90	89	148.3%	78	109.9%
525 Joliet Junior	210	219	226	226	245	232	19	8.4%	35	16.7%
520 Kankakee	48	27	28	27	35	30	8	29.6%	-13	-27.1%
501 Kaskaskia	229	156	161	154	120	145	-34	-22.1%	-109	-47.6%
523 Kishwaukee	21	6	34	47	65	49	18	38.3%	44	209.5%
517 Lake Land	171	161	180	191	182	184	-9	-4.7%	11	6.4%
536 Lewis and Clark	303	300	303	314	255	291	-59	-18.8%	-48	-15.8%
526 Lincoln Land	148	144	146	153	150	150	-3	-2.0%	2	1.4%
528 McHenry County	58	70	69	84	180	111	96	114.3%	122	210.3%
524 Moraine Valley	21	14	24	34	72	43	38	111.8%	51	242.9%
527 Morton	19	18	60	63	56	60	-7	-11.1%	37	194.7%
535 Oakton	27	38	53	59	64	59	5	8.5%	37	137.0%
505 Parkland	223	219	251	223	295	256	72	32.3%	72	32.3%
515 Prairie State	0	0	0	1	3	1	2	200.0%	3	--
521 Rend Lake	188	163	150	114	111	125	-3	-2.6%	-77	-41.0%
537 Richland	172	133	167	194	209	190	15	7.7%	37	21.5%
511 Rock Valley	807	713	661	651	749	687	98	15.1%	-58	-7.2%
506 Sauk Valley	239	234	212	213	221	215	8	3.8%	-18	-7.5%
531 Shawnee	44	38	46	43	54	48	11	25.6%	10	22.7%
510 South Suburban	71	25	5	6	2	4	-4	-66.7%	-69	-97.2%
533 Southeastern Illinois	143	119	154	158	132	148	-26	-16.5%	-11	-7.7%
522 Southwestern Illinois	751	879	919	834	827	860	-7	-0.8%	76	10.1%
534 Spoon River	102	117	130	137	124	130	-13	-9.5%	22	21.6%
504 Triton	82	100	117	116	141	125	25	21.6%	59	72.0%
516 Waubensee	<u>394</u>	<u>387</u>	<u>359</u>	<u>414</u>	<u>432</u>	<u>402</u>	<u>18</u>	<u>4.3%</u>	<u>38</u>	<u>9.6%</u>
TOTALS	6,804	6,920	7,433	7,758	8,474	7,888	716	9.2%	1,670	24.5%
Pure										
Minimum	0	0	0	1	2	1	-59	-66.7%	-109	-97.2%
Maximum	807	879	919	834	827	860	98	200.0%	467	3592.3%
Median	83	99	101	110	122	113	8	6.4%	23	21.5%
Standard Deviation	158	162	163	158	167	163	34	44.0%	86	523.4%
Average	142	144	155	162	177	164	15	18.0%	35	121.3%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-6
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2017-2021

Dist. No. District/College	FY 2019-2021 3-Year Average					FY 2020-2021 1-Year Difference		FY 2017-2021 5-Year Difference		
	2017	2018	2019	2020	2021	Number	Percent	Number	Percent	
503 Black Hawk	2,164	2,268	2,466	2,398	2,593	2,486	195	8.1%	429	19.8%
518 Carl Sandburg	1,161	1,488	1,578	1,854	1,842	1,758	-12	-0.6%	681	58.7%
508 City Colleges of Chicago	(2,766)	(5,367)	(5,822)	(6,288)	(5,017)	(5,709)	(-1,271)	(-20.2%)	(2,251)	(81.4%)
02 Harold Washington	86	961	832	933	722	829	-211	-22.6%	636	739.5%
04 Harry S Truman	259	318	313	381	420	371	39	10.2%	161	62.2%
01 Kennedy-King	216	396	541	394	251	395	-143	-36.3%	35	16.2%
03 Malcolm X	370	581	625	466	385	492	-81	-17.4%	15	4.1%
05 Olive-Harvey	503	752	812	706	490	669	-216	-30.6%	-13	-2.6%
06 Richard J. Daley	870	1,162	1,411	1,648	1,201	1,420	-447	-27.1%	331	38.0%
07 Wilbur Wright	462	1,197	1,288	1,760	1,548	1,532	-212	-12.0%	1,086	235.1%
502 College of DuPage	2,751	2,107	2,118	1,918	2,211	2,082	293	15.3%	-540	-19.6%
532 College of Lake County	1,177	973	913	1,044	1,307	1,088	263	25.2%	130	11.0%
507 Danville Area	1,379	1,437	1,542	1,645	1,333	1,507	-312	-19.0%	-46	-3.3%
509 Elgin	66	1,311	1,568	2,235	2,978	2,260	743	33.2%	2,912	4412.1%
512 Harper	2,999	2,342	2,599	3,304	4,189	3,364	885	26.8%	1,190	39.7%
540 Heartland	1,223	1,691	2,259	2,291	3,437	2,662	1,146	50.0%	2,214	181.0%
519 Highland	652	562	415	487	439	447	-48	-9.9%	-213	-32.7%
514 Illinois Central	3,413	4,507	4,072	4,351	4,131	4,185	-220	-5.1%	718	21.0%
529 Illinois Eastern	(3,472)	(3,133)	(2,947)	(2,966)	(3,223)	(3,045)	(257)	(8.7%)	(-249)	(-7.2%)
04 Frontier	1,879	1,766	1,453	1,498	1,626	1,526	128	8.5%	-253	-13.5%
01 Lincoln Trail	439	530	628	643	826	699	183	28.5%	387	88.2%
02 Olney Central	620	476	500	522	494	505	-28	-5.4%	-126	-20.3%
03 Wabash Valley	534	361	366	303	277	315	-26	-8.6%	-257	-48.1%
513 Illinois Valley	1,211	1,430	1,347	1,141	1,061	1,183	-80	-7.0%	-150	-12.4%
530 John A. Logan	1,482	1,434	1,508	1,877	1,888	1,758	11	0.6%	406	27.4%
539 John Wood	500	502	507	404	569	493	165	40.8%	69	13.8%
525 Joliet Junior	4,141	4,370	4,392	4,664	4,546	4,534	-118	-2.5%	405	9.8%
520 Kankakee	603	528	450	457	548	485	91	19.9%	-55	-9.1%
501 Kaskaskia	3,819	2,424	2,400	2,660	2,608	2,556	-52	-2.0%	-1,211	-31.7%
523 Kishwaukee	261	95	398	752	968	706	216	28.7%	707	270.9%
517 Lake Land	2,448	2,353	2,535	2,559	2,625	2,573	66	2.6%	177	7.2%
536 Lewis and Clark	5,648	5,830	5,641	5,509	4,186	5,112	-1,323	-24.0%	-1,462	-25.9%
526 Lincoln Land	2,559	2,480	2,457	2,472	2,283	2,404	-189	-7.6%	-276	-10.8%
528 McHenry County	1,494	1,554	1,693	2,084	4,392	2,723	2,308	110.7%	2,898	194.0%
524 Moraine Valley	380	241	498	416	854	589	438	105.3%	474	124.7%
527 Morton	308	225	824	944	688	819	-256	-27.1%	380	123.4%
535 Oakton	494	821	887	862	963	904	101	11.7%	469	94.9%
505 Parkland	1,636	1,771	2,104	1,773	1,721	1,866	-52	-2.9%	85	5.2%
515 Prairie State	0	0	0	1	30	10	29	2900.0%	30	--
521 Rend Lake	2,831	2,294	2,557	2,015	2,085	2,219	70	3.5%	-746	-26.4%
537 Richland	936	986	1,252	1,338	1,177	1,256	-161	-12.0%	241	25.7%
511 Rock Valley	3,173	3,199	3,059	2,772	3,343	3,058	571	20.6%	170	5.4%
506 Sauk Valley	1,135	1,025	905	885	921	904	36	4.1%	-214	-18.9%
531 Shawnee	691	668	764	750	904	806	154	20.5%	213	30.8%
510 South Suburban	477	460	55	63	30	49	-33	-52.4%	-447	-93.7%
533 Southeastern Illinois	861	864	1,043	1,210	1,046	1,100	-164	-13.6%	185	21.5%
522 Southwestern Illinois	3,955	5,370	5,248	4,638	3,803	4,563	-835	-18.0%	-152	-3.8%
534 Spoon River	541	650	675	824	727	742	-97	-11.8%	186	34.4%
504 Triton	664	775	969	900	1,951	1,273	1,051	116.8%	1,287	193.8%
516 Waubonsee	<u>3,595</u>	<u>3,515</u>	<u>3,500</u>	<u>4,480</u>	<u>5,103</u>	<u>4,361</u>	<u>623</u>	<u>13.9%</u>	<u>1,508</u>	<u>41.9%</u>
TOTALS	69,066	73,050	75,967	79,231	83,720	79,639	4,489	5.7%	14,654	21.2%
Pure										
Minimum	0	0	0	1	30	10	-1,323	-52.4%	-1,462	-93.7%
Maximum	5,648	5,830	5,641	5,509	5,103	5,112	2,308	2900.0%	2,912	4412.1%
Median	903	1,094	1,270	1,274	1,254	1,265	-1	0.0%	174	16.2%
Standard Deviation	1,314	1,336	1,291	1,317	1,360	1,302	522	414.6%	830	648.6%
Average	1,439	1,522	1,583	1,651	1,744	1,659	94	67.3%	305	144.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-7
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
IN TRANSFER EDUCATION
FOR FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	FY 2019-2021 3-Year Average		FY 2020-2021 1-Year Difference		FY 2017-2021 5-Year Difference	
					2021	Number	Number	Percent	Number	Percent
503 Black Hawk	11.5	9.5	8.8	9.7	7.7	8.7	-2.0	-20.3%	-3.8	-32.8%
518 Carl Sandburg	7.6	7.3	5.9	5.4	5.2	5.5	-0.2	-3.5%	-2.3	-30.8%
508 City Colleges of Chicago	(6.7)	(11.6)	(11.7)	(12.1)	(9.5)	(11.1)	(-2.6)	(-21.4%)	(2.8)	(42.4%)
02 Harold Washington	2.0	10.2	8.8	10.0	8.2	9.0	-1.8	-18.2%	6.2	310.2%
04 Harry S Truman	4.2	7.6	9.2	7.1	7.5	7.9	0.4	6.3%	3.3	76.6%
01 Kennedy-King	8.0	7.3	10.4	7.4	4.9	7.6	-2.5	-33.8%	-3.1	-38.5%
03 Malcolm X	7.6	8.9	8.8	6.9	4.7	6.8	-2.2	-31.5%	-2.9	-37.8%
05 Olive-Harvey	10.9	13.9	11.3	13.8	9.6	11.6	-4.2	-30.6%	-1.3	-12.1%
06 Richard J. Daley	6.9	13.2	15.0	15.7	11.9	14.2	-3.8	-24.2%	5.0	73.6%
07 Wilbur Wright	7.7	18.1	16.1	18.7	16.0	16.9	-2.8	-14.8%	8.3	107.3%
502 College of DuPage	19.5	18.3	20.4	20.4	20.3	20.4	-0.1	-0.6%	0.8	4.0%
532 College of Lake County	18.4	16.5	15.7	14.3	13.5	14.5	-0.8	-5.8%	-4.9	-26.7%
507 Danville Area	4.4	4.6	4.4	4.6	4.1	4.4	-0.5	-11.5%	-0.3	-7.2%
509 Elgin	5.1	5.4	4.9	5.6	6.2	5.6	0.6	11.0%	1.1	22.2%
512 Harper	18.6	18.4	18.2	18.4	18.0	18.2	-0.4	-2.1%	-0.6	-3.5%
540 Heartland	10.0	9.7	10.9	9.4	11.8	10.7	2.3	24.8%	1.7	17.4%
519 Highland	11.2	12.2	13.0	13.9	11.9	12.9	-2.0	-14.7%	0.6	5.5%
514 Illinois Central	19.4	26.7	22.6	22.2	19.7	21.5	-2.5	-11.4%	0.3	1.4%
529 Illinois Eastern	(11.6)	(12.7)	(9.5)	(8.6)	(7.7)	(8.6)	(-0.9)	(-10.7%)	(-4.0)	(-34.1%)
04 Frontier	12.4	14.8	11.7	11.7	10.0	11.1	-1.7	-14.8%	-2.5	-19.8%
01 Lincoln Trail	11.9	10.6	6.5	5.7	6.1	6.1	0.4	6.6%	-5.7	-48.4%
02 Olney Central	13.2	14.9	11.4	7.5	7.6	8.8	0.1	1.9%	-5.6	-42.4%
03 Wabash Valley	8.3	7.8	8.0	8.4	4.8	7.0	-3.6	-43.3%	-3.6	-42.8%
513 Illinois Valley	14.4	14.6	14.6	10.6	11.8	12.3	1.2	11.6%	-2.6	-18.2%
530 John A. Logan	19.0	18.9	18.9	17.7	19.9	18.8	2.2	12.2%	0.9	4.6%
539 John Wood	7.0	7.7	8.5	6.7	3.8	6.3	-2.9	-43.3%	-3.2	-45.8%
525 Joliet Junior	19.7	20.0	19.4	20.6	18.6	19.5	-2.1	-10.1%	-1.2	-5.9%
520 Kankakee	12.6	19.6	16.1	16.9	15.7	16.2	-1.3	-7.5%	3.1	24.6%
501 Kaskaskia	16.7	15.5	14.9	17.3	21.7	18.0	4.5	25.8%	5.1	30.3%
523 Kishwaukee	12.4	15.8	11.7	16.0	14.9	14.2	-1.1	-6.9%	2.5	19.8%
517 Lake Land	14.3	14.6	14.1	13.4	14.4	14.0	1.0	7.7%	0.1	0.7%
536 Lewis and Clark	18.6	19.4	18.6	17.5	16.4	17.5	-1.1	-6.4%	-2.2	-11.9%
526 Lincoln Land	17.3	17.2	16.8	16.2	15.2	16.1	-0.9	-5.8%	-2.1	-12.0%
528 McHenry County	25.8	22.2	24.5	24.8	24.4	24.6	-0.4	-1.7%	-1.4	-5.3%
524 Moraine Valley	18.1	17.2	20.8	12.2	11.9	14.9	-0.4	-3.1%	-6.2	-34.5%
527 Morton	16.2	12.5	13.7	15.0	12.3	13.7	-2.7	-18.0%	-3.9	-24.2%
535 Oakton	18.3	21.6	16.7	14.6	15.0	15.5	0.4	3.0%	-3.2	-17.8%
505 Parkland	7.3	8.1	8.4	8.0	5.8	7.4	-2.1	-26.6%	-1.5	-20.5%
515 Prairie State	--	--	--	1.0	10.0	5.5	9.0	900.0%	--	--
521 Rend Lake	15.1	14.1	17.0	17.7	18.8	17.8	1.1	6.3%	3.7	24.7%
537 Richland	5.4	7.4	7.5	6.9	5.6	6.7	-1.3	-18.3%	0.2	3.5%
511 Rock Valley	3.9	4.5	4.6	4.3	4.5	4.4	0.2	4.8%	0.5	13.5%
506 Sauk Valley	4.7	4.4	4.3	4.2	4.2	4.2	0.0	0.3%	-0.6	-12.2%
531 Shawnee	15.7	17.6	16.6	17.4	16.7	16.9	-0.7	-4.0%	1.0	6.6%
510 South Suburban	6.7	18.4	11.0	10.5	15.0	12.2	4.5	42.9%	8.3	123.3%
533 Southeastern Illinois	6.0	7.3	6.8	7.7	7.9	7.5	0.3	3.5%	1.9	31.6%
522 Southwestern Illinois	5.3	6.1	5.7	5.6	4.6	5.3	-1.0	-17.3%	-0.7	-12.7%
534 Spoon River	5.3	5.6	5.2	6.0	5.9	5.7	-0.2	-2.5%	0.6	10.5%
504 Triton	8.1	7.8	8.3	7.8	13.8	10.0	6.1	78.3%	5.7	70.9%
516 Waubensee	<u>9.1</u>	<u>9.1</u>	<u>9.7</u>	<u>10.8</u>	<u>11.8</u>	10.8	1.0	9.2%	2.7	29.5%
TOTALS/AVERAGES	10.2	10.6	10.2	10.2	9.9	10.1	-0.3	-3.3%	-0.3	-2.7%
Pure										
Minimum	2.0	4.4	4.3	1.0	3.8	4.2	-4.2	-43.3%	-6.2	-48.4%
Maximum	25.8	26.7	24.5	24.8	24.4	24.6	9.0	900.0%	8.3	310.2%
Median	11.2	13.2	11.4	10.7	11.8	11.4	-0.5	-3.7%	-0.3	-3.5%
Standard Deviation	5.6	5.5	5.3	5.6	5.5	5.3	2.5	130.8%	3.5	58.7%
Average	11.5	12.8	12.3	11.8	11.5	11.8	-0.3	14.7%	0.0	9.5%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-8
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE
IN TRANSFER EDUCATION
FISCAL YEAR 2021

Dist. No. District/College	23.1301 Writing, General	27.0101 Mathematics, General	23.1304 Rhetoric and Composition	16.0905 Spanish Language and Literature	54.0102 American History (United States)	Total
503 Black Hawk	926	215	285	82	216	1,724
518 Carl Sandburg	448	22	178	8	113	769
508 City Colleges of Chicago	(1,611)	(910)	(0)	(489)	(149)	(3,159)
02 Harold Washington	172	158	0	2	46	378
04 Harry S Truman	116	131	0	13	15	275
01 Kennedy-King	16	2	0	4	43	65
03 Malcolm X	60	22	0	80	6	168
05 Olive-Harvey	86	29	0	146	39	300
06 Richard J. Daley	545	190	0	133	0	868
07 Wilbur Wright	616	378	0	111	0	1,105
502 College of DuPage	0	99	0	452	0	551
532 College of Lake County	430	0	13	96	0	539
507 Danville Area	376	36	69	4	62	547
509 Elgin	702	281	66	69	183	1,301
512 Harper	452	620	737	703	0	2,512
540 Heartland	932	60	1	14	70	1,077
519 Highland	91	48	0	0	0	139
514 Illinois Central	1,496	47	177	0	195	1,915
529 Illinois Eastern	(782)	(353)	(296)	(145)	(234)	(1,810)
04 Frontier	466	250	119	14	101	950
01 Lincoln Trail	127	88	65	125	22	427
02 Olney Central	99	7	59	6	105	276
03 Wabash Valley	90	8	53	0	6	157
513 Illinois Valley	268	43	147	0	36	494
530 John A. Logan	469	67	107	213	0	856
539 John Wood	154	84	24	66	11	339
525 Joliet Junior	2,454	453	74	0	328	3,309
520 Kankakee	94	24	19	0	43	180
501 Kaskaskia	742	345	286	186	184	1,743
523 Kishwaukee	153	87	159	17	165	581
517 Lake Land	932	502	212	53	0	1,699
536 Lewis and Clark	1,038	463	88	643	462	2,694
526 Lincoln Land	367	192	228	255	469	1,511
528 McHenry County	771	46	862	1,010	220	2,909
524 Moraine Valley	230	171	0	0	0	401
527 Morton	0	405	0	0	0	405
535 Oakton	356	185	0	0	0	541
505 Parkland	789	45	25	2	84	945
515 Prairie State	0	0	0	0	0	0
521 Rend Lake	329	598	10	27	176	1,140
537 Richland	546	16	56	3	23	644
511 Rock Valley	478	311	184	27	278	1,278
506 Sauk Valley	316	100	56	2	11	485
531 Shawnee	302	135	9	82	74	602
510 South Suburban	0	0	0	0	0	0
533 Southeastern Illinois	178	36	63	11	21	309
522 Southwestern Illinois	652	226	532	20	142	1,572
534 Spoon River	248	74	128	0	4	454
504 Triton	87	233	0	0	54	374
516 Waubensee	<u>1,009</u>	<u>1,111</u>	<u>433</u>	<u>315</u>	<u>131</u>	<u>2,999</u>
TOTALS	21,208	8,643	5,524	4,994	4,138	44,507
Grand Total	130,943	130,943	130,943	130,943	130,943	130,943
Percent Top Five of Grand Total	16.2%	6.6%	4.2%	3.8%	3.2%	34.0%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-9
DUAL CREDIT COURSE COUNT BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	FY 2019-2021 3-Year Average		FY 2020-2021 1-Year Difference		FY 2017-2021 5-Year Difference	
					2021	Number	Number	Percent	Number	Percent
503 Black Hawk	123	120	120	124	129	124	5	4.0%	6	4.9%
518 Carl Sandburg	48	51	48	69	61	59	-8	-11.6%	13	27.1%
508 City Colleges of Chicago	(69)	(112)	(108)	(137)	(200)	(148)	(63)	(46.0%)	(131)	(189.9%)
02 Harold Washington	3	31	29	32	49	37	17	53.1%	46	1533.3%
04 Harry S Truman	8	10	7	7	18	11	11	157.1%	10	125.0%
01 Kennedy-King	2	15	11	17	24	17	7	41.2%	22	1100.0%
03 Malcolm X	4	15	9	24	34	22	10	41.7%	30	750.0%
05 Olive-Harvey	6	13	16	18	29	21	11	61.1%	23	383.3%
06 Richard J. Daley	33	17	28	29	33	30	4	13.8%	0	0.0%
07 Wilbur Wright	13	11	8	10	13	10	3	30.0%	0	0.0%
502 College of DuPage	318	316	358	353	399	370	46	13.0%	81	25.5%
532 College of Lake County	90	114	106	151	138	132	-13	-8.6%	48	53.3%
507 Danville Area	319	306	142	150	156	149	6	4.0%	-163	-51.1%
509 Elgin	56	66	65	48	60	58	12	25.0%	4	7.1%
512 Harper	208	215	229	228	224	227	-4	-1.8%	16	7.7%
540 Heartland	53	63	99	96	111	102	15	15.6%	58	109.4%
519 Highland	105	84	85	102	108	98	6	5.9%	3	2.9%
514 Illinois Central	77	99	91	92	97	93	5	5.4%	20	26.0%
529 Illinois Eastern	(201)	(198)	(210)	(227)	(222)	(220)	(-5)	(-2.2%)	(21)	(10.4%)
04 Frontier	99	96	88	100	107	98	7	7.0%	8	8.1%
01 Lincoln Trail	17	17	28	40	25	31	-15	-37.5%	8	47.1%
02 Olney Central	19	24	32	38	32	34	-6	-15.8%	13	68.4%
03 Wabash Valley	66	61	62	49	58	56	9	18.4%	-8	-12.1%
513 Illinois Valley	73	62	56	58	51	55	-7	-12.1%	-22	-30.1%
530 John A. Logan	38	58	44	43	57	48	14	32.6%	19	50.0%
539 John Wood	20	14	19	18	45	27	27	150.0%	25	125.0%
525 Joliet Junior	158	181	210	207	203	207	-4	-1.9%	45	28.5%
520 Kankakee	24	24	20	22	22	21	0	0.0%	-2	-8.3%
501 Kaskaskia	211	209	196	194	156	182	-38	-19.6%	-55	-26.1%
523 Kishwaukee	59	48	71	66	58	65	-8	-12.1%	-1	-1.7%
517 Lake Land	201	227	204	153	119	159	-34	-22.2%	-82	-40.8%
536 Lewis and Clark	251	229	230	226	162	206	-64	-28.3%	-89	-35.5%
526 Lincoln Land	100	89	56	45	78	60	33	73.3%	-22	-22.0%
528 McHenry County	55	57	83	102	113	99	11	10.8%	58	105.5%
524 Moraine Valley	150	160	234	297	281	271	-16	-5.4%	131	87.3%
527 Morton	29	8	24	28	15	22	-13	-46.4%	-14	-48.3%
535 Oakton	44	46	76	166	155	132	-11	-6.6%	111	252.3%
505 Parkland	89	65	65	63	86	71	23	36.5%	-3	-3.4%
515 Prairie State	45	57	52	81	56	63	-25	-30.9%	11	24.4%
521 Rend Lake	86	105	84	66	39	63	-27	-40.9%	-47	-54.7%
537 Richland	97	89	95	86	68	83	-18	-20.9%	-29	-29.9%
511 Rock Valley	65	64	41	33	82	52	49	148.5%	17	26.2%
506 Sauk Valley	96	112	128	127	114	123	-13	-10.2%	18	18.8%
531 Shawnee	20	26	21	26	23	23	-3	-11.5%	3	15.0%
510 South Suburban	88	148	211	206	201	206	-5	-2.4%	113	128.4%
533 Southeastern Illinois	88	92	79	91	109	93	18	19.8%	21	23.9%
522 Southwestern Illinois	212	230	241	286	301	276	15	5.2%	89	42.0%
534 Spoon River	30	22	16	20	31	22	11	55.0%	1	3.3%
504 Triton	87	92	141	223	218	194	-5	-2.2%	131	150.6%
516 Waubonsee	<u>107</u>	<u>92</u>	<u>114</u>	<u>101</u>	<u>92</u>	<u>102</u>	<u>-9</u>	<u>-8.9%</u>	<u>-15</u>	<u>-14.0%</u>
TOTALS	4,190	4,350	4,472	4,811	4,840	4,708	29	0.6%	650	15.5%
Pure										
Minimum	2	8	7	7	13	10	-64	-46.4%	-163	-54.7%
Maximum	319	316	358	353	399	370	49	157.1%	131	1533.3%
Median	70	65	74	75	80	68	4	4.0%	11	21.3%
Standard Deviation	78	78	79	84	82	81	20	44.1%	53	290.0%
Average	87	91	93	100	101	98	1	14.0%	14	103.8%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-10
DUAL CREDIT COURSE ENROLLMENT BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2017-2021

Dist. No. District/College						FY 2019-2021 3-Year Average		FY 2020-2021 1-Year Difference		FY 2017-2021 5-Year Difference	
	2017	2018	2019	2020	2021	Number	Number	Percent	Number	Percent	
503 Black Hawk	1,064	826	916	847	672	812	-175	-20.7%	-392	-36.8%	
518 Carl Sandburg	392	451	300	353	402	352	49	13.9%	10	2.6%	
508 City Colleges of Chicago	(433)	(1,195)	(1,313)	(1,341)	(1,538)	(1,397)	(197)	(14.7%)	(1,105)	(255.2%)	
02 Harold Washington	6	558	494	522	638	551	116	22.2%	632	10533.3%	
04 Harry S Truman	24	57	57	23	92	57	69	300.0%	68	283.3%	
01 Kennedy-King	5	91	195	122	89	135	-33	-27.0%	84	1680.0%	
03 Malcolm X	19	75	93	187	144	141	-43	-23.0%	125	657.9%	
05 Olive-Harvey	46	161	82	136	146	121	10	7.4%	100	217.4%	
06 Richard J. Daley	187	143	314	286	315	305	29	10.1%	128	68.4%	
07 Wilbur Wright	146	110	78	65	114	86	49	75.4%	-32	-21.9%	
502 College of DuPage	5,518	5,444	5,913	5,920	4,771	5,535	-1,149	-19.4%	-747	-13.5%	
532 College of Lake County	791	1,053	994	1,574	868	1,145	-706	-44.9%	77	9.7%	
507 Danville Area	1,133	1,089	1,193	1,132	794	1,040	-338	-29.9%	-339	-29.9%	
509 Elgin	196	274	262	274	239	258	-35	-12.8%	43	21.9%	
512 Harper	2,491	2,238	2,833	3,241	3,374	3,149	133	4.1%	883	35.4%	
540 Heartland	391	551	754	753	618	708	-135	-17.9%	227	58.1%	
519 Highland	1,079	977	938	1,091	822	950	-269	-24.7%	-257	-23.8%	
514 Illinois Central	1,213	1,839	1,228	1,236	1,283	1,249	47	3.8%	70	5.8%	
529 Illinois Eastern	(1,404)	(1,451)	(1,360)	(1,367)	(1,306)	(1,344)	(-61)	(-4.5%)	(-98)	(-7.0%)	
04 Frontier	716	738	601	605	652	619	47	7.8%	-64	-8.9%	
01 Lincoln Trail	89	98	127	137	134	133	-3	-2.2%	45	50.6%	
02 Olney Central	146	207	215	309	203	242	-106	-34.3%	57	39.0%	
03 Wabash Valley	453	408	417	316	317	350	1	0.3%	-136	-30.0%	
513 Illinois Valley	494	421	399	433	270	367	-163	-37.6%	-224	-45.3%	
530 John A. Logan	514	684	580	580	679	613	99	17.1%	165	32.1%	
539 John Wood	97	88	82	88	145	105	57	64.8%	48	49.5%	
525 Joliet Junior	2,042	2,433	2,841	2,974	2,517	2,777	-457	-15.4%	475	23.3%	
520 Kankakee	313	413	355	408	396	386	-12	-2.9%	83	26.5%	
501 Kaskaskia	2,898	2,663	2,495	2,428	2,345	2,423	-83	-3.4%	-553	-19.1%	
523 Kishwaukee	588	490	799	679	543	674	-136	-20.0%	-45	-7.7%	
517 Lake Land	1,510	1,455	1,291	1,241	1,068	1,200	-173	-13.9%	-442	-29.3%	
536 Lewis and Clark	3,455	3,079	3,201	3,147	1,723	2,690	-1,424	-45.2%	-1,732	-50.1%	
526 Lincoln Land	941	888	560	472	572	535	100	21.2%	-369	-39.2%	
528 McHenry County	806	819	1,115	1,529	1,684	1,443	155	10.1%	878	108.9%	
524 Moraine Valley	2,976	2,951	4,112	4,413	3,424	3,983	-989	-22.4%	448	15.1%	
527 Morton	315	112	326	316	98	247	-218	-69.0%	-217	-68.9%	
535 Oakton	531	697	1,427	2,397	2,197	2,007	-200	-8.3%	1,666	313.7%	
505 Parkland	709	506	472	382	694	516	312	81.7%	-15	-2.1%	
515 Prairie State	647	897	763	747	497	669	-250	-33.5%	-150	-23.2%	
521 Rend Lake	546	504	662	603	357	541	-246	-40.8%	-189	-34.6%	
537 Richland	940	755	753	829	668	750	-161	-19.4%	-272	-28.9%	
511 Rock Valley	207	168	52	59	317	143	258	437.3%	110	53.1%	
506 Sauk Valley	752	762	737	926	758	807	-168	-18.1%	6	0.8%	
531 Shawnee	179	298	224	257	232	238	-25	-9.7%	53	29.6%	
510 South Suburban	711	1,707	2,451	3,314	2,628	2,798	-686	-20.7%	1,917	269.6%	
533 Southeastern Illinois	641	633	401	468	505	458	37	7.9%	-136	-21.2%	
522 Southwestern Illinois	2,266	2,423	2,461	3,273	3,006	2,913	-267	-8.2%	740	32.7%	
534 Spoon River	85	74	62	85	174	107	89	104.7%	89	104.7%	
504 Triton	590	605	1,158	2,184	2,372	1,905	188	8.6%	1,782	302.0%	
516 Waubonsee	<u>719</u>	<u>709</u>	<u>864</u>	<u>802</u>	<u>667</u>	<u>778</u>	<u>-135</u>	<u>-16.8%</u>	<u>-52</u>	<u>-7.2%</u>	
TOTALS	42,577	44,622	48,647	54,163	47,223	50,011	-6,940	-12.8%	4,646	10.9%	
Pure											
Minimum	5	57	52	23	89	57	-1,424	-69.0%	-1,732	-68.9%	
Maximum	5,518	5,444	5,913	5,920	4,771	5,535	312	437.3%	1,917	10533.3%	
Median	589	619	632	604	628	616	-39	-9.0%	47	12.4%	
Standard Deviation	1,060	1,033	1,171	1,280	1,067	1,171	338	82.4%	603	1531.9%	
Average	887	930	1,013	1,128	984	1,042	-145	11.2%	97	301.7%	

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-11
AVERAGE DUAL CREDIT CLASS SIZE BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEARS 2017-2021

Dist. No. District/College	2017	2018	2019	2020	FY 2019-2021 3-Year Average		FY 2020-2021 1-Year Difference		FY 2017-2021 5-Year Difference	
					2021	Number	Number	Percent	Number	Percent
503 Black Hawk	8.7	6.9	7.6	6.8	5.2	6.6	-1.6	-23.7%	-3.4	-39.8%
518 Carl Sandburg	8.2	8.8	6.3	5.1	6.6	6.0	1.5	28.8%	-1.6	-19.3%
508 City Colleges of Chicago	(6.3)	(10.7)	(12.2)	(9.8)	(7.7)	(9.9)	(-2.1)	(-21.4%)	(1.4)	(22.5%)
02 Harold Washington	2.0	18.0	17.0	16.3	13.0	15.5	-3.3	-20.2%	11.0	551.0%
04 Harry S Truman	3.0	5.7	8.1	3.3	5.1	5.5	1.8	55.6%	2.1	70.4%
01 Kennedy-King	2.5	6.1	17.7	7.2	3.7	9.5	-3.5	-48.3%	1.2	48.3%
03 Malcolm X	4.8	5.0	10.3	7.8	4.2	7.5	-3.6	-45.6%	-0.5	-10.8%
05 Olive-Harvey	7.7	12.4	5.1	7.6	5.0	5.9	-2.5	-33.4%	-2.6	-34.3%
06 Richard J. Daley	5.7	8.4	11.2	9.9	9.5	10.2	-0.3	-3.2%	3.9	68.4%
07 Wilbur Wright	11.2	10.0	9.8	6.5	8.8	8.3	2.3	34.9%	-2.5	-21.9%
502 College of DuPage	17.4	17.2	16.5	16.8	12.0	15.1	-4.8	-28.7%	-5.4	-31.1%
532 College of Lake County	8.8	9.2	9.4	10.4	6.3	8.7	-4.1	-39.7%	-2.5	-28.4%
507 Danville Area	3.6	3.6	8.4	7.5	5.1	7.0	-2.5	-32.6%	1.5	43.3%
509 Elgin	3.5	4.2	4.0	5.7	4.0	4.6	-1.7	-30.2%	0.5	13.8%
512 Harper	12.0	10.4	12.4	14.2	15.1	13.9	0.8	6.0%	3.1	25.8%
540 Heartland	7.4	8.7	7.6	7.8	5.6	7.0	-2.3	-29.0%	-1.8	-24.5%
519 Highland	10.3	11.6	11.0	10.7	7.6	9.8	-3.1	-28.8%	-2.7	-25.9%
514 Illinois Central	15.8	18.6	13.5	13.4	13.2	13.4	-0.2	-1.5%	-2.5	-16.0%
529 Illinois Eastern	(7.0)	(7.3)	(6.5)	(6.0)	(5.9)	(6.1)	(-0.1)	(-2.3%)	(-1.1)	(-15.8%)
04 Frontier	7.2	7.7	6.8	6.1	6.1	6.3	0.0	0.7%	-1.1	-15.7%
01 Lincoln Trail	5.2	5.8	4.5	3.4	5.4	4.4	1.9	56.5%	0.1	2.4%
02 Olney Central	7.7	8.6	6.7	8.1	6.3	7.1	-1.8	-22.0%	-1.3	-17.4%
03 Wabash Valley	6.9	6.7	6.7	6.4	5.5	6.2	-1.0	-15.2%	-1.4	-20.4%
513 Illinois Valley	6.8	6.8	7.1	7.5	5.3	6.6	-2.2	-29.1%	-1.5	-21.8%
530 John A. Logan	13.5	11.8	13.2	13.5	11.9	12.9	-1.6	-11.7%	-1.6	-11.9%
539 John Wood	4.9	6.3	4.3	4.9	3.2	4.1	-1.7	-34.1%	-1.6	-33.6%
525 Joliet Junior	12.9	13.4	13.5	14.4	12.4	13.4	-2.0	-13.7%	-0.5	-4.1%
520 Kankakee	13.0	17.2	17.8	18.5	18.0	18.1	-0.5	-2.9%	5.0	38.0%
501 Kaskaskia	13.7	12.7	12.7	12.5	15.0	13.4	2.5	20.1%	1.3	9.4%
523 Kishwaukee	10.0	10.2	11.3	10.3	9.4	10.3	-0.9	-9.0%	-0.6	-6.1%
517 Lake Land	7.5	6.4	6.3	8.1	9.0	7.8	0.9	10.6%	1.5	19.5%
536 Lewis and Clark	13.8	13.4	13.9	13.9	10.6	12.8	-3.3	-23.6%	-3.1	-22.7%
526 Lincoln Land	9.4	10.0	10.0	10.5	7.3	9.3	-3.2	-30.1%	-2.1	-22.1%
528 McHenry County	14.7	14.4	13.4	15.0	14.9	14.4	-0.1	-0.6%	0.2	1.7%
524 Moraine Valley	19.8	18.4	17.6	14.9	12.2	14.9	-2.7	-18.0%	-7.7	-38.6%
527 Morton	10.9	14.0	13.6	11.3	6.5	10.5	-4.8	-42.1%	-4.3	-39.9%
535 Oakton	12.1	15.2	18.8	14.4	14.2	15.8	-0.3	-1.8%	2.1	17.5%
505 Parkland	8.0	7.8	7.3	6.1	8.1	7.1	2.0	33.1%	0.1	1.3%
515 Prairie State	14.4	15.7	14.7	9.2	8.9	10.9	-0.3	-3.8%	-5.5	-38.3%
521 Rend Lake	6.3	4.8	7.9	9.1	9.2	8.7	0.0	0.2%	2.8	44.2%
537 Richland	9.7	8.5	7.9	9.6	9.8	9.1	0.2	1.9%	0.1	1.4%
511 Rock Valley	3.2	2.6	1.3	1.8	3.9	2.3	2.1	116.2%	0.7	21.4%
506 Sauk Valley	7.8	6.8	5.8	7.3	6.6	6.6	-0.6	-8.8%	-1.2	-15.1%
531 Shawnee	9.0	11.5	10.7	9.9	10.1	10.2	0.2	2.0%	1.1	12.7%
510 South Suburban	8.1	11.5	11.6	16.1	13.1	13.6	-3.0	-18.7%	5.0	61.8%
533 Southeastern Illinois	7.3	6.9	5.1	5.1	4.6	5.0	-0.5	-9.9%	-2.7	-36.4%
522 Southwestern Illinois	10.7	10.5	10.2	11.4	10.0	10.5	-1.5	-12.7%	-0.7	-6.6%
534 Spoon River	2.8	3.4	3.9	4.3	5.6	4.6	1.4	32.1%	2.8	98.1%
504 Triton	6.8	6.6	8.2	9.8	10.9	9.6	1.1	11.1%	4.1	60.4%
516 Waubonsee	<u>6.7</u>	<u>7.7</u>	<u>7.6</u>	<u>7.9</u>	<u>7.3</u>	<u>7.6</u>	<u>-0.7</u>	<u>-8.7%</u>	<u>0.5</u>	<u>7.9%</u>
TOTALS/AVERAGES	10.2	10.3	10.9	11.3	9.8	10.6	-1.5	-13.3%	-0.4	-4.0%
Pure										
Minimum	2.0	2.6	1.3	1.8	3.2	2.3	-4.8	-48.3%	-7.7	-39.9%
Maximum	19.8	18.6	18.8	18.5	18.0	18.1	2.5	116.2%	11.0	551.0%
Median	8.0	8.8	9.6	9.2	7.8	8.9	-0.8	-9.5%	-0.6	-6.3%
Standard Deviation	4.0	4.2	4.2	3.9	3.6	3.7	1.9	30.0%	3.2	86.2%
Average	8.8	9.8	9.9	9.6	8.6	9.3	-1.0	-5.7%	-0.2	12.8%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-12
TOP FIVE DUAL CREDIT COURSE ENROLLMENTS BY COLLEGE
IN CAREER AND TECHNICAL EDUCATION
FISCAL YEAR 2021

Dist. No. District/College	51.0710 Medical Office Assistant/ Specialist	51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide	48.0508 Welding Technology/Welder	52.0407 Business/Office Automation/ Technology/Data Entry	11.0201 Computer Programming/ Programmer, General	Total
503 Black Hawk	0	62	311	6	13	392
518 Carl Sandburg	0	0	42	0	0	42
508 City Colleges of Chicago	(163)	(0)	(0)	(111)	(119)	(393)
02 Harold Washington	5	0	0	1	8	14
04 Harry S Truman	45	0	0	1	2	48
01 Kennedy-King	2	0	0	0	6	8
03 Malcolm X	85	0	0	18	13	116
05 Olive-Harvey	11	0	0	49	35	95
06 Richard J. Daley	14	0	0	18	45	77
07 Wilbur Wright	1	0	0	24	10	35
502 College of DuPage	77	93	37	0	114	321
532 College of Lake County	106	106	6	0	0	218
507 Danville Area	28	0	16	10	37	91
509 Elgin	0	21	32	0	1	54
512 Harper	903	312	0	150	0	1,365
540 Heartland	56	126	93	0	34	309
519 Highland	0	60	41	0	23	124
514 Illinois Central	241	275	297	0	0	813
529 Illinois Eastern	(65)	(82)	(135)	(0)	(27)	(309)
04 Frontier	30	35	6	0	23	94
01 Lincoln Trail	17	0	52	0	0	69
02 Olney Central	2	15	55	0	0	72
03 Wabash Valley	16	32	22	0	4	74
513 Illinois Valley	18	42	102	5	0	167
530 John A. Logan	0	93	45	0	0	138
539 John Wood	10	16	57	5	0	88
525 Joliet Junior	0	216	72	0	0	288
520 Kankakee	0	147	31	0	0	178
501 Kaskaskia	114	54	50	704	28	950
523 Kishwaukee	5	40	54	0	0	99
517 Lake Land	3	146	153	32	0	334
536 Lewis and Clark	39	0	214	50	27	330
526 Lincoln Land	0	11	15	0	0	26
528 McHenry County	0	96	0	0	0	96
524 Moraine Valley	0	0	0	649	152	801
527 Morton	0	0	0	13	0	13
535 Oakton	443	158	22	0	0	623
505 Parkland	106	62	46	2	58	274
515 Prairie State	0	0	36	0	0	36
521 Rend Lake	0	20	11	0	0	31
537 Richland	0	31	49	83	0	163
511 Rock Valley	0	2	0	0	44	46
506 Sauk Valley	53	173	52	4	35	317
531 Shawnee	57	40	0	0	0	97
510 South Suburban	169	0	0	0	504	673
533 Southeastern Illinois	0	12	122	6	12	152
522 Southwestern Illinois	36	34	87	348	505	1,010
534 Spoon River	1	16	81	0	0	98
504 Triton	35	120	2	0	0	157
516 Waubonsee	<u>79</u>	<u>29</u>	<u>70</u>	<u>0</u>	<u>4</u>	<u>182</u>
TOTALS	2,807	2,695	2,381	2,178	1,737	11,798
Grand Total	130,943	130,943	130,943	130,943	130,943	130,943
Percent Top Five of Grand Total	2.1%	2.1%	1.8%	1.7%	1.3%	9.0%

SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
01.0000	Agriculture, General.	0	0	0	1	0	0	-1	-100.0%	0	--
01.0101	Agricultural Business and Management, General.	215	242	185	225	202	204	-23	-10.2%	-13	-6.0%
01.0102	Agribusiness/Agricultural Business Operations.	0	8	0	20	4	8	-16	-80.0%	4	--
01.0103	Agricultural Economics.	41	70	43	51	78	57	27	52.9%	37	90.2%
01.0105	Agricultural/Farm Supplies Retailing and Wholesaling.	0	9	15	15	36	22	21	140.0%	36	--
01.0106	Agricultural Business Technology/Technician.	0	0	0	4	0	1	-4	-100.0%	0	--
01.0201	Agricultural Mechanization, General.	134	105	103	100	143	115	43	43.0%	9	6.7%
01.0301	Agricultural Production Operations, General.	152	146	174	150	198	174	48	32.0%	46	30.3%
01.0302	Animal/Livestock Husbandry and Production.	170	194	164	264	195	208	-69	-26.1%	25	14.7%
01.0303	Aquaculture.	0	0	0	25	23	16	-2	-8.0%	23	--
01.0304	Crop Production.	9	25	27	70	95	64	25	35.7%	86	955.6%
01.0507	Equestrian/Equine Studies.	0	0	0	0	2	1	2	--	2	--
01.0508	Taxidermy/Taxidermist.	0	0	1	0	0	0	0	--	0	--
01.0601	Applied Horticulture/Horticulture Operations, General.	182	204	161	196	145	167	-51	-26.0%	-37	-20.3%
01.0603	Ornamental Horticulture.	271	291	348	304	301	318	-3	-1.0%	30	11.1%
01.0604	Greenhouse Operations and Management.	93	47	89	42	89	73	47	111.9%	-4	-4.3%
01.0605	Landscaping and Groundskeeping.	84	82	47	36	56	46	20	55.6%	-28	-33.3%
01.0607	Turf and Turfgrass Management.	0	0	0	35	0	12	-35	-100.0%	0	--
01.0699	Applied Horticulture/Horticultural Business Services, Other. (Includes existing programs in 2020 moved from 01.0602)	23	0	0	0	0	0	0	--	-23	-100.0%
01.0901	Animal Sciences, General.	52	49	26	40	76	47	36	90.0%	24	46.2%
01.1102	Agronomy and Crop Science.	84	90	57	108	140	102	32	29.6%	56	66.7%
01.1103	Horticultural Science.	101	112	127	108	94	110	-14	-13.0%	-7	-6.9%
01.1201	Soil Science and Agronomy, General Veterinary/Animal Health Technology/Technician and Veterinary Assistant. (Moved from 51.0808)	9	0	0	0	3	1	3	--	-6	-66.7%
01.8301	51.0808)	71	72	84	84	62	77	-22	-26.2%	-9	-12.7%
01.9994	Career Exploration.	13	11	11	7	6	8	-1	-14.3%	-7	-53.8%
01.9996	Certification/Licensure Review.	0	0	0	8	17	8	9	112.5%	17	--
01.9997	Topics.	0	4	30	17	25	24	8	47.1%	25	--
01.9998	Internships.	1	0	1	0	0	0	0	--	-1	-100.0%
01.9999	Agricultural/Animal/Plant/Veterinary Science and Related Fields, Other.	8	7	0	22	41	21	19	86.4%	33	412.5%
03.0101	Natural Resources/Conservation, General.	1	0	2	0	0	1	0	--	-1	-100.0%
03.0201	Environmental/Natural Resources Management and Policy, General	2	4	0	0	0	0	0	--	-2	-100.0%
03.0511	Forest Technology/Technician.	0	17	24	0	0	8	0	--	0	--
03.0601	Wildlife, Fish and Wildlands Science and Management.	11	17	26	8	13	16	5	62.5%	2	18.2%
04.0201	Architecture.	34	38	5	4	3	4	-1	-25.0%	-31	-91.2%
05.0101	African Studies.	0	0	0	6	0	2	-6	-100.0%	0	--
05.0107	Latin American Studies.	26	25	37	26	2	22	-24	-92.3%	-24	-92.3%
05.0108	Near and Middle Eastern Studies.	0	1	1	0	2	1	2	--	2	--
05.0127	Japanese Studies.	0	0	0	1	0	0	-1	-100.0%	0	--
05.0201	African-American/Black Studies.	25	146	136	120	227	161	107	89.2%	202	808.0%
05.0202	American Indian/Native American Studies.	0	1	1	2	0	1	-2	-100.0%	0	--
05.0207	Women's Studies.	0	0	0	0	5	2	5	--	5	--
05.0299	Ethnic, Cultural Minority, Gender, and Group Studies, Other.	0	1	3	2	2	2	0	0.0%	2	--
09.0100	Communication, General	0	0	0	0	1	0	1	--	1	--
09.0101	Speech Communication and Rhetoric.	158	111	257	232	436	308	204	87.9%	278	175.9%
09.0102	Mass Communication/Media Studies.	15	29	20	33	39	31	6	18.2%	24	160.0%
09.0401	Journalism.	302	221	280	205	75	187	-130	-63.4%	-227	-75.2%
09.0402	Broadcast Journalism.	2	0	0	2	2	1	0	0.0%	0	0.0%
09.0701	Radio and Television.	88	68	58	124	69	84	-55	-44.4%	-19	-21.6%
09.0702	Digital Communication and Media/Multimedia.	0	0	0	0	14	5	14	--	14	--
09.0799	Radio, Television, and Digital Communication, Other.	7	1	3	0	2	2	2	--	-5	-71.4%
09.0902	Public Relations/Image Management.	0	0	0	0	1	0	1	--	1	--
09.0903	Advertising.	25	1	1	4	3	3	-1	-25.0%	-22	-88.0%
09.9998	Internships.	3	0	0	0	0	0	0	--	-3	-100.0%
10.0201	Photographic and Film/Video Technology/Technician.	130	140	186	145	123	151	-22	-15.2%	-7	-5.4%
10.0202	Radio and Television Broadcasting Technology/Technician.	6	8	0	0	0	0	0	--	-6	-100.0%



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
10.0203	Recording Arts Technology/Technician.	0	27	0	0	9	3	9	--	9	--
10.0301	Graphic Communications, General.	7	7	19	15	5	13	-10	-66.7%	-2	-28.6%
10.0303	Prepress/Desktop Publishing and Digital Imaging Design.	455	511	696	592	327	538	-265	-44.8%	-128	-28.1%
10.0304	Animation, Interactive Technology, Video Graphics, and Special Effects.	333	328	321	203	201	242	-2	-1.0%	-132	-39.6%
10.0305	Graphic and Printing Equipment Operator, General Production.	67	46	45	36	56	46	20	55.6%	-11	-16.4%
10.9997	Topics.	1	0	0	0	0	0	0	--	-1	-100.0%
10.9999	Communications Technologies/Technicians and Support Services, Other. (Designation for vocational communication course enrollees—1.2)	22	24	31	23	11	22	-12	-52.2%	-11	-50.0%
11.0101	Computer and Information Sciences, General.	1,268	1,098	1,226	1,013	1,084	1,108	71	7.0%	-184	-14.5%
11.0103	Information Technology.	121	115	133	133	108	125	-25	-18.8%	-13	-10.7%
11.0201	Computer Programming/Programmer, General.	1,800	2,221	2,392	3,154	1,808	2,451	-1,346	-42.7%	8	0.4%
11.0202	Computer Programming, Specific Applications.	107	64	108	212	50	123	-162	-76.4%	-57	-53.3%
11.0203	Computer Programming, Vendor/Product Certification.	108	29	21	31	58	37	27	87.1%	-50	-46.3%
11.0301	Data Processing and Data Processing Technology/Technician.	76	91	14	14	20	16	6	42.9%	-56	-73.7%
11.0401	Information Science/Studies.	1	1	94	110	112	105	2	1.8%	111	11100.0%
11.0501	Computer Systems Analysis/Analyst.	2	0	0	2	2	1	0	0.0%	0	0.0%
11.0601	Data Entry/Microcomputer Applications, General.	436	342	291	238	203	244	-35	-14.7%	-233	-53.4%
11.0602	Word Processing.	28	26	15	12	9	12	-3	-25.0%	-19	-67.9%
11.0701	Computer Science.	0	0	0	0	5	2	5	--	5	--
11.0801	Web Page, Digital/Multimedia and Information Resources Design.	590	434	372	441	313	375	-128	-29.0%	-277	-46.9%
11.0802	Data Modeling/Warehousing and Database Administration.	17	11	13	2	9	8	7	350.0%	-8	-47.1%
11.0803	Computer Graphics.	139	44	102	119	66	96	-53	-44.5%	-73	-52.5%
11.0901	Computer Systems Networking and Telecommunications.	1,548	1,404	1,419	1,290	1,310	1,340	20	1.6%	-238	-15.4%
11.1003	Computer and Information Systems Security/Auditing/Information Assurance.	5	7	9	18	196	74	178	988.9%	191	3820.0%
11.1004	Web/Multimedia Management and Webmaster.	71	80	21	21	19	20	-2	-9.5%	-52	-73.2%
11.1006	Computer Support Specialist.	0	0	0	1	1	1	0	0.0%	1	--
11.1099	Computer/Information Technology Services Administration and Management, Other.	76	42	67	32	63	54	31	96.9%	-13	-17.1%
11.9997	Topics.	20	19	22	42	11	25	-31	-73.8%	-9	-45.0%
12.0401	Cosmetology/Cosmetologist, General.	763	709	644	646	516	602	-130	-20.1%	-247	-32.4%
12.0409	Aesthetician/Esthetician and Skin Care Specialist.	138	145	125	128	88	114	-40	-31.3%	-50	-36.2%
12.0410	Nail Technician/Specialist and Manicurist.	0	0	0	0	4	1	4	--	4	--
12.0412	Salon/Beauty Salon Management/Manager.	274	259	226	237	189	217	-48	-20.3%	-85	-31.0%
12.0500	Cooking and Related Culinary Arts, General.	0	0	11	17	22	17	5	29.4%	22	--
12.0501	Baking and Pastry Arts/Baker/Pastry Chef.	62	124	111	185	191	162	6	3.2%	129	208.1%
12.0502	Bartending/Bartender.	0	0	1	0	0	0	0	--	0	--
12.0503	Culinary Arts/Chef Training.	502	485	483	618	680	594	62	10.0%	178	35.5%
12.0504	Restaurant, Culinary, and Catering Management/Manager.	750	849	1,515	1,817	1,397	1,576	-420	-23.1%	647	86.3%
12.0505	Food Preparation/Professional Cooking/Kitchen Assistant.	0	72	68	205	224	166	19	9.3%	224	--
12.0507	Food Service, Waiter/Waitress, and Dining Room Management/Manager.	0	11	6	17	11	11	-6	-35.3%	11	--
12.9994	Career Exploration.	0	0	0	0	7	2	7	--	7	--
12.9996	Certification/Licensure Review.	47	32	40	27	22	30	-5	-18.5%	-25	-53.2%
13.0101	Education, General.	122	158	128	167	154	150	-13	-7.8%	32	26.2%
13.0201	Bilingual and Multilingual Education.	1	0	1	0	3	1	3	--	2	200.0%
13.0299	Bilingual, Multilingual, and Multicultural Education, Other.	0	0	28	24	44	32	20	83.3%	44	--
13.0501	Educational/Instructional Technology.	1	12	28	30	46	35	16	53.3%	45	4500.0%
13.0901	Social and Philosophical Foundations of Education.	298	224	329	319	657	435	338	106.0%	359	120.5%
13.1001	Special Education and Teaching, General.	0	1	18	2	11	10	9	450.0%	11	--
13.1202	Elementary Education and Teaching.	2	4	28	6	4	13	-2	-33.3%	2	100.0%
13.1210	Early Childhood Education and Teaching.	84	167	105	168	140	138	-28	-16.7%	56	66.7%
13.1301	Agricultural Teacher Education.	0	0	12	0	2	5	2	--	2	--
13.1302	Art Teacher Education.	0	0	0	1	0	0	-1	-100.0%	0	--
13.1307	Health Teacher Education.	760	786	315	367	305	329	-62	-16.9%	-455	-59.9%
13.1314	Physical Education Teaching and Coaching.	1	18	4	5	23	11	18	360.0%	22	2200.0%
13.1501	Teacher Assistant/Aide.	2	62	4	1	12	6	11	1100.0%	10	500.0%
13.9997	Topics.	5	3	7	42	19	23	-23	-54.8%	14	280.0%
13.9998	Internships.	8	0	17	40	36	31	-4	-10.0%	28	350.0%
14.0101	Engineering, General.	15	22	3	12	11	9	-1	-8.3%	-4	-26.7%



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
14.1001	Electrical and Electronics Engineering	6	1	0	0	0	0	0	--	-6	-100.0%
14.1101	Engineering Mechanics.	17	10	7	1	2	3	1	100.0%	-15	-88.2%
14.1201	Engineering Physics/Applied Physics.	4	26	18	32	21	24	-11	-34.4%	17	425.0%
14.4201	Mechatronics, Robotics, and Automation Engineering.	12	60	0	7	40	16	33	471.4%	28	233.3%
15.0000	Engineering Technologies/Technicians, General.	26	49	10	35	24	23	-11	-31.4%	-2	-7.7%
15.0101	Architectural Engineering Technologies/Technicians.	17	23	32	50	37	40	-13	-26.0%	20	117.6%
15.0201	Civil Engineering Technologies/Technicians.	15	13	10	39	66	38	27	69.2%	51	340.0%
15.0303	Electrical, Electronic, and Communications Engineering Technology/Technician.	252	230	314	326	299	313	-27	-8.3%	47	18.7%
15.0304	Laser and Optical Technology/Technician.	10	15	17	21	3	14	-18	-85.7%	-7	-70.0%
15.0305	Telecommunications Technology/Technician. (Includes existing programs in 2020 moved from 15.0310)	0	0	0	1	0	0	-1	-100.0%	0	--
15.0403	Electromechanical/Electromechanical Engineering Technology/Technician.	3	4	11	9	8	9	-1	-11.1%	5	166.7%
15.0405	Robotics Technology/Technician.	18	20	20	1	12	11	11	1100.0%	-6	-33.3%
15.0406	Automation Engineer Technology/Technician.	0	0	284	206	174	221	-32	-15.5%	174	--
15.0411	Automated Manufacturing Technology (Cross to 15.0499 for IPEDS)	111	113	445	0	0	148	0	--	-111	-100.0%
15.0499	Electromechanical Technologies/Technicians, Other.	0	0	0	870	770	547	-100	-11.5%	770	--
15.0508	Hazardous Materials Management and Waste Technology/Technician.	0	8	0	0	0	0	0	--	0	--
15.0612	Industrial Technology/Technician.	22	0	0	19	23	14	4	21.1%	1	4.5%
15.0613	Manufacturing Engineering Technology/Technician.	143	311	285	463	624	457	161	34.8%	481	336.4%
15.0614	Welding Engineering Technology/Technician.	0	0	0	0	1	0	1	--	1	--
15.0701	Occupational Safety and Health Technology/Technician.	113	115	127	120	83	110	-37	-30.8%	-30	-26.5%
15.0702	Quality Control Technology/Technician.	110	75	99	99	82	93	-17	-17.2%	-28	-25.5%
15.0703	Industrial Safety Technology/Technician.	28	9	27	8	34	23	26	325.0%	6	21.4%
15.0805	Mechanical Engineering/Mechanical Technology/Technician.	151	156	0	0	0	0	0	--	-151	-100.0%
15.0901	Mining Technology/Technician.	11	13	10	0	0	3	0	--	-11	-100.0%
15.0903	Petroleum Technology/Technician.	0	1	0	0	0	0	0	--	0	--
15.1103	Hydraulics and Fluid Power Technology/Technician. (Includes existing programs in 2020 moved from 15.0410)	1	2	15	0	0	5	0	--	-1	-100.0%
15.1201	Computer Engineering Technology/Technician.	183	206	212	224	183	206	-41	-18.3%	0	0.0%
15.1202	Computer/Computer Systems Technology/Technician.	0	0	0	0	1	0	1	--	1	--
15.1203	Computer Hardware Technology/Technician.	99	78	56	67	65	63	-2	-3.0%	-34	-34.3%
15.1301	Drafting and Design Technology/Technician, General.	706	610	1,076	1,283	1,023	1,127	-260	-20.3%	317	44.9%
15.1302	CAD/CADD Drafting and/or Design Technology/Technician. (Includes existing programs in 2020 moved from 15.0810)	1,184	1,058	1,662	1,644	1,165	1,490	-479	-29.1%	-19	-1.6%
15.1303	Architectural Drafting and Architectural CAD/CADD.	79	96	85	123	137	115	14	11.4%	58	73.4%
15.1306	Mechanical Drafting and Mechanical Drafting CAD/CADD.	22	23	8	47	88	48	41	87.2%	66	300.0%
15.1601	Nanotechnology.	36	22	33	38	59	43	21	55.3%	23	63.9%
15.9997	Topics.	152	120	157	128	35	107	-93	-72.7%	-117	-77.0%
15.9998	Internships.	0	0	0	1	0	0	-1	-100.0%	0	--
15.9999	Engineering/Engineering-Related Technologies/Technicians, Other.	16	42	29	23	20	24	-3	-13.0%	4	25.0%
16.0301	Chinese Language and Literature.	1	0	6	9	7	7	-2	-22.2%	6	600.0%
16.0302	Japanese Language and Literature.	0	14	29	34	27	30	-7	-20.6%	27	--
16.0501	German Language and Literature.	178	223	168	168	313	216	145	86.3%	135	75.8%
16.0901	French Language and Literature.	269	211	250	214	375	280	161	75.2%	106	39.4%
16.0902	Italian Language and Literature.	15	22	18	22	20	20	-2	-9.1%	5	33.3%
16.0905	Spanish Language and Literature.	5,157	5,046	5,538	5,344	4,994	5,292	-350	-6.5%	-163	-3.2%
16.0997	Topics.	0	0	0	0	186	62	186	--	186	--
16.1101	Arabic Language and Literature.	0	0	51	59	49	53	-10	-16.9%	49	--
16.1601	American Sign Language (ASL).	7	2	55	44	41	47	-3	-6.8%	34	485.7%
16.1603	Sign Language Interpretation and Translation.	45	42	50	52	35	46	-17	-32.7%	-10	-22.2%
16.9996	Certification/Licensure Review.	26	22	46	32	28	35	-4	-12.5%	2	7.7%
19.0101	Family and Consumer Sciences/Human Sciences, General.	930	1,154	1,420	1,481	1,450	1,450	-31	-2.1%	520	55.9%
19.0401	Family Resource Management Studies, General.	1	0	0	1	1	1	0	0.0%	0	0.0%
19.0402	Consumer Economics.	2	3	3	0	5	3	5	--	3	150.0%
19.0501	Foods, Nutrition, and Wellness Studies, General.	2	3	75	60	73	69	13	21.7%	71	3550.0%
19.0504	Human Nutrition.	138	89	106	107	121	111	14	13.1%	-17	-12.3%
19.0701	Human Development and Family Studies, General.	0	0	0	9	6	5	-3	-33.3%	6	--



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
19.0706	Child Development. (Includes existing programs in 2020 moved from 20.0102)	14	12	33	15	11	20	-4	-26.7%	-3	-21.4%
19.0708	Child Care and Support Services Management.	1	3	0	1	1	1	0	0.0%	0	0.0%
19.0709	Child Care Provider/Assistant.	512	655	874	936	760	857	-176	-18.8%	248	48.4%
19.0901	Apparel and Textiles, General. (Includes existing programs in 2020 moved from 20.0103)	44	14	43	42	20	35	-22	-52.4%	-24	-54.5%
19.0902	Apparel and Textile Manufacture.	22	33	23	22	13	19	-9	-40.9%	-9	-40.9%
19.9997	Topics.	23	45	32	33	34	33	1	3.0%	11	47.8%
19.9998	Internships.	2	5	0	0	0	0	0	--	-2	-100.0%
22.0302	Legal Assistant/Paralegal.	2	2	3	1	3	2	2	200.0%	1	50.0%
23.0101	English Language and Literature, General.	241	230	260	359	392	337	33	9.2%	151	62.7%
23.1301	Writing, General.	17,278	19,082	19,798	20,961	21,259	20,673	298	1.4%	3,981	23.0%
23.1302	Creative Writing.	45	49	73	80	70	74	-10	-12.5%	25	55.6%
23.1303	Professional, Technical, Business, and Scientific Writing.	101	229	188	162	169	173	7	4.3%	68	67.3%
23.1304	Rhetoric and Composition.	3,967	4,078	4,406	4,746	5,537	4,896	791	16.7%	1,570	39.6%
23.1401	General Literature.	0	0	0	0	6	2	6	--	6	--
23.1402	American Literature (United States).	567	693	718	819	808	782	-11	-1.3%	241	42.5%
23.1404	English Literature (British and Commonwealth).	103	244	139	272	154	188	-118	-43.4%	51	49.5%
23.1405	Children's and Adolescent Literature.	0	0	0	2	0	1	-2	-100.0%	0	--
23.9997	Topics.	24	0	0	1	28	10	27	2700.0%	4	16.7%
24.0101	Liberal Arts and Sciences/Liberal Studies.	0	0	4	0	9	4	9	--	9	--
24.0102	General Studies.	966	1,262	1,555	1,500	1,834	1,630	334	22.3%	868	89.9%
24.0103	Humanities/Humanistic Studies.	355	351	373	470	408	417	-62	-13.2%	53	14.9%
24.0105	Orientation Courses (Cross to 24.0199 for IPEDS)	1,087	938	626	589	432	549	-157	-26.7%	-655	-60.3%
24.0197	Special Topics.	1	0	0	0	0	0	0	--	-1	-100.0%
24.0198	Internships.	115	118	154	94	50	99	-44	-46.8%	-65	-56.5%
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other.	3	0	0	120	112	77	-8	-6.7%	109	3633.3%
24.9997	Topics.	0	13	11	15	17	14	2	13.3%	17	--
24.9999	Directed Independent Study	0	0	7	0	0	2	0	--	0	--
26.0101	Biology/Biological Sciences, General. (Includes existing programs in 2020 moved from 26.0699)	2,656	2,650	2,709	2,831	2,947	2,829	116	4.1%	291	11.0%
26.0301	Botany/Plant Biology.	9	8	3	7	3	4	-4	-57.1%	-6	-66.7%
26.0403	Anatomy.	1,332	1,188	1,214	1,424	1,623	1,420	199	14.0%	291	21.8%
26.0406	Cell/Cellular and Molecular Biology.	0	0	0	2	8	3	6	300.0%	8	--
26.0502	Microbiology, General.	53	19	25	33	40	33	7	21.2%	-13	-24.5%
26.0701	Zoology/Animal Biology.	97	70	124	74	62	87	-12	-16.2%	-35	-36.1%
26.0801	Genetics, General.	5	1	5	14	55	25	41	292.9%	50	1000.0%
26.0910	Pathology/Experimental Pathology.	0	0	0	25	0	8	-25	-100.0%	0	--
26.1001	Pharmacology.	32	26	47	24	25	32	1	4.2%	-7	-21.9%
26.1301	Ecology.	175	173	152	108	89	116	-19	-17.6%	-86	-49.1%
26.1302	Marine Biology and Biological Oceanography.	99	94	101	100	0	67	-100	-100.0%	-99	-100.0%
26.1305	Environmental Biology.	323	263	331	393	389	371	-4	-1.0%	66	20.4%
27.0101	Mathematics, General.	6,674	6,545	7,093	7,900	8,643	7,879	743	9.4%	1,969	29.5%
27.0103	Analysis and Functional Analysis.	69	81	52	53	52	52	-1	-1.9%	-17	-24.6%
27.0301	Applied Mathematics, General.	1,162	1,503	1,797	1,977	1,931	1,902	-46	-2.3%	769	66.2%
27.0501	Statistics, General.	1,967	2,449	2,625	2,952	3,214	2,930	262	8.9%	1,247	63.4%
27.9997	Topics.	1	0	0	0	0	0	0	--	-1	-100.0%
30.0101	Biological and Physical Sciences.	95	75	80	41	76	66	35	85.4%	-19	-20.0%
30.0197	Topics.	18	32	21	17	19	19	2	11.8%	1	5.6%
30.2301	Intercultural/Multicultural and Diversity Studies.	0	0	0	1	0	0	-1	-100.0%	0	--
30.3301	Sustainability Studies.	0	0	0	13	14	9	1	7.7%	14	--
31.0101	Parks, Recreation and Leisure Studies.	3	0	1	0	2	1	2	--	-1	-33.3%
31.0301	Parks, Recreation, and Leisure Facilities Management, General.	0	0	0	5	2	2	-3	-60.0%	2	--
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General.	2,887	2,368	2,211	2,142	2,999	2,451	857	40.0%	112	3.9%
31.0504	Sport and Fitness Administration/Management.	1	1	0	12	56	23	44	366.7%	55	5500.0%
32.0107	Career Exploration/Awareness Skills.	16	64	68	127	112	102	-15	-11.8%	96	600.0%
36.0202	Aircraft Pilot (Private) (Moved from 36.0119)	15	13	16	17	12	15	-5	-29.4%	-3	-20.0%
38.0101	Philosophy.	290	235	285	309	197	264	-112	-36.2%	-93	-32.1%
38.0102	Logic.	108	123	104	101	77	94	-24	-23.8%	-31	-28.7%



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
38.0103	Ethics.	178	227	265	311	209	262	-102	-32.8%	31	17.4%
38.0201	Religion/Religious Studies.	256	323	327	300	237	288	-63	-21.0%	-19	-7.4%
40.0101	Physical Sciences, General.	15	19	29	55	64	49	9	16.4%	49	326.7%
40.0201	Astronomy.	124	99	215	156	152	174	-4	-2.6%	28	22.6%
40.0401	Atmospheric Sciences and Meteorology, General.	20	18	29	20	69	39	49	245.0%	49	245.0%
40.0499	Atmospheric Sciences and Meteorology, Other.	0	0	1	0	1	1	1	--	1	--
40.0501	Chemistry, General.	749	646	726	730	832	763	102	14.0%	83	11.1%
40.0503	Inorganic Chemistry.	259	230	196	162	147	168	-15	-9.3%	-112	-43.2%
40.0504	Organic Chemistry.	29	53	49	58	54	54	-4	-6.9%	25	86.2%
40.0599	Chemistry, Other.	11	11	9	3	9	7	6	200.0%	-2	-18.2%
40.0601	Geology/Earth Science, General.	639	555	636	722	644	667	-78	-10.8%	5	0.8%
40.0603	Geophysics and Seismology.	0	0	1	8	6	5	-2	-25.0%	6	--
40.0607	Oceanography, Chemical and Physical.	64	64	58	25	5	29	-20	-80.0%	-59	-92.2%
40.0801	Physics, General.	512	378	284	257	299	280	42	16.3%	-213	-41.6%
40.9997	Topics.	0	1	0	0	0	0	0	--	0	--
42.0101	Psychology, General.	3,404	3,676	3,522	3,467	3,547	3,512	80	2.3%	143	4.2%
42.2701	Cognitive Psychology and Psycholinguistics.	52	22	25	13	2	13	-11	-84.6%	-50	-96.2%
42.2703	Developmental and Child Psychology.	335	432	490	533	553	525	20	3.8%	218	65.1%
42.2707	Social Psychology.	77	33	66	133	105	101	-28	-21.1%	28	36.4%
42.2804	Industrial and Organizational Psychology.	0	0	0	2	0	1	-2	-100.0%	0	--
42.2806	Educational Psychology.	7	5	9	22	19	17	-3	-13.6%	12	171.4%
43.0102	Corrections.	159	129	183	240	182	202	-58	-24.2%	23	14.5%
43.0103	Criminal Justice/Law Enforcement Administration.	443	516	367	388	346	367	-42	-10.8%	-97	-21.9%
43.0104	Criminal Justice/Safety Studies.	294	215	219	169	181	190	12	7.1%	-113	-38.4%
43.0107	Criminal Justice/Police Science.	653	1,157	1,316	1,347	1,235	1,299	-112	-8.3%	582	89.1%
43.0109	Security and Loss Prevention Services.	0	0	0	8	12	7	4	50.0%	12	--
43.0114	Law Enforcement Investigation and Interviewing.	0	3	2	0	3	2	3	--	3	--
43.0403	Cyber/Computer Forensics and Counterterrorism (Moved from 43.0116)	0	0	0	0	14	5	14	--	14	--
43.0199	Corrections and Criminal Justice, Other.	45	32	44	30	56	43	26	86.7%	11	24.4%
43.0201	Fire Prevention and Safety Technology/Technician.	100	153	145	165	137	149	-28	-17.0%	37	37.0%
43.0202	Fire Services Administration.	16	13	15	12	10	12	-2	-16.7%	-6	-37.5%
43.0203	Fire Science/Fire-fighting.	403	574	470	414	390	425	-24	-5.8%	-13	-3.2%
43.0204	Fire Systems Technology.	0	5	5	12	9	9	-3	-25.0%	9	--
43.0301	Homeland Security.	3	0	0	0	0	0	0	--	-3	-100.0%
43.0406	Forensic Science and Technology. (Moved from 43.0106)	52	48	67	78	126	90	48	61.5%	74	142.3%
43.9994	Career Exploration.	101	76	94	79	19	64	-60	-75.9%	-82	-81.2%
43.9997	Topics.	5	7	15	9	7	10	-2	-22.2%	2	40.0%
43.9998	Internship.	18	12	13	12	9	11	-3	-25.0%	-9	-50.0%
44.0701	Social Work.	1	53	55	66	54	58	-12	-18.2%	53	5300.0%
45.0101	Social Sciences, General.	25	26	71	34	22	42	-12	-35.3%	-3	-12.0%
45.0201	Anthropology, General.	37	157	178	161	92	144	-69	-42.9%	55	148.6%
45.0301	Archeology.	1	0	1	0	1	1	1	--	0	0.0%
45.0401	Criminology.	26	62	105	53	113	90	60	113.2%	87	334.6%
45.0501	Demography and Population Studies.	23	20	0	1	1	1	0	0.0%	-22	-95.7%
45.0601	Economics, General.	518	778	770	868	631	756	-237	-27.3%	113	21.8%
45.0701	Geography.	147	164	102	98	125	108	27	27.6%	-22	-15.0%
45.0901	International Relations and Affairs.	9	76	61	126	69	85	-57	-45.2%	60	666.7%
45.1001	Political Science and Government, General.	1,244	1,335	1,155	1,181	1,483	1,273	302	25.6%	239	19.2%
45.1101	Sociology, General.	1,099	1,320	1,320	1,357	1,381	1,353	24	1.8%	282	25.7%
45.9997	Topics.	5	16	20	7	0	9	-7	-100.0%	-5	-100.0%
46.0000	Construction Trades, General.	35	56	39	37	25	34	-12	-32.4%	-10	-28.6%
46.0201	Carpentry/Carpenter.	500	464	471	588	671	577	83	14.1%	171	34.2%
46.0299	Carpenter/Construction, Other.	66	40	10	20	16	15	-4	-20.0%	-50	-75.8%
46.0302	Electrician.	30	10	38	28	33	33	5	17.9%	3	10.0%
46.0401	Building/Property Maintenance.	79	88	99	0	0	33	0	--	-79	-100.0%
46.0403	Building/Home/Construction Inspection/Inspector.	11	23	26	37	27	30	-10	-27.0%	16	145.5%
46.0415	Building Construction Technology/Technician.	0	0	0	0	1	0	1	--	1	--



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
47.0103	Communications Systems Installation and Repair Technology/Technician.	9	9	0	5	13	6	8	160.0%	4	44.4%
47.0104	Computer Installation and Repair Technology/Technician.	530	389	506	538	280	441	-258	-48.0%	-250	-47.2%
47.0105	Industrial Electronics Technology/Technician.	27	24	10	42	44	32	2	4.8%	17	63.0%
47.0199	Electrical/Electronics Maintenance and Repair Technologies/Technicians, Other.	60	58	64	10	0	25	-10	-100.0%	-60	-100.0%
47.0201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.	38	36	49	52	62	54	10	19.2%	24	63.2%
47.0303	Industrial Mechanics and Maintenance Technology/Technician.	10	0	2	0	23	8	23	--	13	130.0%
47.0603	Autobody/Collision and Repair Technology/Technician.	245	269	166	99	77	114	-22	-22.2%	-168	-68.6%
47.0604	Automobile/Automotive Mechanics Technology/Technician.	1,664	1,682	1,614	2,028	1,699	1,780	-329	-16.2%	35	2.1%
47.0605	Diesel Mechanics Technology/Technician.	58	54	102	69	36	69	-33	-47.8%	-22	-37.9%
47.0606	Small Engine Mechanics and Repair Technology/Technician.	37	22	43	42	22	36	-20	-47.6%	-15	-40.5%
47.0611	Motorcycle Maintenance and Repair Technology/Technician.	0	0	0	0	6	2	6	--	6	--
47.9994	Career Exploration.	0	0	28	0	0	9	0	--	0	--
47.9996	Certification/Licensure Review.	0	0	1	2	3	2	1	50.0%	3	--
47.9997	Topics.	36	0	31	10	6	16	-4	-40.0%	-30	-83.3%
47.9999	Mechanic and Repair Technologies/Technicians, Other.	21	1	0	4	27	10	23	575.0%	6	28.6%
48.0501	Machine Tool Technology/Machinist.	71	87	77	110	83	90	-27	-24.5%	12	16.9%
48.0503	Machine Shop Technology/Assistant.	708	606	708	877	641	742	-236	-26.9%	-67	-9.5%
48.0506	Sheet Metal Technology/Sheetworking.	0	0	1	81	64	49	-17	-21.0%	64	--
48.0508	Welding Technology/Welder. (Includes existing programs in 2020 moved from 15.0610)	2,959	2,833	2,945	3,047	2,381	2,791	-666	-21.9%	-578	-19.5%
48.0510	Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist.	0	18	13	26	37	25	11	42.3%	37	--
48.0599	Precision Metal Working, Other.	47	32	33	41	19	31	-22	-53.7%	-28	-59.6%
48.9995	Supervised Independent Study. (1.2 only)	11	0	0	0	9	3	9	--	-2	-18.2%
48.9997	Topics. (1.2 only)	12	19	14	12	12	13	0	0.0%	0	0.0%
49.0102	Airline/Commercial/Professional Pilot and Flight Crew.	12	8	8	12	10	10	-2	-16.7%	-2	-16.7%
50.0101	Visual and Performing Arts, General.	17	11	21	19	34	25	15	78.9%	17	100.0%
50.0201	Crafts/Craft Design, Folk Art and Artisanry.	6	0	0	22	19	14	-3	-13.6%	13	216.7%
50.0301	Dance, General.	0	0	7	12	8	9	-4	-33.3%	8	--
50.0302	Ballet.	0	0	7	0	9	5	9	--	9	--
50.0401	Design and Visual Communications, General.	458	587	504	550	386	480	-164	-29.8%	-72	-15.7%
50.0402	Commercial and Advertising Art.	8	2	0	0	0	0	0	--	-8	-100.0%
50.0406	Commercial Photography.	939	1,011	912	912	725	850	-187	-20.5%	-214	-22.8%
50.0408	Interior Design.	0	0	0	0	14	5	14	--	14	--
50.0409	Graphic Design.	0	1	2	18	0	7	-18	-100.0%	0	--
50.0501	Drama and Dramatics/Theatre Arts, General.	157	170	113	128	146	129	18	14.1%	-11	-7.0%
50.0502	Technical Theatre/Theatre Design and Technology	1	0	0	0	0	0	0	--	-1	-100.0%
50.0505	Theatre Literature, History and Criticism.	0	0	0	0	1	0	1	--	1	--
50.0506	Acting.	25	46	20	18	95	44	77	427.8%	70	280.0%
50.0599	Dramatic/Theatre Arts and Stagecraft, Other.	3	0	0	9	17	9	8	88.9%	14	466.7%
50.0601	Film/Cinema/Media Studies.	6	30	20	23	31	25	8	34.8%	25	416.7%
50.0602	Cinematography and Film/Video Production.	145	168	166	181	160	169	-21	-11.6%	15	10.3%
50.0605	Photography.	184	118	221	130	90	147	-40	-30.8%	-94	-51.1%
50.0701	Art/Art Studies, General.	472	453	451	507	504	487	-3	-0.6%	32	6.8%
50.0703	Art History, Criticism and Conservation.	101	154	105	203	180	163	-23	-11.3%	79	78.2%
50.0705	Drawing.	29	46	99	86	105	97	19	22.1%	76	262.1%
50.0708	Painting.	1	4	2	2	2	2	0	0.0%	1	100.0%
50.0709	Sculpture.	0	1	0	0	0	0	0	--	0	--
50.0711	Ceramic Arts and Ceramics.	62	39	26	65	39	43	-26	-40.0%	-23	-37.1%
50.0901	Music, General	5	0	0	0	10	3	10	--	5	100.0%
50.0902	Music History, Literature, and Theory.	984	1,124	1,250	1,041	1,197	1,163	156	15.0%	213	21.6%
50.0903	Music Performance, General.	205	134	218	405	335	319	-70	-17.3%	130	63.4%
50.0904	Music Theory and Composition.	87	48	59	89	74	74	-15	-16.9%	-13	-14.9%
50.0910	Jazz/Jazz Studies.	0	0	3	0	0	1	0	--	0	--
50.0913	Music Technology.	0	0	2	0	0	1	0	--	0	--
50.9996	Certification/Licensure Review.	0	0	0	1	0	0	-1	-100.0%	0	--
50.9997	Topics.	23	0	0	4	9	4	5	125.0%	-14	-60.9%
51.0000	Health Services/Allied Health/Health Sciences, General.	397	680	1,184	1,506	1,515	1,402	9	0.6%	1,118	281.6%
51.0001	Health and Wellness, General.	9	9	12	0	0	4	0	--	-9	-100.0%



Illinois Community College Board
Table B-13
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
51.0705	Medical Office Management/Administration.	0	0	0	2	1	1	-1	-50.0%	1	--
51.0707	Health Information/Medical Records Technology/Technician.	367	404	404	273	345	341	72	26.4%	-22	-6.0%
51.0708	Medical Transcription/Transcriptionist.	97	107	128	180	205	171	25	13.9%	108	111.3%
51.0710	Medical Office Assistant/Specialist.	1,692	2,027	2,269	2,803	2,807	2,626	4	0.1%	1,115	65.9%
51.0714	Medical Insurance Specialist/Medical Biller.	0	0	0	2	0	1	-2	-100.0%	0	--
51.0801	Medical/Clinical Assistant.	68	52	65	51	81	66	30	58.8%	13	19.1%
51.0805	Pharmacy Technician/Assistant.	0	0	0	2	1	1	-1	-50.0%	1	--
51.0810	Emergency Care Attendant (EMT Ambulance).	211	205	0	0	1	0	1	--	-210	-99.5%
51.0902	Electrocardiograph Technology/Technician	1	0	0	0	0	0	0	--	-1	-100.0%
51.0904	Emergency Medical Technology/Technician (EMT Paramedic).	323	452	348	416	352	372	-64	-15.4%	29	9.0%
51.0907	Medical Radiologic Technology/Science - Radiation Therapist.	0	1	4	0	0	1	0	--	0	--
51.0908	Respiratory Care Therapy/Therapist.	58	150	21	8	0	10	-8	-100.0%	-58	-100.0%
51.0913	Athletic Training/Trainer.	0	11	0	0	3	1	3	--	3	--
51.1004	Clinical/Medical Laboratory Technician.	17	31	2	61	25	29	-36	-59.0%	8	47.1%
51.1009	Phlebotomy Technician/Phlebotomist.	0	0	0	0	2	1	2	--	2	--
51.2201	Public Health, General.	1	0	75	54	57	62	3	5.6%	56	5600.0%
51.3104	Dietitian Assistant.	26	29	22	19	11	17	-8	-42.1%	-15	-57.7%
51.3501	Massage Therapy/Therapeutic Massage.	0	14	14	15	11	13	-4	-26.7%	11	--
51.3801	Registered Nursing/Registered Nurse.	0	1	0	0	0	0	0	--	0	--
51.3901	Licensed Practical/Vocational Nurse Training. Nursing Assistant/Aide and Patient Care Assistant/Aide. (Includes existing programs in 2020)	20	16	28	27	46	34	19	70.4%	26	130.0%
51.3902	moved from 51.1620)	2,678	2,697	2,730	2,878	2,695	2,768	-183	-6.4%	17	0.6%
51.9994	Career Exploration.	410	592	405	371	384	387	13	3.5%	-26	-6.3%
51.9997	Topics. (1.2 only)	23	49	38	29	23	30	-6	-20.7%	0	0.0%
51.9998	Internships. (1.2 only)	13	2	10	9	16	12	7	77.8%	3	23.1%
51.9999	Health Professions and Related Clinical Sciences, Other.	375	387	363	415	338	372	-77	-18.6%	-37	-9.9%
52.0101	Business/Commerce, General.	811	875	1,496	1,537	1,820	1,618	283	18.4%	1,009	124.4%
52.0201	Business Administration and Management, General.	96	127	151	157	147	152	-10	-6.4%	51	53.1%
52.0203	Logistics, Materials, and Supply Chain Management	23	0	0	0	1	0	1	--	-22	-95.7%
52.0301	Accounting.	316	225	289	279	312	293	33	11.8%	-4	-1.3%
52.0302	Accounting Technology/Technician and Bookkeeping.	693	840	723	666	650	680	-16	-2.4%	-43	-6.2%
52.0401	Administrative Assistant and Secretarial Science, General.	1,204	1,009	1,111	1,398	1,168	1,226	-230	-16.5%	-36	-3.0%
52.0407	Business/Office Automation/Technology/Data Entry.	2,500	2,091	2,525	2,505	2,178	2,403	-327	-13.1%	-322	-12.9%
52.0408	General Office Occupations and Clerical Services.	1,923	2,038	2,113	2,070	1,154	1,779	-916	-44.3%	-769	-40.0%
52.0411	Customer Service Support/Call Center/Teleservice Operation.	11	25	10	30	49	30	19	63.3%	38	345.5%
52.0701	Entrepreneurship/Entrepreneurial Studies.	775	988	1,146	1,239	1,622	1,336	383	30.9%	847	109.3%
52.0703	Small Business Administration/Management.	115	140	140	461	479	360	18	3.9%	364	316.5%
52.0801	Finance, General.	32	0	18	18	14	17	-4	-22.2%	-18	-56.3%
52.0803	Banking and Financial Support Services.	22	99	126	303	151	193	-152	-50.2%	129	586.4%
52.0807	Investments and Securities.	5	0	32	34	26	31	-8	-23.5%	21	420.0%
52.0903	Tourism and Travel Services Management.	0	9	6	13	11	10	-2	-15.4%	11	--
52.0904	Hotel/Motel Administration/Management.	20	21	12	13	30	18	17	130.8%	10	50.0%
52.1001	Human Resources Management/Personnel Administration, General.	0	0	4	57	76	46	19	33.3%	76	--
52.1002	Labor and Industrial Relations.	0	0	1	0	0	0	0	--	0	--
52.1003	Organizational Behavior Studies.	1	20	19	23	23	22	0	0.0%	22	2200.0%
52.1101	International Business/Trade/Commerce.	9	1	1	0	0	0	0	--	-9	-100.0%
52.1401	Marketing/Marketing Management, General.	331	522	547	716	740	668	24	3.4%	409	123.6%
52.1402	Marketing Research.	27	20	18	32	24	25	-8	-25.0%	-3	-11.1%
52.1803	Retailing and Retail Operations.	0	0	0	1	0	0	-1	-100.0%	0	--
52.1804	Selling Skills and Sales Operations.	7	31	21	46	62	43	16	34.8%	55	785.7%
52.1902	Fashion Merchandising.	61	62	38	47	140	75	93	197.9%	79	129.5%
52.1905	Tourism and Travel Services Marketing Operations.	0	0	0	6	4	3	-2	-33.3%	4	--
52.1909	Special Products Marketing Operations	1	0	0	0	0	0	0	--	-1	-100.0%
52.2001	Construction Management, General	0	0	0	0	4	1	4	--	4	--
52.9994	Career Exploration.	229	295	291	354	218	288	-136	-38.4%	-11	-4.8%
52.9995	Supervised Independent Study. (1.2 only)	1	0	0	0	0	0	0	--	-1	-100.0%
52.9996	Certification/Licensure Review.	16	10	0	0	0	0	0	--	-16	-100.0%



Illinois Community College Board
 Table B-13
 STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 6-DIGIT CIP
 FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Percent
52.9997	Topics.	78	116	81	60	52	64	-8	-13.3%	-26	-33.3%
52.9998	Internships.	17	19	6	1	33	13	32	3200.0%	16	94.1%
52.9999	Business, Management, Marketing, and Related Support Services, Other.	2	2	6	4	0	3	-4	-100.0%	-2	-100.0%
54.0101	History, General.	702	850	739	822	938	833	116	14.1%	236	33.6%
54.0102	American History (United States).	3,860	4,386	4,002	4,032	4,138	4,057	106	2.6%	278	7.2%
54.0103	European History.	0	1	0	0	0	0	0	--	0	--
54.0106	Asian History.	33	55	69	49	41	53	-8	-16.3%	8	24.2%
54.0196	World History	0	0	1	7	8	5	1	14.3%	8	--
54.9996	Certification/Licensure Review.	25	77	45	15	24	28	9	60.0%	-1	-4.0%
TOTALS		111,643	117,672	124,614	133,394	130,943	129,650	-2,451	-1.8%	19,300	17.3%
Pure											
Minimum		0	0	0	0	0	0	-1,346	-100.0%	-769	-100.0%
Maximum		17,278	19,082	19,798	20,961	21,259	20,673	857	3200.0%	3,981	11100.0%
Median		22	23	26	30	29	30	0	-9.4%	1	0.0%
Standard Deviation		1,080	1,159	1,211	1,285	1,305	1,265	138	267.8%	295	958.4%
Average		279	294	312	333	327	324	-6	35.9%	48	195.6%

Includes only Transfer courses and Career and Technical Education courses
 SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-14
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY 2-DIGIT CIP
FOR FISCAL YEARS 2017-2021

CIP	COURSE NAME	2017	2018	2019	2020	FY 2019-2021		FY 2020-2021		FY 2017-2021	
						3-Year Average	Number	1-Year Difference	Percent	5-Year Difference	Number
01.	Agriculture, Agriculture Operations, and Related Sciences	1,713	1,768	1,693	1,932	2,031	1,885	99	5.1%	318	18.6%
03.	Natural Resources and Conservation	14	38	52	8	13	24	5	62.5%	-1	-7.1%
04.	Architecture and Related Services	34	38	5	4	3	4	-1	-25.0%	-31	-91.2%
05.	Area, Ethnic, Cultural, Gender, and Group Studies	51	174	178	157	238	191	81	51.6%	187	366.7%
09.	Communication, Journalism and Related Programs	600	431	619	600	642	620	42	7.0%	42	7.0%
10.	Communications, Technologies/Technicians and Support Services	1,021	1,091	1,298	1,014	732	1,015	-282	-27.8%	-289	-28.3%
11.	Computer and Information Sciences and Support Services	6,413	6,028	6,319	6,885	5,447	6,217	-1,438	-20.9%	-966	-15.1%
12.	Personal and Culinary Services	2,536	2,686	3,230	3,897	3,351	3,493	-546	-14.0%	815	32.1%
13.	Education	1,284	1,435	1,024	1,172	1,456	1,217	284	24.2%	172	13.4%
14.	Engineering	54	119	28	52	74	51	22	42.3%	20	37.0%
15.	Engineering Technologies and Engineering-Related Fields	3,508	3,412	5,024	5,845	5,016	5,295	-829	-14.2%	1,508	43.0%
16.	Foreign Languages, Literatures, and Linguistics	5,698	5,582	6,211	5,978	6,075	6,088	97	1.6%	377	6.6%
19.	Family and Consumer Sciences/Human Sciences	1,691	2,016	2,609	2,707	2,495	2,604	-212	-7.8%	804	47.5%
22.	Legal Professions and Studies	2	2	3	1	3	2	2	200.0%	1	50.0%
23.	English Language and Literature/Letters	22,326	24,605	25,582	27,402	28,423	27,136	1,021	3.7%	6,097	27.3%
24.	Liberal Arts and Sciences, General Studies and Humanities	2,527	2,682	2,730	2,788	2,862	2,793	74	2.7%	335	13.3%
26.	Biological and Biomedical Sciences	4,781	4,492	4,711	5,035	5,241	4,996	206	4.1%	460	9.6%
27.	Mathematics and Statistics	9,873	10,578	11,567	12,882	13,840	12,763	958	7.4%	3,967	40.2%
30.	Multi/Interdisciplinary Studies	113	107	101	72	109	94	37	51.4%	-4	-3.5%
31.	Parks, Recreation, Leisure and Fitness Studies	2,891	2,369	2,212	2,159	3,059	2,477	900	41.7%	168	5.8%
32.	Basic Skills and Developmental/Remedial Education	16	64	68	127	112	102	-15	-11.8%	96	600.0%
36.	Leisure and Recreational Activities	15	13	16	17	0	11	-17	-100.0%	-15	-100.0%
38.	Philosophy and Religious Studies	832	908	981	1,021	720	907	-301	-29.5%	-112	-13.5%
40.	Physical Sciences	2,422	2,074	2,233	2,196	2,282	2,237	86	3.9%	-140	-5.8%
42.	Psychology	3,875	4,168	4,112	4,170	4,226	4,169	56	1.3%	351	9.1%
43.	Homeland Security, Law Enforcement, Firefighting and Related Protective Services	2,292	2,940	2,955	2,963	2,736	2,885	-227	-7.7%	444	19.4%
44.	Public Administration and Social Services Professions	1	53	55	66	54	58	-12	-18.2%	53	5300.0%
45.	Social Sciences	3,134	3,954	3,783	3,886	3,918	3,862	32	0.8%	784	25.0%
46.	Construction Trades	721	681	683	710	773	722	63	8.9%	52	7.2%
47.	Mechanics and Repair Technologies/Technicians	2,735	2,544	2,616	2,901	2,298	2,605	-603	-20.8%	-437	-16.0%
48.	Precision Production	3,808	3,595	3,791	4,194	3,246	3,744	-948	-22.6%	-562	-14.8%
49.	Transportation and Materials Moving	12	8	8	12	22	14	10	83.3%	10	83.3%
50.	Visual and Performing Arts	3,918	4,147	4,208	4,425	4,190	4,274	-235	-5.3%	272	6.9%
51.	Health Professions and Related Programs	6,786	7,916	8,122	9,121	8,919	8,721	-202	-2.2%	2,133	31.4%
52.	Business Management, Marketing, and Related Supportive Services	9,326	9,585	10,931	12,070	11,188	11,396	-882	-7.3%	1,862	20.0%
54.	History	<u>4,620</u>	<u>5,369</u>	<u>4,856</u>	<u>4,925</u>	<u>5,149</u>	<u>4,977</u>	<u>224</u>	<u>4.5%</u>	<u>529</u>	<u>11.5%</u>
	TOTALS	111,643	117,672	124,614	133,394	130,943	129,650	-2,451	-1.8%	19,300	17.3%
	Pure										
	Minimum	1	2	3	1	0	2	-1,438	-100.0%	-966	-100.0%
	Maximum	22,326	24,605	25,582	27,402	28,423	27,136	1,021	200.0%	6,097	5300.0%
	Median	2,357	2,222	2,421	2,452	2,397	2,540	8	1.5%	170	12.4%
	Standard Deviation	4,200	4,567	4,819	5,218	5,335	5,119	486	45.7%	1,284	885.4%
	Average	3,101	3,269	3,462	3,705	3,637	3,601	-68	7.6%	536	181.6%

*Aircraft Pilot (Private) moved from 490107 CIP to 360119 CIP to align with reporting in Table B-13.
Includes only Transfer courses and Career and Technical Education courses
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-15
STATEWIDE DUAL CREDIT COURSE ENROLLMENT BY CAREER CLUSTER
FOR FISCAL YEARS 2017-2021

Career Clusters Code Title	2017	2018	2019*	2020*	2021*	FY 2019-2021	FY 2020-2021		FY 2017-2021	
						3-Year Average Number	1-Year Difference Number	Percent	5-Year Difference Number	Percent
01 Agriculture, Food & Natural Resources	1,581	1,664	1,630	1,889	1,966	1,828	77	4.1%	385	24.4%
02 Architecture & Construction	860	870	3,664	1,025	1,184	1,958	159	15.5%	324	37.7%
03 Arts, Audio/Video Technology & Communications	26,858	29,090	30,618	6,040	5,559	14,072	-481	-8.0%	-21,299	-79.3%
04 Business Management & Administration	7,909	7,682	9,745	13,432	12,327	11,835	-1,105	-8.2%	4,418	55.9%
05 Education & Training	13,487	14,045	14,722	3,232	4,531	7,495	1,299	40.2%	-8,956	-66.4%
06 Finance	1,068	1,164	176	1,300	1,153	876	-147	-11.3%	85	8.0%
07 Government & Public Administration	1,394	1,535	1,216	1,307	1,552	1,358	245	18.7%	158	11.3%
08 Health Science	5,779	6,370	11,556	5,873	5,617	7,682	-256	-4.4%	-162	-2.8%
09 Hospitality & Tourism	1,337	1,571	2,213	2,891	2,558	2,554	-333	-11.5%	1,221	91.3%
10 Human Services	5,564	5,992	4,828	7,891	7,505	6,741	-386	-4.9%	1,941	34.9%
11 Information Technology	5,853	5,599	6,180	6,635	5,235	6,017	-1,400	-21.1%	-618	-10.6%
12 Law, Public Safety, Corrections & Security	2,170	2,842	2,831	2,964	2,739	2,845	-225	-7.6%	569	26.2%
13 Manufacturing	7,411	6,767	5,989	10,015	8,001	8,002	-2,014	-20.1%	590	8.0%
14 Marketing	452	636	624	852	1,277	918	425	49.9%	825	182.5%
15 Science, Technology, Engineering & Mathematics	23,880	25,371	24,941	23,273	24,472	24,229	1,199	5.2%	592	2.5%
16 Transportation, Distribution & Logistics	2,039	2,035	1,933	2,271	1,899	2,034	-372	-16.4%	-140	-6.9%
17 Other/Transfer	4,001	4,439	1,748	42,504	43,368	29,207	864	2.0%	39,367	983.9%
TOTALS	111,643	117,672	124,614	133,394	130,943	129,650	-2,451	-1.8%	19,300	17.3%
Pure										
Minimum	452	636	176	852	1,153	876	-2,014	-21.1%	-21,299	-79.3%
Maximum	26,858	29,090	30,618	42,504	43,368	29,207	1,299	49.9%	39,367	983.9%
Median	4,001	4,439	3,664	3,232	4,531	6,017	-225	-4.9%	385	11.3%
Standard Deviation	7,864.5	8,393.9	8,754.9	10,609.5	10,845.6	8,214.4	858.6	19.9%	11,426.1	240.9%
Average	6,567	6,922	7,330	7,847	7,703	7,626	-144	1.3%	1,135	76.5%

*The CIP cluster crosswalk was updated in FY 2019, FY 2020, and FY 2021.
Includes only Transfer courses and Career and Technical Education courses
The Career Cluster brand is a registered trademark of Advance CTE
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data



Illinois Community College Board
Table B-16
DUAL CREDIT COURSE ENROLLMENT BY INSTRUCTIONAL SITE AND BY COLLEGE
FISCAL YEAR 2021

Dist. No. District/College	Main College		High School		Off-Campus		Online/ Internet	Distance Learning	Other/ Unknown Location	Other Location Impacted by COVID-19*	Total Impacted by COVID-19*	Total
	Main College Campus	Campus Impacted by COVID-19*	High School Campus	Campus Impacted by COVID-19*	Off-Campus College Facility	College Impacted by COVID-19*						
503 Black Hawk	25	0	2,791	0	78	0	371	0	0	0	0	3,265
518 Carl Sandburg	86	0	1,032	0	98	0	1,028	0	0	0	0	2,244
508 City Colleges of Chicago	(0)	(0)	(0)	(0)	(6,009)	(0)	(0)	(0)	(546)	(0)	(0)	(6,555)
02 Harold Washington	0	0	0	0	1,182	0	0	0	178	0	0	1,360
04 Harry S Truman	0	0	0	0	226	0	0	0	286	0	0	512
01 Kennedy-King	0	0	0	0	331	0	0	0	9	0	0	340
03 Malcolm X	0	0	0	0	506	0	0	0	23	0	0	529
05 Olive-Harvey	0	0	0	0	616	0	0	0	20	0	0	636
06 Richard J. Daley	0	0	0	0	1,492	0	0	0	24	0	0	1,516
07 Wilbur Wright	0	0	0	0	1,656	0	0	0	6	0	0	1,662
502 College of DuPage	0	0	5,380	0	1,452	0	0	0	150	0	0	6,982
532 College of Lake County	36	0	1,723	0	38	0	210	0	168	0	0	2,175
507 Danville Area	1,384	0	655	0	55	0	0	0	33	0	0	2,127
509 Elgin	3	0	497	0	0	0	1,099	0	1,618	0	0	3,217
512 Harper	2	0	7,311	0	0	0	250	0	0	0	0	7,563
540 Heartland	16	0	3,656	0	0	0	378	5	0	0	0	4,055
519 Highland	165	0	776	0	0	0	32	0	288	0	0	1,261
514 Illinois Central	118	0	3,795	0	0	0	1,339	0	162	0	0	5,414
529 Illinois Eastern	(589)	(0)	(3,259)	(0)	(78)	(0)	(465)	(0)	(138)	(0)	(0)	(4,529)
04 Frontier	43	0	1,907	0	2	0	221	0	105	0	0	2,278
01 Lincoln Trail	262	0	410	0	68	0	217	0	3	0	0	960
02 Olney Central	221	0	436	0	4	0	22	0	14	0	0	697
03 Wabash Valley	63	0	506	0	4	0	5	0	16	0	0	594
513 Illinois Valley	0	0	1,079	0	0	0	252	0	0	0	0	1,331
530 John A. Logan	214	0	1,906	0	0	0	447	0	0	0	0	2,567
539 John Wood	140	0	241	0	3	0	256	0	74	0	0	714
525 Joliet Junior	0	0	7,063	0	0	0	0	0	0	0	0	7,063
520 Kankakee	0	0	0	0	0	0	0	0	944	0	0	944
501 Kaskaskia	0	0	4,926	0	27	0	0	0	0	0	0	4,953
523 Kishwaukee	394	0	788	0	0	0	329	0	0	0	0	1,511
517 Lake Land	0	0	3,343	0	52	0	298	0	0	0	0	3,693
536 Lewis and Clark	0	0	5,909	0	0	0	0	0	0	0	0	5,909
526 Lincoln Land	28	0	2,489	35	4	0	84	0	215	0	35	2,855
528 McHenry County	41	0	75	5,850	0	0	0	0	110	0	5,850	6,076
524 Moraine Valley	0	0	4,278	0	0	0	0	0	0	0	0	4,278
527 Morton	0	0	0	0	786	0	0	0	0	0	0	786
535 Oakton	0	0	3,136	0	0	0	0	0	24	0	0	3,160
505 Parkland	0	0	1,303	0	0	0	709	0	403	0	0	2,415
515 Prairie State	0	0	527	0	0	0	0	0	0	0	0	527
521 Rend Lake	0	0	2,014	0	41	0	356	0	31	0	0	2,442
537 Richland	462	0	391	0	0	0	992	0	0	0	0	1,845
511 Rock Valley	355	0	637	0	0	0	2,668	0	0	0	0	3,660
506 Sauk Valley	198	0	1,212	0	0	0	269	0	0	0	0	1,679
531 Shawnee	0	0	1,136	0	0	0	0	0	0	0	0	1,136
510 South Suburban	0	0	2,658	0	0	0	0	0	0	0	0	2,658
533 Southeastern Illinois	83	0	1,058	0	5	0	354	30	21	0	0	1,551
522 Southwestern Illinois	1,628	0	4,483	0	53	0	628	17	0	0	0	6,809
534 Spoon River	68	0	424	0	77	0	213	16	103	0	0	901
504 Triton	0	0	0	0	0	0	0	0	4,323	0	0	4,323
516 Waubesa	<u>51</u>	<u>15</u>	<u>2,702</u>	<u>1,604</u>	<u>841</u>	<u>269</u>	<u>235</u>	<u>0</u>	<u>53</u>	<u>0</u>	<u>1,888</u>	<u>5,770</u>
TOTALS	6,086	15	84,653	7,489	9,697	269	13,262	68	9,404	0	7,773	130,943

*Option for instructional site closure due to COVID-19 added in FY 2020.
SOURCE OF DATA: ICCB Centralized Data System--Annual Course (AC) Data

Illinois Community College Board

SPRING 2022 NEW LEGISLATION

[SB 3792](#) (Castro / Elik)

STATE HIGH SCHOOL DIPLOMA

SENT TO GOVERNOR

Effective January 1, 2023, changes the name of the High School Equivalency Certificate to State of Illinois High School Diploma throughout statute.

HB 5175 (Kifowit / Hastings)

HIGHER ED VETERAN GRANT PROGRAM

[P.A. 102-0800](#)

Effective May 13, 2022, the bill amends the Public Community Colleges Act to ensure that community colleges will change in-district tuition rates for students using any type of federal veterans' benefits. This tweak will help ensure that federal veterans' education programs are treated consistently and in accordance with federal regulations.

The legislation requires an honorable discharge after only the most recent period of federal active duty service (rather than after each period of active duty) to qualify for the Illinois Veteran Grant (IVG).

[HB 4201](#) (West / Pacione-Zayas)

HIGHER ED BENEFITS NAVIGATOR

SENT TO

GOVERNOR

The bill requires each public university and community college district to designate a Benefits Navigator who has a detailed understanding of eligibility requirements for benefits programs and campuswide and community resource support to assist students in determining eligibility for such programs and identifying resources.

Each community college is required to provide training for the benefits navigator and participate in a statewide community college consortium facilitated by ICCB for the purpose of facilitating communication between benefits navigators at different institutions and developing best practices. Effective date January 1, 2023.

Marcus's staff!

SB 3032 (Fine / Morgan)

STUDENT DEBT ASSISTANCE ACT

[P.A. 102-0998](#)

Creates the Student Debt Assistance Act (effective May 27, 2022). The Act restricts higher education institutions from withholding unofficial transcripts from current or former students on the grounds that the student owes a debt. Institutions cannot require students to repay the debt before releasing transcripts and cannot charge students a higher fee. Additionally, an institution must provide an official transcript of a current or former student to a current or potential employer, even if the current or former student owes a debt.

Beginning with the 2022-2023 school year, requires every institution of higher education to have a policy instituting a financial or physical hardship withdrawal process. Information regarding the existence of the financial or physical hardship withdrawal process shall be publicized on the institution's website and given to students as part of any school orientation process.

If an institution of higher education chooses to send a current or former student's past due debt to a debt collection agency, the past due debt may not be reported to any credit reporting agencies, except as provided by federal law.

HB 5464 (Stuart / Bennett)
GOVERNOR

IBHE STRATEGIC PLAN IMPLEMENTATION

SENT TO

This is omnibus bill making statutory changes recommended in the 2021 Strategic Plan for Higher Education, A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth as well as operational efficiencies for IBHE. *This bill is effective upon signature by the Governor.*

Amends the Developmental Education Reform Act by changing the data for IBHE and ICCB to report the status of developmental education reforms from January 1, 2023 to February 15, 2023 and every 2 years thereafter. Change the date for IBHE and ICCB to consider additional data reporting elements from January 1, 2024 to February 15, 2024 and every 2 years thereafter.

Equity Plans. Requires public universities and community colleges to develop and implement an equity plan and practices that include methods and strategies to increase the access, retention, completion, and student loan repayment rates part of minorities, rural students, adult students, women, and individuals with disabilities who are traditionally underrepresented in education programs and activities. Private institutions are encouraged to develop similar plans. More specifically, IBHE in collaboration with ICCB shall do the following:

1. Require public universities to develop and submit equity plans.
2. Conduct periodic review of institutions of higher ed to determine compliance with equity plan requirements.
3. Provide advice and counsel as it relates to equity plans.
4. Conduct studies of the effectiveness and outcomes of the methods and strategies outlined in an institution's equity plan as well as others designed to increase participation and success of underrepresented students. Monitor and report the outcomes for students as a result of implementation of equity plans.
5. Require components of an institution's equity plan to include strategies to increase minority student recruitment, retention, and student loan repayment rates. The IBHE shall undertake but not be limited to the following:
 - a. The establishment of guidelines and plans for minority student recruitment, retention, and student loan rates, including requirements to establish campus climate and culture surveys
 - b. The review and monitoring of student services, programs, and supports to determine their compliance with any guidelines and plans established
 - c. The determination of the effectiveness and funding requirements of minority student services, programs, and supports
 - d. The dissemination of successful programs as models and the encouragement of cooperative partnerships between community colleges, local school attendance centers, and 4- year colleges to support enrollment of minority students.
6. Mandate public institutions to submit data and information essential to determine compliance (existing requirement).
7. Report to the G.A. and Governor annually (existing requirement but adds student loan repayment rates as a data element).

HB 5506 (Stuart / Rezin)
GOVERNOR

DUAL CREDIT – MIXED CLASSES

SENT TO

Mixed Enrollment Course. Amends the Dual Credit Quality Act to allow high school students who may not otherwise meet the community college district's academic eligibility requirements to enroll in a dual credit course taught at the high school for high school credit only. Instructors in such classes, in coordination with their higher learning partner, may differentiate instruction by credit section. The dual credit partnership agreement must include expectations for maintaining the rigor of dual credit courses that are taught in a mixed enrollment course.

The high schools must establish procedures, prior to the first day of class, to notify all individual high school student enrolled in a mix enrollment dual credit course whether they are eligible to earn college credit for the course. This provision and the other section of the bill are effective January 1, 2023.

Data Assessment. A new element of the dual credit partnership agreement is a requirement that the school district and community college annually assess disaggregated data pertaining to dual credit course enrollments, completions, and subsequent postsecondary enrollment and performance to the extent feasible. If applicable, this assessment shall include an analysis of dual credit courses with credit sections and for high school credit only.

Professional Development Plans. This amendment extends the ability for high school instructors to submit a professional development plan to ISBE to January 1, 2025. Professional development plans may not be in effect after January 1, 2028.

A high school instructor entering into a professional development plan on or after January 1, 2023 shall qualify if the instructor has (a) master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she currently teaches or expects to teach or (b) is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught. Under the current law (prior to January 1, 2023) a professional development plan is available to an instructor with a bachelor's degree and 18 discipline specific graduate hours but isn't available to a CTE instructor.

The ICCB's annual reporting requirements are modified and expanded to include:

- the number of teachers presently enrolled in an approved professional development plan
- the number of instructors who have successfully completed a professional development plan
- the number of instructors who did not successfully complete a plan after 3 years
- the breakdown of information on professional development plans by subject area
- a summary by community college district of professional development plans that are in progress, successfully completed, or have expired.

Notification. Within 15 days after entering or renewing a partnership agreement, the institution shall notify its faculty of the agreement and make access to copies available upon request.

SB 3149 (Villanueva / Guzzardi) HIGHER ED CHILDCARE RESOURCES [P.A. 102-0829](#)

Requires ISAC to annually include information about the Child Care Assistance Program and the federal dependent care allowance in the language that institutions are required to provide to students eligible for MAP grants. ISAC must also direct students to the Department of Human Services for additional information about the Child Care Assistance Program and to the institutions financial aid office for additional information about the federal dependent care allowance. Institutions that participate in MAP shall provide notice to all students about the information above. Effective date is May 13, 2022.

HB 3296 (Ness / Bush) COLLEGE & CAREER PATHWAY ENDORSEMENTS [P.A. 102-0917](#)

The Act requires ISBE, ICCB, IBHE, and ISAC to, by July 1, 2023 and in consultation with appropriate stakeholders, jointly adopt and publicize an update to the model postsecondary and career expectations that extends the expectations to grade 6 and includes such other revisions and updates as the agencies deem appropriate.

Amends the School Code and creates a new section, College and Career Readiness Systems. States that by July 1, 2025, a school district that enrolls students in grades 9 through 12 shall adopt and implement career development activities in accordance with a postsecondary and career expectations framework adopted by the Postsecondary and Workforce Readiness Act. The activities offered shall prepare students to make informed plans and decisions about their future

education and career goals. A school district that shall independently or in partnership with a career center, award College and Career Pathway Endorsements pursuant to an outlined schedule.

A school board of any school district, by the action of the board, may opt-out of implementation of all or any part of this section through the adoption of a set of findings that considers several outlined factors. School districts must report their findings to ISBE.

By July 1, 2024, ISBE shall consult with a statewide organization representing businesses and manufacturing (IMA). After ISBE shall publish and maintain on its website a current database or employer champions for work-based learning and career readiness systems and programs.

SB 3990 (Pacione-Zayas / Andrade) SCHOOL COUNSELING SERVICES – CTE PLAN [P.A. 102-0876](#)

Amends the School Code by adding additional language to existing college and career planning offered to align with the goal of promoting appropriate support and making career and technical education plans. Effective date of January 1, 2023.

HB 1568 (Vella / Martwick) LAW ENFORCEMENT INTERN TRAINING ACT [P.A. 102-0719](#)

Among multiple changes to improve recruitment and retention of law enforcement officers is the following requirement of the ICCB: Requires the Illinois Law Enforcement Training Standards Board (ILETSB) to collaborate with the ICCB and IBHE to create a report with recommendations to the General Assembly for establishing minimum requirements for credits that may transfer from public institutions of higher education to satisfy the requirements of law enforcement and correctional intern courses. The bill provides that this report shall be submitted to the General Assembly no later than July 1, 2023.

SB 820 (Lightford, / Ammons) EXPANDED FUNCTION DENTAL ASSISTANTS /HYGENIST [P.A. 102-0209](#)

Amends the Illinois Dental Practice Act to expand the functions of an Expanded Function Dental Assistant to teeth cleaning (coronal scaling) and intracoronary temporization of a tooth on patients 17 (instead of 12) years of age or younger who have an absence of periodontal disease and who are not medically compromised. Requires the training program for expanded function dental assistants be a minimum of 32 hours (increased from the original 16). Provides teeth cleaning is limited those that are eligible for Medicaid, uninsured, or have a household income under 300% (instead of 200%) of the federal poverty level.

A dental hygienist who is certified as a public health dental hygienist may provide services to patients who are uninsured and whose household income is not greater than 300% (rather than 200%) of the federal poverty level. Without the supervision of a dentist, a dental hygienist may perform dental health education, including instruction in proper oral health care and dental hygiene in either a school or a long-term care facility. Provides that an order to a hygienist on which services are necessary to be performed on the patient who is unable to travel to a dental office shall be implemented within 45 (rather than 120) days. Effective date January 1, 2023.

HB 5225 (Harper / Hunter) APPRENTICESHIP ASSISTANCE PROGRAM [P.A. 102-0803](#)

Creates the Job Training Assistance and Support Services Pilot Program Act. Provides that subject to appropriation, DCEO shall develop a pilot program to award grants to organizations to distribute subsidies to registered apprentices, pre-apprentices, or work-based learning programs administered by DCEO. Assistance may include funds for transportation, childcare, housing, technology, education, health, and work supplies. Sunsets on Jan 1, 2029. There was no appropriation in the FY23 budget.

SB 3925 (Fine / Robinson)
GOVERNOR

**HUMAN SERVICES PROFESSIONAL
LOAN REPAYMENT PROGRAM**

SENT TO

Creates the Human Service Professional Loan Repayment Program, which shall be administered by ISAC, to provide loan repayment assistance to eligible direct service professionals practicing in a community-based, human service agency that contracts with or is grant funded by specified state agencies. To receive a grant under this program, the applicant must have worked for at least 2 years as a full-time human services professional in a community-based human services agency and have an outstanding educational loan balance.

Grant amount cannot exceed \$25,000 per year for a master's degree or higher, \$15,000 per year for a bachelor's degree, \$3,000 per year for a professional with an associate degree, and up to a \$5,000 per year add-on if independently licensed as a licensed clinical social worker, a licensed clinical professional counselor, a licensed practitioner of the healing arts, a licensed marriage and family therapist, a board-certified behavior analyst, or a registered behavior technician.

SB 3866 (Hastings / Walsh)

CEJA (CLEAN ENERGY JOBS) TRAILOR BILL

[P.A. 102-1031](#)

The legislation makes numerous cleanup changes to last year's Energy Transition Act together with associated changes to the Public Utilities Act and the Illinois Power Agency Act.

As it relates to ICCB, the legislation makes changes to the **Climate Works Hubs**, created to provide preapprenticeship training in the clean energy construction and building trades. These changes require that grants be awarded to Climate Hubs in multi-year increments not to exceed 36 months. Each grant shall come with a one-year initial term, with DCEO renewing each year for 2 additional years unless the grantee declines to continue or fails to perform. DCEO may consider performance in the selection for subsequent years. Further, adds that the Climate Works Hubs provides pre-apprentices with stipends and gives priority to Climate Works Hubs that have an agreement with the North American Building Trades Unions (NABTU) to utilize the Multi-Craft Core Curriculum or successor curriculum.

SB 1693 (Bennett / Yednock)

DCEO GRANTS – INDUSTRIAL BIOTECHNOLOGY

[P.A. 102-0325](#)

Creates the Illinois Industrial Biotech Partnership Act which establishes the Industrial Biotechnology Public-Private Partnership as a state-sponsored board. Provides that a non-profit in partnership with DCEO may provide admin and other support to board. The board has representatives from Ag, DCEO, IDOL, NCERC, U of I, Peoria Ag Lab, farmers, industry, biotech, enviros, union (no community college participation).

Creates the Industrial Biotechnology Workforce Development Grant Program to provide grants to foster a well-trained and well-skilled industrial biotechnology workforce. The grant program, administered by DCEO, may award funds for any of the following purposes: (1) industrial biotechnology apprenticeships or apprenticeship programs; (2) talent pipeline management programs that emphasize business-oriented strategies to increase workforce competitiveness, improve workforce diversity, and expand a regional talent pool around high-growth industries; (3) industry-aligned credential (digital badging) expansion programs to increase the number of workers with in-demand skills needed to obtain a job or advance within the workplace and for merging competency-based education with responsive workforce training strategies; and (4) high school and community college industrial biotechnology career pathway and pre-apprenticeship program development.

Creates the Industrial Biotechnology Human Capital Fund to provide grants directly to laboratories and research institutions for hiring and retaining Experts-In-Residence. Creates the Industrial Biotechnology Capital Maintenance Fund. May provide grants to laboratories and research institutions for maintenance and repair of capital assets.

This act takes effect January 1, 2023 and is subject to appropriation. No funding is included for these grant programs in the FY 23 budget.

HB 4740 (Mazzochi / Curran) BILINGUAL PAY SUPPLEMENTAL - CERTIFICATION [P.A. 102-0098](#)

Effective January 1, 2023, provides that a bilingual pay supplement for state employees (under CMS) shall be processed within 30 calendar days after an employee presents to CMS a certification from either: (i) the designated testing program process selected by the Director; or (ii) an Illinois community college confirming that language skill proficiency in reading, writing, and speaking has been satisfied by the employee.

No later than January 2024, CMS shall authorize at least one if not more community colleges in counties of Cook, Lake, McHenry, Kane, DuPage, Kendall, Will, Sangamon, and 5 other geographically distributed counties of the State to pre-test and certify linguistic ability that will satisfy the linguistic ability requirements for the job position.

[HB 5408 \(Ammons / Bennett\)](#) STATE UNIVERSITIES CIVIL SERVICE SYSTEM SENT TO GOVERNOR

Amends the State Universities Civil Service Act with statutory clean up of language relating to certification of names on the employment register and duties of the Merit Board. Adds Juneteenth National Freedom Day as a holiday for employees of public universities and higher education agencies. *This bill is effective upon signature.*

[SB 3120 \(Bush / Moeller\)](#) FAMILY BEREAVEMENT LEAVE ACT SENT TO GOVERNOR

Amends the Child Bereavement Leave Act to now be called the Family Bereavement Leave Act. Employees will be entitled to use a maximum of 10 work days of unpaid bereavement leave to (1) attend the funeral of a covered family member, (2) make arrangements necessitated by the death of a covered family member, (3) grieve the death of a covered family member or (4) be absent from work due a pregnancy loss, unsuccessful intrauterine insemination or assisted reproduction technology procedure, failed adoption, failed surrogacy agreement diagnosis that impacts pregnancy or fertility or stillbirth. "Covered family member" means an employee's child, stepchild, spouse, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent. This leave must be completed within 60 days after date on which employee receives notice of death of covered family member, or date on which covered event occurs. Provides that employers may request documentation to support request for leave.

HB 1167 (Rohr / Harmon) COVID-19 PAID ADMINISTRATIVE LEAVE [P.A. 102-0697](#)

Amends various Acts relating to the governance of public universities and community colleges to create a new section: COVID-19 sick leave. Provides that any sick leave used by an employee during the 2021-22 academic year shall be returned to an employee who receives all COVID-19 vaccination doses (up to 5 weeks after the passage of this amendatory Act) if they were dismissed due to COVID, or if they had to care for a child who was unable to attend school due to COVID.

Creates a new section: COVID-19 paid administrative leave. Provides that during a public health emergency, a State or local entity mandates rules or guidance that restricts an employee from being on university property for various reasons associated with COVID-19, or if the employee has a child who cannot attend school due to COVID-19, the employee shall receive as many days of administrative leave (or negotiated paid leave if longer) as required by the Department of Public Health. An employee must provide all documentation requested by the College/University and shall receive a regular rate of pay but may not accrue paid admin leave. Provides eligibility requirements (following COVID protocol and vaccinated).

Effective date of these provisions is April 5, 2022.

HB 568 (Yingling / Villivalam) COMPTROLLER INTERACTIVE MAP [P.A. 102-0907](#)

Beginning January 1, 2023, the Comptroller is authorized to establish and maintain an interactive map on the Comptroller's website that provides the location and annual financial information of taxing bodies as reported to the Comptroller's office.

Creates the State Procurement Task Force (no ICCB membership). The task force shall survey State procurement process and make recommendations to: (i) ensure that the process is equitable and efficient; (ii) provide departments with the flexibility needed to be successful; (iii) change the current structure of the procurement process; (iv) update the process to reflect modern procurement methods; (v) increase women-owned and minority-owned business participation; (vi) increase participation by State vendors; and (vii) reduce costs and increase efficiency of State procurements. The Department of Central Management Services shall provide support to the task force. The task force shall submit specified reports to the Governor and General Assembly on or before January 1, 2024. Provides that the task force is repealed on January 1, 2025.

Changes the reporting and posting requirements on contracts exempt from the procurement code so that only exempt contracts above \$100,000 must be reported. Changes the reporting and posting requirements on contracts for artistic or musical services so only contracts above \$100,000 must be published in the procurement bulletin after execution. Requires small purchases to with annual value over \$50,000 to be accompanied by standard certifications. Provides that a lease of real property owned by a public university may exceed 10 years under specified circumstances.

Amends the Procurement of Domestic Products Act to establish a policy of preference for IL products and updates definitions. Establishes 12% or more as the unreasonable additional cost for preference of US products. Requires compliance reports annually beginning ~6/30/23 from each purchasing agency on compliance with this Act and assessment of procured products.

Amends the Business Enterprise for Minorities, Women, and Persons with Disabilities Act. Provides that the Business Enterprise Council shall have the authority and responsibility to adopt a procedure to grant automatic certification to businesses holding a certification from specified entities and to develop and maintain a repository for specified non-certified vendors.

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES
(*Future Consideration*)**

The Illinois General Assembly created the Joint Committee on Administrative Rules (JCAR) in 1977. It is a bipartisan legislative oversight committee, and it has been delegated the responsibility to ensure that the laws enacted are appropriately implemented through administrative law. The Board, and all state agencies, has the authority to draft rules, publish them for public comment, and file them with JCAR for adoption. The compilation of all rules is known as the Illinois Administrative Code.

Public Act 102-0699 (effective April 19, 2022) amends the Public Community College Act to create the Pipeline for the Advancement of the Healthcare Workforce Program (PATH). The purpose of the program is to provide grant to community colleges to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway, to obtain credentials, certificates, and degrees that allow them to enter into or advance their careers in the healthcare industry. The Act also provides the ICCB with authority to promulgate administrative rules to implement the program.

These proposed rules are being submitted to the Board for discussion prior to publication in the Illinois Register for the formal public comment period. They will be brought back to the Board for approval before submission to JCAR for final review.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

Section	
1501.101	Definition of Terms and Incorporations by Reference
1501.102	Advisory Groups
1501.103	Rule Adoption (Recodified)
1501.104	Manuals
1501.105	Advisory Opinions
1501.106	Executive Director
1501.107	Information Request (Recodified)
1501.108	Organization of ICCB (Repealed)
1501.109	Appearance at ICCB Meetings (Repealed)
1501.110	Appeal Procedure
1501.111	Reporting Requirements (Repealed)
1501.112	Certification of Organization (Repealed)
1501.113	Administration of Detachments and Subsequent Annexations
1501.114	Recognition
1501.115	Data Repository
1501.116	Use, Security and Confidentiality of Data
1501.117	Shared Data Agreements
1501.118	Processing Fees

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section	
1501.201	Reporting Requirements
1501.202	Certification of Organization
1501.203	Delineation of Responsibilities
1501.204	Maintenance of Documents or Information
1501.205	Recognition Standards (Repealed)
1501.206	Approval of Providers of Training for Trustee Leadership Training

SUBPART C: PROGRAMS

Section	
1501.301	Definition of Terms
1501.302	Units of Instruction, Research, and Public Service
1501.303	Program Requirements
1501.304	Statewide and Regional Planning
1501.305	College, Branch, Campus, and Extension Centers
1501.306	State or Federal Institutions (Repealed)
1501.307	Cooperative Agreements
1501.308	Reporting Requirements

Item #13.6
June 17, 2022

1501.309	Course Classification and Applicability
1501.310	Acceptance of Private Business Vocational School Credits by Community Colleges in Select Disciplines
1501.311	Credit for Prior Learning
1501.312	Extension of Curricular/Credit Courses
1501.313	Dual Credit

SUBPART D: STUDENTS

Section	
1501.401	Definition of Terms (Repealed)
1501.402	Admission of Students
1501.403	Student Services
1501.404	Academic Records
1501.405	Student Evaluation
1501.406	Reporting Requirements

SUBPART E: FINANCE

Section	
1501.501	Definition of Terms
1501.502	Financial Planning
1501.503	Audits
1501.504	Budgets
1501.505	Student Tuition
1501.506	Published Financial Statements
1501.507	Credit Hour Claims
1501.508	Special Populations Grants (Repealed)
1501.509	Workforce Preparation Grants (Repealed)
1501.510	Reporting Requirements
1501.511	Chart of Accounts
<u>1501.512</u>	<u>Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants</u>
1501.514	Business Assistance Grants (Repealed)
1501.515	Advanced Technology Equipment Grant (Repealed)
1501.516	Capital Renewal Grants
1501.517	Retirees Health Insurance Grants (Repealed)
1501.518	Uncollectible Debts (Repealed)
1501.519	Special Initiatives Grants
1501.520	Lincoln's Challenge Scholarship Grants
1501.521	Technology Enhancement Grants (Repealed)
1501.522	Deferred Maintenance Grants (Repealed)
1501.523	Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section	
1501.601	Definition of Terms
1501.602	Approval of Capital Projects
1501.603	State Funded Capital Projects
1501.604	Locally Funded Capital Projects
1501.605	Project Changes (Repealed)
1501.606	Progress Reports (Repealed)

Item #13.6
June 17, 2022

- 1501.607 Reporting Requirements
- 1501.608 Approval of Projects from 110 ILCS 805/3-20.3.01
- 1501.609 Completion of Projects from 110 ILCS 805/3-20.3.01
- 1501.610 Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

- Section
- 1501.701 Definition of Terms (Repealed)
- 1501.702 Applicability (Repealed)
- 1501.703 Recognition (Repealed)
- 1501.704 Programs (Repealed)
- 1501.705 Finance (Repealed)
- 1501.706 Personnel (Repealed)
- 1501.707 Facilities (Repealed)

SUBPART H: PERSONNEL

- Section
- 1501.801 Definition of Terms
- 1501.802 Sabbatical Leave
- 1501.803 Employment Contracts
- 1501.804 President and Chancellor Performance Review

1501.APPENDIX A Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at 10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087,

effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018; amended at 43 Ill. Reg. 7454, effective June 20, 2019; amended at 44 Ill. Reg. 18680, effective November 13, 2020; amended at 45 Ill. Reg. 1616, effective January 21, 2022; amended at 45 Ill. Reg. 12514, effective September 21, 2021; amended at 46 Ill. Reg. _____, effective _____

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

"Annual Financial Statement" means an annual financial report and an annual program report that are required to be published by a district. An annual financial report includes a statement of revenues and expenditures, along with other basic financial data. An annual program report includes a narrative description of programs offered, goals of the district, and student and staff data.

"Attendance at Midterm" means a student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

"Auditor" means a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records before the end-of-registration date of the college for that particular term.

"Deferred Maintenance Grants" means State grants allocated proportionally to a community college district based on the latest on-campus nonresidential gross square feet of facilities as reported to ICCB. These grants are to be used for capital improvements such as rehabilitation and repair; architect/engineer services; supplies, fixed equipment and materials; and all other expenses required to complete the work.

"Healthcare Pathway" means credentials, certificates, and degree programs that allows students to enter into or advance their careers in the healthcare industry.

"Lincoln's Challenge Scholarship Grants" means scholarships provided to a community college for graduates of the Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs.

"Midterm Class List Certification" means the college's process for certifying to ICCB students in attendance at the midterm as part of the proof that a student's credit hours are eligible for State funding. The district shall file with ICCB a document outlining the process (including but not limited to specific steps and/or procedures, steps for obtaining an electronic midterm certification signature, etc.) it follows as part of that certification

Item #13.6
June 17, 2022

and the district shall file an amended process any time changes are made, but not less than once every five years.

"Midterm Certification Signature" means midterm class lists obtained and maintained by the college that are manually signed and dated by faculty or electronic signature of the faculty.

If the college chooses to accept an electronic signature of faculty, then the college must include in the midterm class list certification process a written summary explaining what steps are in place that ensure:

Appropriate administrative and operational controls are in place to ensure faculty only have access to midterm class lists they teach;

Appropriate controls are in place to only allow an electronic signature at the midpoint of the class during a specified period (that is, one or two weeks before and one or two weeks after the midpoint of the class);

A faculty member's identity is authenticated and attributed to the midterm certification signature;

The integrity of the electronically signed midterm class list of a course section has been secured and verified; and

The college has the capability of generating signed printed midterm class lists that support the ICCB credit hour claim submission.

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

["Pipeline for the Advancement of the Healthcare Workforce Program \(PATH\) Grants" means State grants allocated to community college districts to create, support, and expand opportunities of individuals enrolled at a public community college in a healthcare pathway. \[110 ILCS 802/2-12.2\]](#)

"Residency – Applicability Proof" means the college's processes, in accordance with Section 2-16.02 of the Act, for verifying to ICCB the residency status of its students as part of the proof that its credit hours are eligible to receive ICCB grants. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this Section. A district shall file descriptions of any revisions to its process with ICCB before their implementation.

"Residency – General Provisions". The following provisions apply both to State and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, a student shall have occupied a dwelling within the State or district for at least 30 days immediately before the date established by the district for classes to begin.

Item #13.6
June 17, 2022

The district shall maintain documentation verifying State or district residency of students.

Students occupying a dwelling in the State or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

Students who move from outside the State or district and who obtain residence in the State or district for reasons other than attending the community college shall be exempt from the 30-day requirement if they demonstrate through documentation a verifiable interest in establishing permanent residency.

Students who are currently under the legal guardianship of the Illinois Department of Children and Family Services or have been recently emancipated from the Department and had a placement change into a new community college district shall be exempt from the 30-day requirement if they demonstrate proof of current in-district residency. Documentation of current residency may be submitted to the district from the student, a caseworker or other personnel of the Department, or the student's attorney or guardian ad litem.

"District Provisions". Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of State or federal correctional/rehabilitation institutions located in the district;

full-time students attending a postsecondary educational institution in the district who have not demonstrated through documentation a verifiable interest in establishing permanent residency; or

students attending under a chargeback or contractual agreement with another community college.

"Special State Provisions". Students shall be classified as residents of the State without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of State correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

"Senior Citizen" means a person 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the Senior Citizens and Persons with Disabilities Property Tax Relief Act [320 ILCS 25].

"Special Initiatives Grants" means funds for conducting special initiatives activities. Special initiatives activities are based upon criteria specified in a Grant Agreement between the college or vendor and ICCB.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Section 1501.512 Pipeline for the Advancement of the Healthcare Workforce Program (PATH) Grants

- a) PATH grant funds shall be allocated annually to each community college district in accordance with the funding formula approved by the ICCB. The formula shall include a base allocation and additional funding weighted based upon program completion and industry workforce demand.
- b) Grant funds shall only be expended on those healthcare occupations in Classification of Instructional Program codes prioritized by the ICCB.
- a)c) The target population for each community college district receiving grant funds shall include, but not be limited to, incumbent workers who are already in the workforce looking to continue their education and advance their careers in a healthcare pathway; new, entering students in a healthcare pathway with an identified need for support.
- d) PATH grant funds shall be accounted for in a restricted purpose fund.
- e) Each district shall submit an implementation plan and budget using forms prescribed by the ICCB. The plan shall represent the programmatic elements that are necessary for each institution to execute the PATH program. The plan should track closely, where appropriate, with the budget submitted. The plan elements themselves will be tied directly to the grant agreement executed for each college in order to access funding
- f) Allowable expenditures of funds, as submitted in the implementation plan, will be specified in a grant agreement executed with each community college district.
- g) PATH grant funds shall be expended by the date specified in the grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for not later than 60 days after the grant agreement end date. Unexpended funds shall be returned to ICCB pursuant to the provisions of the Illinois Grant Funds Recovery Act [30 ILCS 705].
- h) PATH grant funds not used in accordance with the terms specified in the grant agreement regardless of the amount shall be returned to ICCB within six months after receipt of the external audit report by ICCB or other identification of improper expenditures subsequently verified by ICCB.
- i) Each community college district receiving grant funds shall file a programmatic and financial report with the ICCB in a format prescribed by the ICCB, or in accordance with the terms of the grant agreement, detailing how the funds were utilized. The frequency and due dates of the reports shall be specified in the grant agreement.

(Source: Amended at 46 Ill. Reg. _____, effective _____)

Item #16
June 17, 2022

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

I move to enter Executive Session for the purpose of Employment/Appointments Matters which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.