

Agenda
320th Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Springfield, Illinois

January 21, 2000
9:00 a.m.

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Minutes of the 318th Meeting of the
Illinois Community College Board
November 9-10, 1999
Harry L. Crisp II Community College Center
Springfield, Illinois

November 9, 1999 - Retreat of the Illinois Community College Board

Members of the Illinois Community College Board held a Strategic Planning Retreat at the Sangamo Club in Springfield from 8:30 a.m. - 4:00 p.m. to discuss the future direction of the Illinois Community College System. Members in attendance were James Berkel, Dave Davis, Edward Duffy, Inez Galvan, Gwendolyn Laroche, Joseph Neely, Delores Ray, Lee Walker, and Rosemary Ziska. Absent were Laurna Godwin, Martha Olsson, and Alison Womack.

November 10, 1999 - Meeting of the Illinois Community College Board

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Dave Davis, Edward Duffy, Inez Galvan, Laurna Godwin, Joseph Neely, Delores Ray, Lee Walker, Rosemary Ziska, and Alison Womack. Gwendolyn Laroche and Martha Olsson were absent.

Chairman Edward Duffy read the following Resolution in honor of Rosemary Ziska's retirement from membership on the Illinois Community College Board, and made a motion to adopt said Resolution which was seconded by Vice Chairman Joseph Neely.

WE, the members of the Illinois Community College Board, express our abiding gratitude to Rosemary S. Ziska for her exemplary service to the students, parents, taxpayers, and the entire community college system during her seventeen years on the Illinois Community College Board.

Rosemary's service extends over a period of unprecedented growth and change in the Illinois Community College System. Her thoughtful voice, her hard work, and dedication to her position as a member of the ICCB have earned her the respect of her fellow Board members and the admiration of those working in the state's community colleges. Rosemary has been a dauntless advocate for students and for securing the funding necessary for community colleges to properly serve their communities.

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The experience Rosemary has brought to the Illinois Community College Board, especially through her term as a trustee of the United States' largest single-campus community college, the College of DuPage in Glen Ellyn, Illinois, has been a ready resource for the entire Board and its staff. Through her service to the Board as a member of the ICCB Finance Committee, she has been a guide for and proponent of increased revenues that help Illinois community colleges meet the challenges of the expanding role that they play in the academic and economic health of their districts. As a member of the ICCB Human Resources Committee, Rosemary has provided insight and direction in the decision process of recruiting strong leadership for Board staff that strengthens the position of community colleges on a statewide basis.

We especially appreciate Rosemary's quiet leadership style. She sets the example for all Board members for the thorough preparation, discipline, and focus she has brought to the Illinois Community College Board. Her support and encouragement of the Board's staff have reinforced the professional respect she has garnered over the course of her term on the ICCB.

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

WE, the members of the Illinois Community College Board, salute Rosemary S. Ziska for her strength of character, her public spiritedness, and her commitment to the Illinois Community College System and the people of the State of Illinois.

The motion was approved by unanimous voice vote. Student advisory vote: Yes. Mrs. Ziska was also presented with a plaque in recognition of her service.

Chairman Duffy introduced Laurina Godwin and welcomed her as a newly appointed member of the Illinois Community College Board. Ms. Godwin's term will expire June 30, 2005.

Item #2 - Minutes of the September 17, 1999 Meeting

James Berkel made a motion, which was seconded by Inez Galvan, to approve the minutes as recorded. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #3 - Committee Reports

Item #3.1 - Committee on System Foundation

Lee Walker reported that the Foundation Board last met via telephone conference call on October 18.

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The Foundation Board will meet this afternoon to discuss criteria for Foundation Board membership. A report will be provided to this Board on January 21, 2000.

Item #3.2 - Committee on Cost-Effectiveness and Accountability

Delores Ray reported that two major annual reports within the Board's Cost Effectiveness and Accountability initiative are included on this agenda under items #8 (1999 Follow-up Study of Fiscal Year 1998 Occupational Program Graduates) and #12 (Accountability and Productivity in Illinois Community Colleges - Fiscal Year 1999). Each year the colleges survey the graduates of occupational programs, and the results are then used by the colleges as they conduct reviews of those program areas during the next year. Results of the occupational graduate follow-up study and the past year's program review reports are provided for the Board's information and action.

Item #3.3 - Committee on Substance Abuse Prevention

Inez Galvan reported that the Illinois Department of Transportation Grant for fiscal year 2000 was approved in the amount of \$30,000. The grant program includes activities similar to those implemented in fiscal year 1999. The Board staff submitted a proposed revision to the grant program to channel more resources to community colleges earlier in the fiscal year through a series of mini-grants. The Illinois Department of Transportation accepted these revisions. Additional information on the implementation of the current fiscal year grant and the accepted revisions will be provided in next month's report.

Alison Womack reported that members of the Illinois Student Advisory Committee have met and agreed to create a Substance Abuse Prevention and Soberfest subcommittee. The chair of the subcommittee is Lois Nemeth from Prairie State College. This committee's mission statement is to (1) develop and communicate substance abuse prevention programs and/or events to the Illinois community colleges and (2) encourage students to implement, on their respective campuses, substance abuse prevention initiatives. Committee members plan to make a list of substance abuse prevention initiatives on all colleges campuses to give student organizations an idea of the type of activities that can be offered. SAC members also want to increase the number of colleges involved in Soberfest activities. Last year, only 14 colleges participated.

Item #3.4 - Committee on Leadership and Core Values Report

Lee Walker provided comments on the ICCB Leadership and Core Values initiative and introduced ICCB Senior Director for Student and Instructional Development Yvonne Singley. Ms. Singley presented the Board with an update on the ICCB's Leadership and Core Values initiative and background information on the activities of the initiative to date.

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Item #3.5 - Committee on Human Resources

Dave Davis introduced two new ICCB employees Tricia Broughton, Associate Director for Occupational Programs; and Bruce Bennett, Assistant Director for System Finances; and current staff member Bobette Henry, who was promoted to Assistant Director for Policy Studies.

The remainder of this item was be deferred until the end of the agenda when Chairman Duffy will call for an Executive Session under Item #13 to discuss ICCB Office staffing.

Item #3.6 - Committee on Finance

Rosemary Ziska reported that the committee met on this date and approved the CEO's reimbursements for October and November. The fiscal year 2000 office budget totals over \$2.2 million in general funds, and there is approximately \$45,000 unallocated for new expenditures through June 30. Agenda item #3.6.2 will be presented this morning as a result of committee discussions.

Ms. Ziska commended Ellen Andres on her assistance in office finance and thanked Dave Davis for his work on the Finance Committee.

Item #3.6.1 - Fiscal Year 2000 Financial Statements
September & October 1999)

Financial Statements are provided as information to the Board.

Item #3.6.2 - Revision to Contract Requirements

Rosemary Ziska made the following motion, which was seconded by Dave Davis:

The Illinois Community College Board hereby gives its President authority to enter into contracts under \$5,000 without Board approval, and to enter into contracts under \$20,000 with a written notification to the Board.

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

Item #3.6.3 - Final Analysis and Recommendations of the Illinois Board of Higher Education for Operating and Capital Budgets for the Illinois Community College System

Edward Duffy made a motion, which was seconded by Lee Walker, to adopt the following Resolution:

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Be it resolved that the Illinois Community College Board formally requests that the Illinois Board of Higher Education provide its proposed final analysis and recommendations on the operating and capital budgets for higher education to the Illinois Community College Board for its review. In doing so, sufficient time should be allowed for the Illinois Community College Board to officially act upon and communicate to the Illinois Board of Higher Education concurrence or rejection of such recommendations as they affect the Illinois community college system. The Illinois Board of Higher Education should then consider and take any necessary actions prior to its submittal of the higher education budget request to the Governor and to the General Assembly.

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

Item #4 - President/CEO Report

Joe Cipfl congratulated Rosemary Ziska on her retirement from the Illinois Community College Board and commended her for her past service. Dr. Cipfl welcomed Laurina Godwin to the Illinois Community College Board membership.

Dr. Cipfl commended the members of the Illinois Community College Board for their participation and success of the ICCB Retreat on November 9.

On November 13, the Lincoln Academy of Illinois will honor the 1999 outstanding students at a ceremony at the Governor's Mansion and the Old State Capitol. The Illinois Community College System will seek to honor an outstanding student from each of the nine regions in the system rather than only one student as currently is allowed.

The Illinois Association for Institutional Research awarded ICCB Executive Vice President Virginia McMillan with a Special Recognition Award for her efforts to strengthen research and planning in Illinois higher education. Dr. Zelema Harris, President of Parkland College, received the Association's Leadership Award for her work to advance higher education research, planning, and information-based management in Illinois.

Item #5 - Advisory Organizations

Item #5.1 - Illinois Community College Faculty Association

Padric Shinville reported on the Teaching/Learning Conference held on October 19 in Springfield. The Faculty Association will award four \$1,000 scholarships to outstanding students.

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The Faculty Association continues to monitor action on the Retirees Health Insurance issue.

Leo Welch of Belleville Area College has been named the Faculty Association's liaison to the Illinois Community College Board.

Item #5.2 - Student Advisory Committee

Alison Womack reported that J.D. Schneider of Lincoln Land Community College has been named as Chair of the Student Advisory Committee for the coming year. Cecelia Dunbar will address SAC this weekend at the Allerton Crown Plaza in Chicago, as well as Nick Kachiroubas who will focus on adult education.

The SAC web page will be up and operating soon, and a presentation will be made to the ICCB in January.

Item #5.3 - Illinois Community College Trustees Association

Kim Villaneuva, Director of Communications for the ICCTA, introduced Linden Warfel as the ICCTA president-elect. Mr. Warfel addressed the Board.

Item #5.4 - Presidents Council

Larry Huffman commended the Board for its adoption of the resolution in Item #3.6.3 regarding operating and capital budgets for the Illinois Community College System.

On September 18, the Presidents Council discussed the change in venue for adult education, as well as the implementation of the Workforce Investment Act and to ensure that community college voices are represented on the workforce investment boards. The Employer Services Network was adopted at the September meeting. Campus town meetings are being held to gain responses to the leadership and core values survey.

The trustees and presidents are hopeful that future joint meetings can be held in conjunction with ICCB meetings to allow for more communication.

At the October meeting of the Board of Higher Education, Dr. Harold Hodgkins commented that Illinois had a unique advantage in higher education in that Illinois had a strong and energetic community college system.

Item #6 - Presentation of Teaching and Learning Awards

Awards for excellence in teaching and learning were presented to McHenry County College, Parkland College, and Kishwaukee College.

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Item #7 - Joint Education Committee Report

The Joint Education Committee (JEC) was originally created by statute and is composed of two members each of the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, and the Human Resource Investment Council/Illinois Workforce Investment Board. After being inactive since 1996, the JEC reconvened for the first time on September 20, 1999, and on October 18, 1999. The Committee has selected Hazel Loucks to serve as Chair and Marilyn McConachie as Vice Chair. ICCB members currently serving on the JEC are ICCB Chair Edward Duffy and ICCB Vice Chair Joseph Neely.

Item #8 - 1999 Follow-Up Study of Fiscal Year 1998 Occupational Program Graduates

Virginia McMillan and Scott Parke made a presentation on the occupational program graduates.

Delores Ray made the following motion, which was seconded by James Berkel:

The Illinois Community College Board hereby endorses the recommendations contained in the *1999 Follow-up Study of Fiscal Year 1998 Occupational Program Graduates*.

Recommendation #1: Colleges with programs that had more than one-quarter of the total employed graduates working in a field that was not related to their program of study should examine these programs to determine if program improvement initiatives are necessary.

Recommendation #2: Colleges with occupational follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year.

Recommendation #3: Colleges with programs in which more than 18 percent of the graduates are employed part-time should monitor local labor market needs to determine the availability of full-time employment in the field.

Recommendation #4: Colleges with programs leading to occupations with relatively low initial earnings should make students aware of the compensation available in these fields both short and long term.

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

Item #9 - Status Report on the Illinois Articulation Initiative

Barbara Risse and Jess Ray of Illinois State University made a presentation to the Board on the status of the Illinois Articulation Initiative.

Item #10 - Cooperative Agreement Between Belleville Area College and John Wood Community College

Joseph Neely made the following motion, which was seconded by Inez Galvan:

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Belleville Area College and John Wood Community College.

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

Item #11 - New Units of Instruction

Joseph Neely made the following motion, which was seconded by Inez Galvan:

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

Belleville Area College

- **All degree and certificate programs formerly offered by Metropolitan Community College with the exception of those being offered through the East St. Louis Community College Center by other community colleges. (Temporary)**

Kaskaskia College

- **Associate in Applied Science Degree in Aviation Flight (64 semester credit hours)**
- **33 Semester Credit Hour Aviation Flight Certificate**

College of Lake County

- **Associate in Applied Science Degree in Dental Hygiene (75 semester credit hours)**

Parkland College

- **Associate in Applied Science Degree in Diesel Power Equipment Technology (68 semester credit hours) (Temporary)**

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

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Item #12 - Accountability and Productivity in Illinois Community Colleges/Fiscal Year 1999

Carol Lanning and Virginia McMillan made a presentation on community college accountability activities.

Dave Davis made the following motion, which was seconded by James Berkel:

The Illinois Community College Board hereby accepts the report titled *Accountability and Productivity in Illinois Community Colleges Fiscal Year 1999* and endorses the recommendations therein.

Recommendation #1: Colleges should continue efforts to ensure that collection of data for students enrolled in noncredit courses can be fully captured and reported to the ICCB in order to more fully document the scope of the colleges' service to the citizens of Illinois.

Recommendation #2: Colleges should explore strategies, such as co-listed courses and others, to accommodate the varying needs of students for credit and noncredit instruction, particularly in occupational areas that are dependent on constantly changing technology (i.e., computers, manufacturing technologies).

Recommendation #3: ICCB should develop a process to simplify and accelerate the review and approval of requests for new short-term certificates of less than 30 semester credit hours, in order to serve the increasing number of students that desire short, focused instruction to acquire specific skills needed in the workplace.

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

* * *

Introductions from the audience were Zina Alamae of the Governor's Office; Richland Community College President, Dr. Charles Novak, who also serves as Chairman of the Statewide Committee on Leadership and Core Values; and Dr. Dick Petrizzo of the College of DuPage.

* * *

Item #13 - Other

The Illinois Community College Board will adopt a formal position on adult education following the Governor's announced position on the transfer of governance for adult education.

At 11:45 a.m. Inez Galvan made a motion, which was seconded by James Berkel, to go into **Executive Session** for the purpose ICCB office staffing referred to under **Item #3.5**. The motion was approved by unanimous voice vote. There were no dissenting votes. Student advisory vote: Yes.

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At 12:00 noon, the Board reconvened into open session. Dave Davis made the following motion, which was seconded by Joseph Neely:

The Illinois Community College Board hereby authorizes the President/CEO to implement the proposed staffing changes as presented in the revised Organizational Chart and as discussed in Executive Session.

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

Item #14 - Adjournment

Dave Davis made a motion, which was seconded by Inez Galvan, to adjourn the meeting at 12:05 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy, Chair

Joseph J. Cipfl, President/CEO

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UNAPPROVED

Minutes of the 319th Meeting of the
Illinois Community College Board
December 8, 1999
Via Telephone Conference Call

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:30 a.m. Roll call was taken with the following members present: James Berkel, Edward Duffy, Laurna Godwin, Martha Olsson, Delores Ray, Lee Walker, and Alison Womack. Absent were Dave Davis, Inez Galvan, Gwendolyn Laroche, Joseph Neely, and James Zerkle.

Item #2 - Review and Consideration of the Illinois Community College Board Revised Budget for Fiscal Year 2001

Chairman Duffy briefed the Board with background information subsequent to the ICCB's adoption of a Resolution on November 10, 1999, formally requesting the Illinois Board of Higher Education to present the higher education budget to the Illinois Community College Board for concurrence or rejection of such recommendations as they affect the Illinois Community College System.

Joseph Cipfl provided the Board with a summary of the Illinois Board of Higher Education's Fiscal Year 2001 Budget Recommendations which will be presented to the IBHE for action on December 14, 1999. If adopted by the members of the IBHE, the budget will then be submitted to the Governor's office for consideration prior to the Governor's submittal to the Illinois General Assembly.

The process for integrating community college capital projects into the IBHE capital list was identified as a concern.

Laurna Godwin made the following motion which was seconded by Martha Olsson:

The Illinois Community College Board hereby adopts the Illinois Board of Higher Education's Fiscal Year 2001 Budget Recommendations which was negotiated among staff of the Illinois Community College Board, the Illinois Board of Higher Education, the Bureau of the Budget, and the Governor's Office.

The motion was approved by roll call vote. Voting aye were James Berkel, Laurna Godwin, Martha Olsson, Delores Ray, Lee Walker, and Edward Duffy. Student advisory vote: Yes. There were no dissenting votes.

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Item #4 - Adjournment

Martha Olsson made a motion, which was seconded by Lee Walker, to adjourn the meeting at 10:47 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy, Chair

Joseph J. Cipfl, President/CEO

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REVIEW OF EXECUTIVE SESSION MINUTES

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

The last review of executive session minutes was held on June 18, 1999, and the next Board review of executive session minutes will take place on June 16, 2000.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive session held on November 10, 1999, are no longer confidential and may be released to the public. Minutes of its executive session held on March 19, 1999 will remain confidential.

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ADMINISTRATION OF ADULT EDUCATION

Adult education administration will be addressed by the Illinois Community College Board at its meeting on January 21, 2000.

Illinois Community College Board

**STATUS REPORT ON THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
STRATEGIC PLANNING INITIATIVE**

In May 1999, the Illinois Community College Board officially authorized the undertaking of a new strategic planning initiative for the community college system. The new plan will update the system's last plan *VISION 2000*, implemented in 1994. Following the Board's action in May, Brenda Albright of the Franklin Education Group was hired to facilitate the planning process. A systemwide steering committee was appointed and began its deliberations in August. Named to that committee were the following individuals:

Robert Luther, President
Lake Land College
Steering Committee Chair

Daniel LaVista, President
McHenry County College

Zelema Harris, President
Parkland College

Charles Novak, President
Richland Community College

Norman. Jenkins, President
Kishwaukee College

Dave Maguire, Trustee
Spoon River College

Mike Sullivan, Trustee
Lake Land College

James Pilmer, Trustee
Waubonsee Community College

Gary Davis, Executive Director
ICCTA

Bruce Conners, Faculty
Kaskaskia College

Denise Anastasio, Faculty
College of Lake County

Libby Roeger, Faculty
Shawnee Community College

Alison Womack, Student
Lake Land College

Deidra Lewis, Vice Chancellor
Academic Affairs, Planning & Research
City Colleges of Chicago

Richard Haney, Administrator
College of Lake County

Emil Haeflinger, Vice President
Administration and Finance
Illinois Central College

Mary Kay Kickels, Vice President
Academic Affairs
Moraine Valley Community College

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Ted Lewis, Vice President
Student Development
Belleville Area College

Edward Duffy, Board Chair
Illinois Community College Board
Ex Officio

Joseph Cipfl, President/CEO
Illinois Community College Board
Ex Officio

Virginia McMillan, Executive
Vice President
Illinois Community College Board

Sarah Hawker, Vice President
Workforce Development/Adult Education
Illinois Community College Board

Don Wilske, Chief Financial Officer
Illinois Community College Board

Trudy Bers, Senior Director
Research Curriculum & Planning/
Executive Assistant to the President
Oakton Community College

Brenda Albright
The Franklin Education Group

Steve Morse, Director
Public Relations/Marketing
Illinois Community College Board

Scott Parke, Senior Director for Policy Studies
Illinois Community College Board

Bobbi Henry, Assistant Director
Policy Studies
Illinois Community College Board

Yvonne Singley, Senior Director
Student & Instructional Development
Illinois Community College Board

At the Steering Committee's first meeting in August, the Committee charted the course for achieving its charge of developing and recommending a plan that will lead the Illinois community college system into the new millennium. The most effective ways to identify issues were examined along with available resources, reports, or other documents that the Committee desired to review. A tentative time line was developed with the Committee's draft report to be presented to various constituent groups in spring 2000 and Illinois Community College Board approval anticipated in June 2000.

It was determined that input from a wide range of community college constituents was necessary before the Committee actually began the development of a proposed plan. The Board held a retreat in November to help identify issues and directions to be addressed by constituents in the planning process. Committee members have facilitated the discussions with various stakeholders and completed forms have been compiled and organized for discussion by the Committee. Input has been received from business organizations, legislators, high school and university colleagues, labor leaders, state agencies, students, trustees, and campus constituents (including invited community participants, faculty, administrators). A series of town meetings have been conducted across the state with participants expressing their views on the strengths and weaknesses of the community college system, as well as their visions of what the system should look like in the future.

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The Board staff and Committee chair have reviewed the feedback and have identified potential themes and strategic directions resulting from the scanning process. Overall observations from the feedback include the belief that the strategic goals implemented in 1994 remain relevant and important, and respondents supported maintaining these goals. Feedback was overwhelmingly positive. Comments were particularly positive about individual college's activities, but town meeting participants were not as well informed about the system of community colleges in the state. General themes surfacing from the discussions and surveys included autonomy/governance/administration/regulations; quality; technology; access; workforce; funding; affordability/tuition/ student aid; communications; and community college collaborations. The Committee will meet again on January 13, 2000, to discuss these themes and potential strategic directions.

INFORMATION ONLY

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
FISCAL YEAR 2000 SPECIAL INITIATIVE GRANT PROGRAM**

During fiscal year 2000, the Illinois Community College Board received legislative appropriations to award grants and/or contracts to colleges for special initiatives. This report provides information on these grants and contracts awarded as of January 1, 2000. This appropriation of \$500,000 allows for three types of grant categories. The largest allocation (\$300,000) goes to colleges to increase the number of Information Technology professionals. The second allocation (approximately \$150,000) has been designated in an open category for innovative initiatives proposed by colleges, and the third allocation was designated to off set expenses for colleges that provide the Center for Policy Development fellows. A description of each of these categories and the chosen recipients follows.

Special Initiative Grant Information Technology Category. Of the total Special Initiative Grant appropriation, \$300,000 is focused on supporting innovative programs to increase the number of Information Technology professionals graduating or receiving certification from community colleges. To accomplish this goal, the ICCB conducted a competitive Request for Proposals process to fund eight to ten projects. These grants require a cash match of 25 percent of the award. Five categories within this focus area were suggested in the Request for Proposals:

Recruitment. The Recruitment category is designed to award funds to support the development and implementation of programs to (1) increase awareness among high school students of career opportunities in Information Technology and (2) increase the number of high school graduates who enroll in Information Technology programs at the postsecondary level.

High School/College Program Linkages. The High School/College Program Linkages category is designed to award funds to support the development and implementation of new programs or the enhancement and expansion of existing programs in the Information Technology field that are based on a Tech Prep model that (1) begins with the junior year of high school and moves through a certificate or AAS degree and (2) provides students with connection to workplace experiences early and often. Proposals in this category must include at least one high school partner and at least one business partner.

College/University Program Linkages. The College/University Program Linkages category is designed to award funds to support the development and implementation of new programs or the enhancement and expansion of existing AS or AAS programs that (1) are closely linked to specific baccalaureate-completion opportunities in the Information Technology field and (2) provide work-based learning opportunities. Proposals in this category must include at least one university partner and at least one business partner.

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Employer Linkages. The Employer Linkages category is designed to award funds to colleges to support the development of additional partnerships with area technology intensive business and industry or related professional associations to meet their current and future training needs. Partnerships with area high technology firms designed to further strengthen college faculty technology training and technology program curricula are also encouraged. A minimum of one business, industry or professional group/association partner is required for proposals in this category. The employer or group must provide partial funding for initiatives in this category.

Other Category. The other category is designed to award funds to support other creative and innovative proposals that serve to increase the number of students entering the Information Technology profession.

The following grants were awarded in the Information Technology focus area:

<u>College</u>	<u>Project Title</u>	<u>Award</u>
Danville	East Central Illinois Information Technology Cluster	\$20,000
Harper	High School to College Linkages & Recruitment	\$40,500
Highland	Developing & Implementing an Information Technology 2+2 Program for the Rural Community College	\$30,000
Illinois Valley	Partnership Program for Information Technology	\$28,500
Lake County	Information Technology Work-Based Learning Transitions: Building Pathways	\$28,500
Kankakee	Careers in Information Technology Exploration	\$40,500
Parkland	Developing Information Technology Programming: A Community College, High School and Business Partnership	\$40,500
Triton	Dual Credit Information Technology Enhancement Project	\$40,500
Waubonsee	Partnership Initiative with the Association for Information Technology Professionals	\$31,000

Special Initiative Grant Open Category. Approximately \$150,000 of the fiscal year 2000 Special Initiative Grant funds were allocated for creative, innovation grant proposals that are consistent with

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the Illinois Board of Higher Education's *Illinois Commitment: Partnerships, Opportunities, and Excellence*. A Request for Proposals netted over 20 proposals in this category. The minimum award amount in the Open Category was \$10,000, and the maximum award was \$25,000.

The following colleges were awarded Open Category grants:

<u>College</u>	<u>Project Title</u>	<u>Award</u>
Heartland Community College/ Illinois Prairie Consortium	The Illinois Prairie Internet Consortium: Student Needs Assessment Tool Project	\$25,000
Lake Land College	Illinois Consolidated Telephone Company/ Lake Land College: A Business Education Partnership	\$23,140
Lewis and Clark Community College	Community Colleges Taking the Lead in Teacher Certification	\$21,008
John A. Logan College	Staff Development-- All (SILROC) All Subjects	\$14,000
McHenry County College	Building Bridges: McHenry County College's Commitment to Opportunities, And Excellence for All Students	\$25,000
Moraine Valley Community College	Community College Model Teacher Preparation Program	\$25,000
John Wood Community College	A Proposal to Renovate Computer Information Systems Curricula	\$20,850

Special Initiative Grant Center for Policy Development Awards. An allocation of \$25,000 is available to help off set expenses involved in a college providing a member of its faculty or staff as a fellow in the Center for Policy Development. Request for proposals were sent to the colleges in the areas of noncredit enrollment and remedial/developmental education. Three proposals for fellowships were received. Dr. Marie Czach of South Suburban College was selected for a fellowship in remedial/developmental education and will begin her studies in January under the direction of Dr. Scott Parke. Therefore, the collegiate award for the Center for Policy Development goes to the following college:

<u>College</u>	<u>Project Title</u>	<u>Award</u>
South Suburban College	Defining Remediation in Illinois	\$25,000

Illinois Community College Board

COOPERATIVE AGREEMENTS FOR INSTRUCTION

Approval is requested for cooperative agreements for instruction for Oakton Community College between Triton College, Elgin Community College, and Kishwaukee College and between Southwestern Illinois College and Spoon River College.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves cooperative agreements for instruction between Oakton Community College and Triton College; between Oakton Community College and Elgin Community College; between Oakton Community College and Kishwaukee College; and between Southwestern Illinois College and Spoon River College.

BACKGROUND. Oakton Community College and Triton College are seeking approval of a cooperative agreement for instruction. Under the provisions of the agreement, Oakton Community College will accept residents of Triton College district in the following programs: Advanced LAN Management, Financial Services/Investment, Health Information Technology, International Trade, Management and Supervision, and courses offered via interactive television. Triton College will accept residents of Oakton Community College district in the following programs: Diagnostic Medical Sonography, MRI Advanced Certificate, Radiography, and courses offered via interactive television.

Oakton Community College and Elgin Community College are seeking approval of a cooperative agreement for instruction. Under the provisions of the agreement, Oakton Community College will accept residents of Elgin Community College district in the following programs: Health Information Technology, Physical Therapist Assistant, and Construction Management. Elgin Community College will accept residents of Oakton Community College district in the Truck Driving program.

Oakton Community College and Kishwaukee College are seeking approval of a cooperative agreement for instruction. Under the provisions of the agreement, all ICCB approved occupational programs (certificates and degrees) not offered by the student's home institution and courses offered via interactive television will be covered.

Southwestern Illinois College and Spoon River College are seeking approval of a cooperative agreement for instruction that would enable each college to accept students from the other's district in Fire Science Associate in Applied Science Degree and certificate programs. Southwestern Illinois

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College has a Fire Academy which offers one and one-half to six weeks of specialized training for new firefighters. Southwestern currently has cooperative agreements with several other colleges that do not have the facilities to offer this specialized training to allow students from their districts to attend the Fire Academy.

These proposed cooperative agreements are intended to benefit students from the districts involved by expanding opportunities across district boundaries.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

Black Hawk College

- < Custodial Maintenance Certificate (17 semester credit hours)
(To be offered at correctional facilities only)

Elgin Community College

- < Associate in Engineering Science (60 semester credit hours)

Illinois Valley Community College

- < Metal Fabrication Certificate (29 semester credit hours)
- < Process Operations Technology Certificate (16.5 semester credit hours)

Lewis and Clark Community College

- < Case Management for Aging Clients Certificate (10 semester credit hours)

Oakton Community College

- < Human Services AAS degree (60 semester credit hours)

Triton College

- < Associate in Engineering Science (67 semester credit hours)
- < Eye Care Assistant Certificate (19 semester credit hours)

TEMPORARY PROGRAM APPROVAL

City Colleges of Chicago - Kennedy-King College

- < The Art of French Pastry Certificate (24 semester credit hours)

Richland Community College

< Computer Service Technician Certificate (13 semester credit hours)

Southwestern Illinois College

< Therapeutic Massage Certificate (36 semester credit hours)

Triton College

< Personal Trainer Certificate (30 semester credit hours)

BACKGROUND

Permanent Approvals:

Black Hawk College is seeking approval to offer a 17 semester credit hour Custodial Maintenance certificate. Commercial custodians perform chemical and nonchemical cleaning operations that require knowledge of sanitation and safety, operation and maintenance of cleaning equipment, supervision of staff, and management of custodial businesses and services. Coursework includes vocational-technical mathematics, custodial services, general cleaning practices, safety and OSHA requirements, hard floor care, and carpet and upholstery care. The curriculum has been cooperatively developed by the Department of Corrections and Illinois Community College Board staff to ensure a standard curricula that transfers to colleges in areas where Department of Corrections institutions are located. Because of the development of new polymers, plastics, and chemical solutions and compounds, custodians must be aware of safety and cost issues as well as OSHA and federal requirements for the proper use of chemicals, including disposal and interactions. Employers are willing to pay considerably higher salaries to people with these skills. The college anticipates an enrollment of approximately 47 full-time students per year. Labor market information shows a net annual demand of approximately 630 in the state. The cost of implementing the program will be approximately \$42,000 annually.

Elgin Community College is seeking approval to offer a 60 semester credit hour Associate in Engineering Science (AES) degree for students planning to obtain a baccalaureate major or enter the workforce with a basic level of competence and the possibility of seeking a baccalaureate degree at a later date. The AES degree is more closely aligned with lower-division coursework at universities than the Associate in Science degree that was commonly used by engineering students in the past. The proposal satisfies ICCB rules for AES programs and meets the IAI Engineering panel's recommendations. To gain admittance to this program, students must meet the IAI Engineering panel's recommendations and the general admission standards for all transfer degrees.

Facilities, including laboratories and equipment at Elgin Community College will provide students with excellent learning experiences. Instruction for three classes in the major has been arranged with McHenry County College and Waubensee Community College in conjunction with consortial agreements. All faculty are well-qualified. At this time, no additional faculty or facilities are anticipated since courses have been taught as part of the Associate in Science program.

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Illinois Valley Community College is also seeking approval to offer a 29 semester credit hour Certificate in Metal Fabrication. The program will prepare students for employment as “metal fabricators”, “welding fabricators”, and “machine fabricators” capable of repairing and fabricating metal components, including the assembly of such metal products as the framework or shells for machinery, ovens, tanks, and metal parts for buildings and bridges. These students are also trained in the set-up and operation of fabricating machines. The curriculum consists of coursework in drafting, blueprint reading, equipment maintenance, welding, and fabrication. The college anticipates an enrollment of 20 part-time students the first year, increasing to 24 part-time students by the third year. Labor market information provided by the college indicates a lack of training opportunities available in this field across the district, yet projected demand indicates a need for qualified metal fabrication workers in this area. In addition, local employers have expressed a need for this program. The program will require three existing faculty, on a part-time basis, for the first year. The cost of implementing the program will be approximately \$12,000 the first year, increasing to \$12,200 by the third year.

Illinois Valley Community College is seeking approval to offer a 16.5 semester credit hour certificate in Process Operations Technology. The program will prepare students for employment as process operators in a variety of application settings, including chemical, petro-chemical, plastics, utility, food and other related industries. Examples of occupational titles for which completers of this program will qualify include chemical technicians, production technicians, chemical operators, instrument technicians, power plant operators and plastics operators. The curriculum consists of coursework in process operations, plant science and operations, industrial communications, schematics and blueprint reading, basic electricity, safety, and quality control. The curriculum integrates existing Illinois occupational skill standards for chemical process operators into this program. The college anticipates an enrollment of 20 full-time and four part-time students the first year, increasing to 24 full-time and six part-time students by the third year. Labor market information provided by the college indicates a district-wide demand for workers trained in process operations. Currently, district openings exceed the available supply of qualified workers. This program was developed in large part due to a strong interest of area employers, who have also contributed extensive input into the curriculum. The program will require three new part-time faculty the first year. Initial costs of the program are estimated at \$15,700 the first year, primarily due to acquiring supplies, such as equipment and manuals, and marketing materials. By the third year it is estimated the program costs will be about \$4,700 to operate.

Lewis and Clark Community College is seeking approval to offer a 10 semester credit hour Certificate in Case Management for Aging Clients. The program will prepare students for work as geriatric counselors in medical, dental, nursing and therapeutic settings, or in new and emerging areas of need such as recreation or personal service. Students will be trained to assist aging individuals by both assessing and meeting their personal, social, legal and medical needs. The curriculum consists of coursework covering the processes of aging, geriatric medical conditions, assessment of the functional capacities of the aging, and the social needs of aging adults in our society. The program was developed by cooperating faculty from the nursing program at Lewis and Clark Community College and geriatric medical faculty at St. Louis University to target both

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medical and non-medical geriatric case managers and caregivers. The college anticipates an enrollment of 30 part-time students the first year, increasing to 75 part-time students by the third year. Labor market information provided by the college indicates a strong need for individuals trained in assisting our aging population, both regionally and statewide. The program will require one existing faculty member, on a part-time basis, the first year and will cost approximately \$9,200 the first year to implement. Costs are expected to increase to \$12,000 the second year, based on equipment upgrade/purchase, then decrease to \$9,200 by the program's third year.

Oakton Community College is seeking approval to offer a 60 semester credit hour Associate in Applied Science Degree in Human Services. The program will prepare students for employment in paraprofessional positions within such settings as residential and day programs for troubled adolescents, emergency shelters for the abused, residential homes and schools for the developmentally disabled, geriatric centers and substance abuse centers. Examples of job titles include "advocate", "case manager", "intake coordinator", "outreach caseworker", "residential counselor", "substance abuse counselor" and "human services specialist". The curriculum consists of coursework in counseling, psychology, human development and assessment and treatment, as well as general studies. The college anticipates an enrollment of five full-time and 20 part-time students the first year, increasing to eight full-time and 40 part-time students by the third year. Labor market information provided by the college indicates a demand for individuals with education/training in human services. Regionally and statewide, "human service workers" are one of the occupations expected to provide the most job openings each year through 2006. The program will require one full-time and two part-time existing faculty, and two part-time new faculty the first year. The cost of implementing the program will be approximately \$6,100 the first year and every year thereafter.

Triton College is seeking approval to offer a 67 semester credit hour Associate in Engineering Science (AES) degree for students planning to obtain a baccalaureate major or enter the workforce with a basic level of competence and the possibility of seeking a baccalaureate degree at a later date. The AES degree is more closely aligned with lower division coursework at universities than the Associate in Science degree that was commonly used by engineering students in the past. The proposal satisfies ICCB rules for AES programs and meets the IAI Engineering panel's recommendations. To gain admittance to this program, students must meet the IAI Engineering panel's recommendations and the general admission standards for all transfer degrees.

Facilities, including laboratories and equipment at Triton College will provide students with excellent learning experiences. Faculty are well-qualified. At this time, no additional faculty or facilities are anticipated since courses have been taught as part of the Associate in Science program.

Triton College is also seeking approval to offer a 19 semester credit hour Eye Care Assistant certificate. The program will prepare students for entry-level positions as assistants to optometrists or ophthalmologists in such settings as clinics, hospitals, commercial eye care facilities, private and group practices. This program may also be utilized by eye care assistants currently working in non-patient care positions to upgrade their skills for promotion to patient care positions. The curriculum

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consists of coursework in medical terminology, preliminary eye testing, lensometry, tonometry and eyeglass dispensing. The college anticipates an enrollment of 10 full-time and five part-time students the first year, increasing to 22 full-time and eight part-time students by the third year. Labor market information provided by the College indicates a strong need for eye care workers trained at this level. Currently, there are few opportunities for this type of training available within the district. In addition, a college needs-survey to 300 eye care professionals in the metro-area overwhelmingly supports the need for workers trained at this level. The program will require one existing and one new faculty member, both on a part-time basis. The existing Ophthalmic Technician program budget will be expanded to support the Eye Care Assistant certificate; therefore, no new costs will be incurred in implementing this program.

Temporary Approvals:

City Colleges of Chicago - Kennedy-King College is seeking temporary approval for a period of three years to offer a 24 semester credit hour certificate in “The Art of French Pastry”. The program will prepare students for employment as pastry chefs and bakers in a variety of settings, such as bakeries (commercial and proprietary), candy and confectionary businesses, restaurants, hotel chains and cruise lines. In cooperation with The French Pastry School of Chicago, the college proposes to deliver a curriculum consisting of coursework in food preparation theory and technology and the technique of perfection in the art of pastry creation and design using classic French methods. Individual courses will address quality ingredient standards, economical production methods and sanitation. The college anticipates an enrollment of 32 full-time students, increasing to 64 full-time students by the third year. Labor market information provided by the college indicates a strong need for individuals with this training, both statewide and within the district. In Illinois, employment of “Bread and Pastry Bakers” is projected to grow twice as fast as the average for all occupations. Locally, job openings for pastry workers currently exceed and are projected to continue to exceed the supply of qualified individuals over the next five years. Therefore, the college is seeking temporary approval for this program in order to meet the immediate needs of the district by offering training in an under-employed field, and to permit adequate opportunity for measuring the program’s effectiveness, student and employer satisfaction and continued labor market need. Permanent approval for the program will be considered at the end of this period, based on program outcomes.

Richland Community College is seeking temporary approval for a period of three years to offer a 13 semester credit hour Computer Service Technician certificate. The program will prepare students for completing the A+ Certification - Computer Servicing exam, which will in turn assist students in gaining employment as “computer service technicians” (a/k/a computer maintenance technicians and computer repair technicians), working in the areas of computer hardware, software or both. The curriculum consists of coursework in electrical theory, computer architecture, microprocessors, memory/storage, video and modems, printers, Local Area Networks, and portable computers. The college anticipates an enrollment of 35 students the first year. Labor market information provided by the college indicates a strong need for workers trained in computer repair both regionally and statewide. “Computer maintenance technicians” is one of the 20 fastest growing

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occupations in Illinois. In addition, it is projected that by 2005 employment in the repair services industry will grow by over 16 percent Statewide, increasing the importance and need for qualified individuals. Therefore, the college is seeking temporary approval for this program in order to meet the immediate needs of the district by offering training in a new and emerging field, and to re-evaluate/modify the curriculum as necessary based on students' performance on the A+ Certification exam. Permanent approval for the program will be considered at the end of this period, based on program outcomes.

Southwestern Illinois College is seeking temporary approval for a period of three years to offer a 36 semester credit hour certificate program in Massage Therapy. The program will prepare students for entry-level employment as massage therapists. This program may also be utilized by physical therapists, physical therapy assistants and nurses who are looking to expand their training to include the art of therapeutic massage. The curriculum was developed by massage therapists from within the community in consultation with the American Massage Therapy Association. The curriculum consists of coursework in body structure and function, stretching, massage techniques, hygiene, hydrotherapy and business practice and ethics. The college anticipates an enrollment of 20-30 part-time students the first year, increasing to 30-40 part-time students by the third year. Current labor market information provided by the college indicates a strong demand for individuals with this training, whether in hospitals, offices of physicians or therapists, or within the community. In response, the college has piloted these course offerings with overwhelming success. Massage therapists and physical therapy assistants are two of the fastest growing occupations statewide, which projects a continued demand for trained individuals over the next 10 years. The college has therefore requested a three-year period of temporary approval to permit adequate opportunity for measuring the program's effectiveness, student and employer satisfaction and labor market need. Permanent approval for the program will be considered at the end of this period, based on program outcomes.

Triton College is seeking temporary program approval for a period of three years to offer a 30 semester credit hour Personal Trainer certificate. The program will prepare students for employment as personal trainers in the sports and fitness industry, and in health services, including such areas as commercial and private health/fitness clubs, hospitals, educational institutions and corporate fitness centers. The curriculum consists of coursework which will provide students with the basic foundation needed to analyze human body functions, and the means to train the body to achieve the highest level of athletic performance. The program will also prepare students for industry certification testing and accreditation by such boards as the American College of Exercise. The college anticipates an enrollment of five students the first year, increasing to 15 students by the third year. Labor market information provided by the college supports the need for individuals with this training within the district and statewide. In Illinois, employment demand in the personal services industry is growing at a rate much faster than the average for all industries. However, the college is seeking temporary approval for a period of three years to establish that the program has merit for its students, particularly as it relates to the quality of the program and finding employment. Permanent approval for the program will be considered at the end of this period, based on program outcomes.

Illinois Community College Board

**EXTENSION OF COURSES
AND CURRICULA OUT OF STATE**

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the out-of-state extension of courses for the College of DuPage in beginning, mid-level, and advanced-level German and the history and culture of Germany to be offered at In Lingua in Munich, Germany; courses in beginning, mid-level, and advanced-level Spanish and the history and culture of Costa Rica to be offered at the Forester Institutes in San Jose, Costa Rica; courses in beginning, mid-level, and advanced-level Japanese and the history and culture of Japan to be offered at the Kyoto International Academy in Kyoto, Japan; and courses in field archaeology, introduction to field methods and research design, and the culture and civilization of the Czech Republic to be offered through the auspices of the Czech Archaeological Bureau.

BACKGROUND. The College of DuPage is requesting approval to provide courses at out-of-state locations as follows:

Munich, Germany. The college seeks to offer courses in the German language and the history and culture of Germany for students of the college who are enrolled in a study abroad program during summer 2000. The courses will be taught in cooperation with In Lingua in Munich, Germany. To ensure quality, the courses will be taught by a full-time faculty member from the college and faculty from In Lingua. Support services for classroom space, field trips, home-stays, and office support will be provided by In Lingua. The program is designed for a maximum of 15 students.

San Jose, Costa Rica. The college seeks to offer courses in the Spanish language and the history and culture of Costa Rica for students of the college who are enrolled in a study abroad program during summer 2000. The courses will be taught in cooperation with the Forester Institutes in San Jose, Costa Rica. To ensure quality, the courses will be taught by two full-time faculty members from the college and faculty from Forester Institutes. Support services for classroom space, field trips, home-stays, and office support will be provided by the Forester Institutes. The program is designed for a maximum of 40 students.

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Kyoto, Japan. The college seeks to offer courses in the Japanese language and the history and culture of Japan for students of the college who are enrolled in a study abroad program during summer 2000. The courses will be taught in cooperation with the Kyoto International Academy in Kyoto, Japan. To ensure quality, the courses will be taught by a full-time faculty member from the college and faculty from the Kyoto International Academy. Support services for classroom space, field trips, home-stays, and office support will be provided by the Kyoto International Academy. The program is designed for a maximum of 15 students.

Czech Republic. The college seeks to offer courses in Archaeology and the culture and civilization of the Czech Republic for students of the college who are enrolled in a study abroad program during summer 2000. The courses are intended to be an archaeological field school and will be taught by two full-time faculty members from the college. Support for classroom space, field trips, home-stays, and office support will be provided by the Czech Archaeological Bureau. The program is designed for a maximum of 15 students.

All of the above study abroad programs are intended to directly contribute to the college's efforts to internationalize the curriculum. Each program will be supported solely by revenues from student fees. No Illinois or federal resources will be used for the operation of any of the programs.

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM - FISCAL YEAR 1999**

The externally attached annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 1999 data for students as provided by the colleges at the close of the fiscal year. For comparison with past enrollments and completions, summary data for the four previous fiscal years (1995-1998) are also presented. Detailed tables comparing fiscal year 1998 and fiscal year 1999 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. In this year's report, for the first time selected percentage information on the characteristics of students participating in noncredit courses are also furnished. The following background material includes highlights from the report.

INFORMATION ONLY

BACKGROUND. Annual student enrollment and completion(A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for students who graduate, but are not officially enrolled during the fiscal year. As in last year's report, completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded, but will be provided in the 2000 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 1999 marks the first year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course-specific information on the wide range of noncredit instruction the colleges provide. As with any new data collection initiative of this magnitude, one can expect a transition period where gradual improvements are made to the process of gathering and reporting the array of requested information. Previously, since fiscal year 1994, only aggregate noncredit enrollment data have been gathered through the use of a yearly survey. During the transition period for noncredit students both detailed data (N1) and aggregate data (paper survey) are being gathered.

Overview of Student Enrollments

- < The Illinois community college system recorded a total of nearly one million (971,667) students in credit and noncredit courses in fiscal year 1999, an increase of 1.4 percent since fiscal year 1998.
- < Credit-generating students accounted for slightly more than two-thirds (67.0 percent) of the overall fiscal year 1999 headcount.
- < During fiscal year 1999, the 48 public community colleges in Illinois enrolled 650,605 students in instructional credit courses, 1.3 percent less than the previous year. The full-time equivalent (FTE) enrollment was 216,593, a decrease of 0.3 percent since fiscal year 1998.

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- < Statewide, 33,833 noncredit course sections were conducted during fiscal year 1999.
- < From fiscal year 1998 to fiscal year 1999, the number of individuals receiving instruction through noncredit course offerings increased 7.5 percent (to 321,062 students).
- < Statewide, more than 36,400 students of the 971,667 enrolled in both credit and noncredit courses during fiscal year 1999 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

Credit Enrollments

- < Females comprised 55.8 percent of the fiscal year 1999 student population enrolled in credit-generating programs.
- < Minority (non-white) students accounted for one-third of the credit students enrolled, one-half percent (0.5) more than in 1998. Black student representation was about the same as last year and at its lowest (14.3 percent) in the past five years. Participation by Hispanic students increased by 0.4 percent. Both foreign/non-resident alien and Asian student participation were up slightly (0.1 percent)
- < The median age of credit-generating students was 27.2 during fiscal year 1999, slightly younger than the previous year. Likewise, the average age decreased slightly to 31.4 years.
- < Baccalaureate/transfer remained the largest credit instructional program area enrolling 34.4 percent of fiscal year 1999 Illinois community college system students. Enrollments in Baccalaureate/transfer programs declined 4.1 percent from last year.
- < Statewide, occupational credit program enrollments accounted for more than one-quarter of all credit students (26.4 percent). Enrollments in occupational programs declined 1.9 percent since last year which was the seventh consecutive year of decline.
- < Although 34.4 percent of the fiscal year 1999 credit student population was enrolled in the baccalaureate/transfer area, only 28.6 percent of all students indicated an intent to transfer.
- < More than one-half (55.4 percent) of the fiscal year 1999 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college with a focus on taking courses instead of degree or certificate completion increased 3.4 percent over last year.
- < Nearly three out of four credit students attended on a part-time basis during both the fall and spring semesters in fiscal year 1999.
- < Fifteen percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 33,600 who earned a bachelors degree or higher – up 2,363 over last year.
- < Illinois community college students were enrolled for nearly 6,497,773 credit hours throughout fiscal year 1999 and earned over 74 percent of those hours.
- < Accumulated credit hours were available for 71.8 percent of the fiscal year 1999 student population. Of that percentage, 31.5 percent had accumulated 30 or more college-level hours (sophomore level).
- < Cumulative grade point average data was reported for 65 percent of the fiscal year 1999 students. Forty-five percent held an A-B average.

Noncredit Enrollments

- < Noncredit course enrollment figures in the report for fiscal year 1999 are the higher value of information generated by the Noncredit Course Enrollment Data submission (N1) or the Annual Noncredit Enrollment Survey. The collection of noncredit individual student data submission (N1) is evolving and are expected to become increasingly complete in the future.
- < Fiscal year 1999 unduplicated noncredit headcount increased 7.5 percent over last year. Similarly, the duplicated headcount or “seatcount” was 7.9 percent higher than the previous year.
- < Female students accounted for 56.4 percent of 1999 noncredit enrollments for which gender data were reported.
- < Minority students accounted for nearly one-quarter of the individuals enrolled in noncredit programs who supplied racial/ethnic data.
- < Nearly one-half of the noncredit students were 40 years or above.
- < Forty-seven percent of the noncredit offerings were in the personal and social development category of activity. Forty-two percent of the noncredit coursework were dedicated to developing workplace skills: professional/vocational (31.4 percent) and business and industry contractual training (10.6 percent).
- < Across all categories of activity, eight programs (two-digit CIP) had over 10,000 noncredit students enrolled. These eight program areas accounted for over three quarters of the students enrolled in noncredit courses where CIP data were reported. Over thirty-five percent of these enrollments are in work related programs: business management (15.1 percent), computer information systems (9.5 percent), transportation workers (4.1 percent), health professions (3.4 percent) and construction trades (3.3 percent).
- < Instructional site information shows that 56.8 percent of the noncredit courses offered in 1999 were held on main college campuses.

Student Completions

- < More than 33,500 collegiate level degrees and certificates were awarded to students at Illinois community colleges in fiscal year 1999, -2.9 percent fewer than in fiscal year 1998.
- < Nearly 13,000 baccalaureate/transfer degrees were earned during the fiscal year, a decrease of -2.7 percent since 1998, accounting for 38.7 percent of all completions.
- < Nearly 60 percent of all fiscal year 1999 collegiate degrees and certificates were earned through completion of occupational programs.
- < Students successfully completed nearly 19,700 occupational degrees and certificates in Illinois community colleges during fiscal year 1999, a -3.4 percent decrease from the previous year. The decrease was primarily due to fewer AAS degrees and short term certificates being awarded
- < Nearly half (43.7 percent) of the occupational degrees and certificates awarded in fiscal year 1999 were associate in applied science degrees.
- < Females accounted for 60.8 percent of all completions during fiscal year 1999. A similar proportion was reflected in the baccalaureate/ transfer and occupational program areas.

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- < The largest number (2,977) of male completers of a specific degree or certificate was in the associate in applied science degree program. However, the majority of AAS graduates (65.4 percent) were female.
- < Although small in number (76), the Associate in Engineering Science program had the highest proportion of male graduates (90.8 percent).
- < Minority students earned one-quarter of the collegiate-level degrees and certificates granted in the Illinois community college system during fiscal year 1999. Black students achieved 13.8 percent, Hispanic students earned 6.3 percent and Asians earned 4.0 percent of the degree and certificates.
- < Minorities accounted for 16.2 percent of the total baccalaureate/transfer degree recipients. Blacks accounted for 7.6 percent, 4.9 percent were Hispanic, and 2.8 percent were of Asian origin.
- < A larger number of minority graduates was found in the occupational area (5,944) than in the baccalaureate/transfer area (2,101).
- < Among the largest minority groups, Black students completed more than twice as many collegiate-level programs than Hispanic students.
- < Fifteen percent of the students who were awarded degrees and certificates during fiscal year 1999 were less than 21 years of age. The age groups with the largest percentages of graduates were the 21 to 24 (31.6 percent), 25 to 30 (18.0 percent), and 31 to 39 year olds (17.7 percent).
- < The proportion of occupational graduates increased as age advanced.
- < Nearly three-quarters of the students who successfully completed baccalaureate/transfer degrees in fiscal year 1999 indicated an intent to transfer to a four-year institution.
- < Twenty percent of the fiscal year 1999 AAS degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

Illinois Community College Board

**PROPOSED AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING REPORTING REQUIREMENTS, COURSE CLASSIFICATION,
STUDENT TUITION, AND CAPITAL PROJECT PRIORITY CRITERIA**
(Final Approval)

This agenda item proposes amendments to existing ICCB rules regarding reporting requirements, course classification, student tuition, and capital project priority criteria. The proposed revisions regarding financial reporting requirements are a result of needed changes in reporting financial data to the ICCB. The proposed revisions regarding course classification are needed to facilitate the articulation of transfer courses by offering colleges the choice of using the Illinois Articulation Initiative process of identifying transfer courses or utilizing the process specified in ICCB rules. The revisions regarding student tuition are needed to pursue modifications to out-of-district and out-of-state tuition rates resulting from recommendations made by the ICCB Finance Advisory Committee. The proposed revisions regarding capital project priority criteria is a result of recommendations of the ICCB Capital Funding Task Force designed to update and improve ICCB criteria for construction projects.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts and approves for filing and promulgation the following amendments to the *Administrative Rules of the Illinois Community College Board*.

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

Complete and accurate reports shall be submitted by the district/college to the ICCB in accordance with ICCB requirements and on forms provided by the ICCB, where applicable.

Listed below is the schedule of due dates indicating when items from the community colleges are due at the Illinois Community College Board office.

- | | | |
|------------|---|---|
| January 1 | - | construction project status reports [see Section 1501.607(a)] |
| January 31 | - | certificate of tax levy [see Section 1501.510(i)] |
| | - | fall fiscal year-to-date unaudited uniform financial reporting system data [see |

Section 1501.510(h)]

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- February 15 - spring semester enrollment survey [see Section 1501.406(a)]
- May 30 - occupational follow-up study data for specified curricula [see Section 1501.406(c)]
- July 1 - annual noncredit course enrollment survey [see Section 1501.406(e)]
- Resource Allocation and Management Plan (RAMP/CC) [see Section 1501.510(b)]
- July 31 - ~~Spring~~ fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(a)]
- August 1 - ~~workforce preparation grant report [see Section 1501.509(f)]~~
- ~~advanced technology equipment grant report [see Section 1501.515(d)]~~
- ~~Resource Allocation and Management Plan (RAMP/CC)~~ [see Section 1501.510(b)]
- program review report [see Section 1501.303(d)]
- program review listing [see Section 1501.303(d)]
- ~~credit hour certification, final report (see Section 2-16 of the Public Community College Act)~~
- annual student enrollment and completion data [see Section 1501.406(a)]
- square footage and acreage (facility information) [see Section 1501.510(c)]
- special initiatives grants report [see Section 1501.519(d)]
- September 1 - application for recognition for specified colleges [see Section 1501.202(d)]
- ~~underrepresented groups report/special populations grant report [see Sections 1501.406(d) and 1501.508(d)]~~
- unit cost data [see Section 1501.510(d)]
- budget survey [see Section 1501.510(e)]
- September 15 - ~~unit cost data [see Section 1501.510(c)]~~
- ~~confirmation of ICCB grants and district credit hours by the external auditor [see Section 1501.503(b)]~~
- September 30 - ~~summer fiscal year year-to-date unaudited uniform financial reporting system data [Section 1501.510(d)]~~
- October 1 - ~~budget survey [see Section 1501.510(e)]~~
- fall enrollment data [see Section 1501.406(a)]
- fall enrollment survey [see Section 1501.406(b)]

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- October 15 - faculty, staff and salary data [see Section 1501.308(a)]
- external audit [see Section 1501.503(a)]
- special initiative grants audit [see Section 1501.503(a)]
~~- special populations grant audit [see Section 1501.503(a)]~~
~~- workforce preparation grant audit [see Section 1501.503(a)]~~
~~- advanced technology equipment grant audit [see Section 1501.503(a)]~~
- fiscal year budget [see Section 1501.504]
- certificate of chargeback [see Section 1501.503(a)]
~~- unexpended special populations grant funds [see Section 1501.508(f)]~~
~~- unexpended workforce preparation grant funds [see Section 1501.509(h)]~~
- annual fiscal year audited uniform financial reporting system data [see Section 1501.510(f)]
- audit/unit cost reconciliation statement [see Section 1501.510(g)]
- unexpended special initiative grant funds [see Section 1501.519(e)]
- ~~November 1 - audit/unit cost reconciliation statement [see Section 1501.510(g)]~~
- December 1 - annual financial statements and notice of publication [see Section 1501.506]
- 30 days after the end of each term - course resource data and credit hour claims [see Sections 1501.406(b) and Section 1501.507(a)]
- 60 days after the end of the fall term - inventory of facilities [see Section 1501.607(c)]

SUBPART C: PROGRAMS

Section 1501.309 Course Classification and Applicability

- a) Course Classification. Information on courses for which credit is to be awarded shall be submitted to ICCB on forms provided by ICCB in order for the courses to be classified into appropriate instructional and funding categories and added to the college's Management Information System (MIS) Course Master File.
- b) Course Credit Hour Determination.
- 1) Credit hours for courses for which ICCB credit hour grants are to be claimed shall be determined on the basis of an expected 45 hours of combined classroom/laboratory and study time for each semester hour or 30 hours of such time for each quarter credit hour.

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- 2) Courses with students participating in lecture/discussion-oriented instruction will be assigned one semester credit hour or equivalent for each 15 classroom contact hours of instruction per semester or equivalent. It is assumed that two hours of outside study will be invested for each classroom contact hour.
 - 3) Courses in which students participate in laboratory/ clinical-laboratory-oriented instruction will be assigned one semester credit hour or equivalent for each 30-45 classroom contact hours of instruction per semester or equivalent. It is assumed that one hour of outside study will be invested for each two laboratory contact hours.
 - 4) Students who participate in nonclinical internship, practicum, or on-the-job supervised instruction shall receive one semester credit hour or equivalent for each 75-149 contact hours per semester or equivalent and students who participate in clinical practicums shall receive one semester credit hour or equivalent for each 30-60 contact hours per semester or equivalent. It is assumed that one hour of outside study time will be invested from each two clinical practicum contact hours.
- c) Course Syllabus. A syllabus shall be developed and maintained for each credit course and shall be available to the public and students upon request. A syllabus contains the description of the course, specific objectives of the course, a topical outline, and the method for evaluating student performance.
- d) Course Applicability. All credit courses must be part of an approved unit of instruction (pursuant to Section 1501.302), and the approved unit of instruction for each course shall be indicated on the college's ICCB MIS Course Master File.
- (1) Lower-Division Baccalaureate Courses. Courses designed to meet lower-division baccalaureate degree requirements shall be applicable to associate transfer degrees. For each baccalaureate course offered, the college shall either obtain approval for the course to be listed as a statewide articulated transfer course by a general education or baccalaureate major panel of the Illinois Articulation Initiative or maintain current written articulation agreements or transfer equivalency documents with:
 - A) at least three (3) Illinois public universities, or
 - B) at least three baccalaureate degree-granting institutions to which a majority (51%) of the college's students transfer, or
 - C) one or more baccalaureate degree-granting institutions to which a majority (51%) of the college's students, majoring in the field for which the course is required, transfer.

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- 2) Remedial Course Credit. No remedial course credit shall be applicable to associate degrees designed for transfer to institutions granting baccalaureate degrees.
 - 3) Adult Basic Education Course Credit. No adult basic education course credit is applicable to degrees or to certificates, except the Adult Basic Education Certificate.
 - 4) Adult Secondary Education Course Credit. No adult secondary or college preparatory education course credit is applicable to degrees or certificates, except the Adult Secondary Education Certificate.
 - 5) General Studies Course Credit. General studies course credit is applicable only to the Personal Development; Homemaking; Improving Family Circumstances; Intellectual and Cultural Studies; Community and Civic Development; and Health, Safety and Environment Certificates.
- e) Special Upper-Division Courses.
- 1) A college may offer any course that is offered by a university, regardless of numbering system, if the university normally permits its own students to take the course as lower-division students. Such courses will be eligible for ICCB grants, if they meet all other criteria.
 - 2) If at least three public universities in Illinois agree, or if a public university which is the principal recipient of transfers from the community college agrees, certain special courses taught at the upper-division level may be offered by a college and be eligible for ICCB grants, provided they meet all other criteria.
- f) Independent Study. Independent Study course credit shall not exceed 25 percent of the credit hour requirements for a student to earn an associate degree. The topic of an independent study course shall be listed on the student's permanent academic record.
- g) Internships. An internship experience for credit that is designed to provide the student an opportunity to put into practice the theories and techniques learned in the classroom/laboratory shall be applicable to an associate degree or certificate, provided at least 12 semester credit hours or equivalent in the corresponding curriculum are completed by the student prior to, or are taken by the student concurrently with, such experience.
- h) Courses Approved as Repeatable.

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- 1) Courses in which the content varies from term to term or from student to student (e.g., independent study, special topics, and internship courses) or in which a student is expected to gain increased depth of knowledge and skill through repetition (e.g., music, speech, theatre, and journalism performance or production courses) shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four semesters (or six quarters);
 - B) The method of determining the amount of credit to be awarded for each section of the course, for each term, or for each student is specified in the college's catalog, on the course syllabus, and on the course classification form, and the subject matter and number of credits for which the student enrolled is specified on the student's permanent academic record;
 - C) The college's catalog, the course syllabus, and the course classification form requesting approval of repeatability by the ICCB indicate the number of such credits that will apply to degree or certificate completion for a single course or a combination of related courses; and
 - D) The total number of credit hours for a single course or for a combination of related courses that are applicable to degree or certificate completion does not exceed the maximums established in subsection (e) governing independent study, subsection (b) governing credit hour determination, or Section 1501.507(b)(10) governing the maximum rate of credit hour production.

- 2) A vocational skill course that persons employed in an occupation or vocation must retake periodically by law in order to maintain employment shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The content of the course is determined by law and does not change from one year to the next, and
 - B) A copy of the law (or regulation administering it) and a course syllabus accompanies the course classification form requesting repeatability.

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- 3) An adult basic, or adult secondary, or a remedial education course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) No discrete module is repeated more than three times,
 - B) The title of each module completed and the grade received is permanently recorded on the student's academic record, and
 - C) The content and number of credit hours for each discrete module is shown on the course syllabus and on the course classification form requesting approval of repeatability by the ICCB.

- 4) An adult basic, adult secondary, or a remedial education course that is not organized into discrete modules shall, at the request of the college, be approved for repeatability under the following conditions:
 - A) The number of times the course may be taken for credit does not exceed four times, i.e., repeatable three times.
 - B) The variety of skill levels included in the course and the methods used to accommodate individual differences based on an assessment of student skills is specified in the course syllabus.
 - C) The course title and the grade received is permanently recorded on the student's academic record each time that the course is taken.

SUBPART E: FINANCE

Section 1501.505 ~~Nonresident Student Tuition Calculations~~

Each community college district will establish its own student tuition rates for in-district residents, in-state out-of-district residents, out-of-state residents, and out-of-country residents in accordance with the state policies prescribed in the Illinois Community College Act (110 ILCS 805/6-4) and in this Section.

- a) In-District Tuition. The local community college board of trustees may set the tuition rates for in-district residents within the following policies:
 1. The local community college board of trustees may set tuition rates for its in-district residents including variable rates for each of its programs, terms,

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time of enrollment, courses, delivery method, or other identifiable grouping of courses as long as the weighted average of the tuition for all credit courses including adult education is no more than 1/3 the college district's per capita cost. The method of calculating the per capita cost will be as prescribed in Section 6-2 of the Illinois Community College Act. The depreciation rate used in the out-of-district tuition calculation for capital expenditures for equipment and temporary buildings shall be 12.5 percent each year for eight years, and for permanent facilities 2 percent each year for 50 years.

2. A public community shall permit senior citizens (as defined in 110 ILCS 990/1 (c) as persons 65 years or older whose annual household income is less than the threshold amount provided in Section 4 of the "Senior Citizens and Disabled Persons Property Tax Relief and Pharmaceutical Assistant Act") to enroll without the payment of tuition in regularly scheduled credit courses, other than credit courses designed specifically for senior citizens, provided that available classroom space exists and tuition paying students enrolled constitute the minimum number required for the course.

b) Out-of-District Tuition. The local community college board of trustees may set the tuition rates for out-of-district residents living within Illinois within the following policies: The foreign student tuition rate shall be the same as out-of-state student tuition rate, as specified in Chapter 122, Section 106-4.1 of the 1991 Illinois Revised Statutes [110 ILCS 805/6-4.1].

1) The college will use the calculation for out-of-district tuition for chargeback purposes as prescribed in Section 6-2 of the Illinois Community College Act. The depreciation rate used in the out-of-district tuition calculation for capital expenditures for equipment and temporary buildings shall be 12.5 percent each year for eight years and for permanent facilities 2 percent each year for 50 years.

2) The college may use the variable tuition provision in Section 6-4 of the Illinois Community College Act to set market-driven out-of-district tuition rates for courses offered via Internet, correspondence, and other distance learning modes.

3) The college may set the out-of-district tuition rates for adult basic education, adult secondary adult education, and English as a second language courses for students who do not meet eligibility requirements in 105 ILCS 5/10-22.20 of the Illinois School Code.

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- 4) The college may charge in-district tuition to a student who is an out-of-district resident but who is employed for at least 35 hours per week by an entity located in the district or is enrolled in a course that is being provided under terms of a contract for services between the employing entity and the college.
 - 5) The college board of trustees may at its option charge in-district tuition to out-of-district residents who are attending an educational institution located within the college district.
 - 6) The college may enter into cooperative agreements for instruction with its neighboring districts for any or all of their programs to provide increased access to education for their students and may charge in-district tuition rates for students from any district within the cooperative agreement.
 - 7) The college may set the out-of-district tuition rate for all other credit instruction offered by the college at a minimum of 1.5 times the highest in-district tuition rate of any of its neighboring contiguous Illinois community college districts.
- c) Out-of-State Tuition. The local community college board of trustees may set the tuition rates for out-of-state residents within the following policies:
- 1) The college may use the variable tuition provision specified in Section 6-4 of the Illinois Community College Act to set market-driven out-of-state tuition rates for courses offered via Internet, correspondence, and other distance learning modes.
 - 2) The college may set the out-of-state tuition rates for adult basic education, adult secondary education, and English as a second language courses for students who do not meet eligibility requirements in 105 ILCS 5/10-22.20 of the Illinois School Code.
 - 3) The college may charge in-district tuition to a student who is an out-of-state resident but who is employed for at least 35 hours per week by an entity located in the district or is enrolled in a course that is being provided under terms of a contract for services between the employing entity and the college.
 - 4) The community college board of trustees may at its option charge in-district tuition to students who are out-of-state residents but who are attending educational institutions within the college district.

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- 5) The college may set out-of-state tuition rates within interstate agreements for instruction with out-of-state institutions in accordance with the agreement, subject to approval by the ICCB.
- 6) The college may set out-of-state tuition rates for all other credit instruction offered by the college at a minimum of 1.67 times its in-district tuition rate.
- d) Out-of-Country Tuition. The local community college board of trustees may set the tuition rates for out-of-country residents using the same policies as for out-of-state residents described in subsection (c) of this Section.

SUBPART E: FINANCE

Section 1501.510 Reporting Requirements

Each college shall submit the items listed below in a format prescribed by the ICCB and according to the schedules indicated:

- a) Fiscal year-to date unaudited uniform financial reporting system data by July 31 for the period July 1 - June 30 of the previous fiscal year.
- b) Resource allocation and management planning (RAMP) data by July ~~August~~ 1 of each year.
- c) Square footage and acreage (facility information) are due August 1.
- ~~d) Fiscal year-to-date unaudited uniform financial reporting system data by September 30 for the period July 1 - August 31.~~
- de) Unit cost data for the previous fiscal year by September 1 ~~15~~ following the end of that fiscal year.
- e) A survey of local budget and tax extensions and collections by September ~~October~~ 1 of each year.
- f) Annual fiscal year audited uniform financial reporting system data by October 15 following the end of the previous fiscal year.
- g) An Audit/Unit Cost Reconciliation Statement by October 15 ~~November 1~~ of each year.
- h) Fiscal year-to-date unaudited uniform financial reporting system data by January 31 for the

period July 1 - December 31.

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- i) Certificate of Tax Levy by January 31 of each year.

SUBPART F: CAPITAL PROJECTS

Section 1501.603 State-Funded Capital Projects

- a) Projects Eligible to Receive State Funds. State funds may be requested for capital projects, both those to be purchased and those to be constructed, as defined herein. The funds shall be requested prior to construction and may include or consist of architectural and engineering fees associated with the project. Such projects shall consist of:
 - 1) Buildings, Additions, and/or Structures (including fixed equipment). Types of buildings that may be included are:
 - A) Administration and student personnel services facilities.
 - B) Central utility facilities.
 - C) Classrooms.
 - D) Fine and applied arts classrooms and laboratories.
 - E) Libraries.
 - F) Occupational, technical, and semi-technical laboratories, shops, and classrooms.
 - G) Other structures used for the operation and maintenance of the campus.
 - H) Physical education instructional facilities.
 - I) Science laboratories and related science facilities.
 - J) Student areas appropriate to the needs of a commuter institution, including food services, lounge areas, study areas, storage lockers, child care facilities, and facilities for student activities such as newspaper editing and student government.
 - 2) Land.
 - 3) Movable Equipment.
 - 4) Utilities (those beyond a five foot perimeter of buildings).
 - 5) Remodeling or Rehabilitation of Existing Facilities. Such projects include provision for:
 - A) Access for handicapped students.
 - B) Emergency repairs (including construction defects/deficiencies).
 - C) Energy conservation.

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- D) Programmatic changes.
- 6) Site Improvements.
- A) Clearance.
 - B) Drainage.
 - C) Earth movement.
 - D) Finish grading, seeding, landscaping.
 - E) Other work required to make land usable as a building site.
 - F) Parking.
 - G) Streets and walkways.
- 7) Planning. A building project may be divided into sub-projects with planning funds (architect or engineering fees) requested for one fiscal year and construction funds requested in a subsequent year.
- b) Application Criteria for New Construction Projects at the Primary Site. In order for capital projects for new construction to be considered for state funding, the following requirements shall be met:
- 1) The information required under Section 1501.510(a) shall have been submitted.
 - 2) Certification of local board approval of the project(s) requested shall be provided.
 - 3) Certification shall be provided that funds or credits are available to provide the local share of the project(s) in accordance with Articles IIIA and V of the Act.
 - 4) Certification shall be provided that a suitable construction site is available. Suitability is determined through a site feasibility study and a Capital Development Board technical evaluation. The feasibility study shall address, at a minimum, the following:
 - A) The location of the site in relation to geography and population of the entire district and in relation to sites of the district's other colleges.
 - B) The impact on the surrounding environment, including the effect of increased traffic flow.
 - C) Accessibility to the site by existing and planned highways and/or streets.

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- D) Cost of development of the site in relation to topography, soil condition, and utilities.
 - E) Size of the proposed site in relation to projected student population (as determined by census data) and land cost.
 - F) The number, location, and characteristics (types of terrain, geography, roadway access, and suitability of the site for building purposes) of alternative sites considered.
 - G) The location of the site in relation to existing institutions of higher education.
- 5) Requests for site acquisition shall include a local board of trustees authorization to purchase the site, a copy of the feasibility study, a local board of trustees resolution that local funds are available, a copy of the Capital Development Board evaluation, three appraisals of the property, and a written request for ICCB approval in addition to the information requested in the Resource Allocation and Management Plan/Community Colleges (RAMP/CC).
 - 6) Evidence of need for the space requested shall be provided either on a general enrollment basis as specified in subsection (e)(4)(C) of this Section or a specific program need basis as specified in subsection (e)(4)(D) of this Section.
 - 7) The project shall be within the mission of a community college as set forth in Section 1-2(e) of the Act.
- (c) Application Criteria for Remodeling and Rehabilitation Projects. Projects to remodel and rehabilitate a facility shall require submittal of the following:
- 1) An application on forms prescribed by the ICCB.
 - 2) Certification of local board approval of the project(s) requested.
 - 3) Certification that funds or credits are available to provide the local share of the project(s) in accordance with Articles IIA and V of the Act.
 - 4) A summary detailing the effects of the remodeling on space usage (classrooms, laboratories, offices...).
 - 5) A justification statement regarding the need to remodel.

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- d) Application Criteria for Secondary Site Projects. Projects for the acquisition/ construction of a new site and/or structure for purposes other than a primary site facility and projects for acquisition of sites and/or structures adjacent to the primary site shall require submittal of the following:
- 1) A resolution by the local board of trustees stating that:
 - A) Local funds or credits are available to provide the local share of the project(s) in accordance with Articles IIA and V of the Act.
 - B) The programs offered have been approved by the ICCB and Illinois Board of Higher Education (IBHE) or approval of these stated programs by those boards is pending.
 - 2) Copies of at least two appraisals of the property.
 - 3) Verification that the condition of the facility is not a threat to public safety. This shall include tests of structural integrity, asbestos, toxic materials, underground storage tanks, and other hazardous conditions. (Findings regarding the existence of these hazards shall not preclude the procurement of the site/structure but the knowledge of the hazardous condition and any costs incurred in correcting the condition shall be incorporated into the total cost of procuring the facility.)
 - 4) Identification of the location of the site and its relationship to the main campus, community college facilities in contiguous districts, and other higher education facilities in contiguous districts.
 - 5) Identification of all estimated costs associated with the purchase and any subsequent construction and/or rehabilitation of the site/structure.

~~e) Project Priority Criteria. Capital project priorities will be established within the categories named in Section 1501.603(a) according to the following criteria:~~

~~1) Land. Requests for state funding for land will be assigned a priority based on the extent to which the state has participated financially in acquiring the following acreage:~~

~~A) Up to 1,500 full-time equivalent on-campus day students in the fall term allows eligibility for 100 acres.~~

~~B) Between 1,500 and 3,000 full-time equivalent on-campus day students in the fall term allows eligibility for 150 acres.~~

~~C) More than 3,000 full-time equivalent on-campus day students in the fall term~~

allows eligibility for 250 acres.

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~~The lower the amount of state financial participation already provided, the higher the priority of the project.~~

- ~~2) Site Improvements. Requests for state funding for parking areas will be assigned a priority based on the extent to which the state has previously participated financially in spaces for 80 percent of full-time equivalent faculty and staff and spaces for the following percentages of students:~~

~~A) When public transportation serves the college at least every two (2) hours during the day, twenty (20) percent of the fall term day or evening headcount enrollment.~~

~~B) When public transportation serves the college less frequently, fifty (50) percent of the fall term day or evening headcount enrollment.~~

~~C) When no public transportation is available, sixty-five (65) percent of the fall term day or evening headcount enrollment.~~

~~The lower the amount of state financial participation already provided, the higher the priority of the project.~~

- ~~3) Other site improvements will be assigned a priority in conjunction with the facilities to which they relate.~~

- ~~4) Buildings, additions, and/or structures (including qualifying fixed equipment and planning funds). Each of the following criteria will be considered in establishing priorities of buildings, additions, and/or structures:~~

~~A) Type of space to be constructed (in priority order):~~

~~i) Instructional space including basic classrooms, laboratories and shops, and preparation and storage areas.~~

~~ii) Learning resource centers including libraries, audio-visual centers, and learning laboratories.~~

~~iii) Administrative and counseling offices.~~

~~iv) Student center, including food service area, lounge area, study area, storage lockers, child care facilities, and facilities for student activities such as newspaper editing, student government, and other student organizations.~~

~~v) Physical education facilities, designed primarily for instructional use.~~

~~vi) Fine arts center, including rehearsal, practice, and studio facilities.~~

~~vii) Support facilities including maintenance shops, garages, warehouses and storage facilities.~~

~~viii) Theater and/or auditorium facilities.~~

~~ix) Physical education facilities, designed primarily for spectator or~~

recreational use:

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- ~~B) Utilization of Existing Space. Priorities will be assigned so that the higher the weekly on-campus classroom and class laboratory hours of utilization for credit and noncredit courses offered by the college, the higher the priority assigned to a requested project.~~
- ~~C) Requests for space will be assigned priorities so that the less existing permanent space per student a facility has, the higher the priority of the project. For facilities other than occupational program instructional shops, the following amounts of space are considered to be sufficient: for the first 1,500 on-campus full-time equivalent day students, 110 gross square feet (GSF) per on-campus full-time equivalent day student; for the next 1,500 on-campus full-time equivalent day students, 100 GSF per on-campus full-time equivalent day student; for each additional on-campus full-time equivalent day student, 90 GSF per on-campus full-time equivalent day student. For occupational program instructional shops, 140 GSF per on-campus full-time equivalent day student enrollment in courses using such shops will be considered sufficient space.~~
- ~~D) Program Considerations. Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities the higher the priority. Criteria for need will be:
 - ~~i) Labor market demand for graduates of the program (as indicated by current manpower data).~~
 - ~~ii) Unavailability of special facilities needed for the program.~~
 - ~~iii) Other special needs as described in the program justification statement submitted by the college with the project request.~~~~
- ~~5) Remodeling or Rehabilitation of Existing Facilities. The following criteria will establish the order of remodeling/rehabilitation projects (in priority order):
 - ~~A) Those projects which will reduce physical health and safety hazards to the general student body and staff (e.g., structural defects/deficiencies).~~
 - ~~B) Those projects which will reduce physical health and safety hazards to a limited number of students and/or staff (e.g., handicapped modifications).~~
 - ~~C) Those projects which will result in financial and/or natural resource savings (e.g., energy conservation).~~
 - ~~D) Those projects which will result in the development of more efficient utilization of existing space.~~~~
- ~~6) Movable Equipment. Equipment priorities will be the same as those of the projects to which the equipment relates.~~

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- ~~7) Utilities. Utilities will be assigned priorities which are the same as those of the projects to which they relate.~~
- ~~8) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction.~~

e) Project Priority Criteria. All projects must meet requirements as stated in ILCS 805/5-3 and 5-4. Capital project priorities will be established within the categories named in subsection (a) of this Section according to the following criteria:

- 1) New Facilities: The acquisition of buildings/additions/structures through construction of new facilities or purchase of existing facilities. Includes planning, qualifying fixed and moveable equipment as necessary to support the new facility, land acquisition required for the facility, and any site improvements or utility work necessary to support the facility. All requests for new facilities must meet the criteria specified in either subsection(b) of this Section for new construction at a primary site or subsection(d) of this Section for secondary site projects.

Each of the following criteria will be considered in establishing priorities for new facilities:

A) Type of space to be constructed (in priority order):

i) Instructional, study, office, and student areas (all weighted equally):

- Instructional space including basic classrooms, lecture halls, seminar rooms, and other rooms used primarily for scheduled instruction, both credit and noncredit. These rooms may contain multimedia or telecommunications equipment. Space utilized as classroom service, i.e., projection rooms, telecommunication control booths, closets, etc., are included. (FICM Codes 110-115). Instructional space also includes laboratory facilities, both class and open, used for instructional purposes and service areas that serve as an extension of the activities of the laboratory (FICM Codes 210-255).
- Study areas, including all library facilities, any rooms or areas used by individuals at their convenience, general learning labs, and any service areas necessary to support the activities of these rooms. (FICM Codes 410-455).

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- Office facilities that provide work areas to support the academic, administrative, and service functions of the colleges. Also includes rooms such as student counseling rooms and testing areas, staff conference rooms, file rooms, and break rooms (FICM Codes 310-355).
 - Student service areas include general use facilities such as child care facilities (FICM Codes 640 and 645), food service facilities (FICM Codes 630 and 635), lounge facilities (FICM Codes 650 and 655), merchandise areas such as bookstores, student supply stores, or ticket outlet services (FICM Codes 660 and 665), and rooms utilized for recreation and amusement (FICM Codes 670 and 675). Meeting rooms used by the institution or the general public for a variety of nonclass meetings also are included (FICM Codes 680 and 685).
 - ii) Support areas, including central administrative computer and telecommunications rooms, maintenance shops, garages, warehouses, and storage facilities (FICM Codes 710-765).
 - iii) Assembly areas, including theaters, auditoriums, arenas, exhibition rooms, and concert halls used primarily for general presentations or performances. Includes areas that serve as an extension of the activities in that facility (FICM Codes 610-625).
 - iv) Physical education areas used for physical education instructional programs and intercollegiate and recreational activities. Includes areas such as gymnasias, athletic courts, swimming pools, and other special use athletic facilities (FICM Codes 520, 523, and 525). (Does not include specific classrooms more appropriately classified under FICM code series 100.)
 - v) Special use facilities not included elsewhere, such as armory, armory services, media production services, clinics, etc. (FICM Codes 510, 515, and 530-590).
- B) Core Campus Considerations. Priorities will be assigned to colleges who do not have adequate core campus components in place. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.
- C) Space Criteria/Considerations.

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- i) Utilization of Existing Space. Priorities will be assigned so that the higher utilization rate generated by weekly instructional hours for credit and noncredit courses offered at permanent locations owned by the college (college holds title, lease purchase, or purchasing contract for deed), the higher the priority that will be assigned. Instructional hours are defined as those enrollments generated by students taking credit and noncredit courses.
 - ii) Space per Student. Requests for space will be assigned priorities so that the less existing permanent space per student available at facilities owned by the college (college holds title, lease purchase, or contract for deed), the higher the priority assigned to the project.
 - D) Program Considerations. Consideration will be given to the need for special facilities based on the programs to be housed in the requested facilities. Priorities will be assigned so that the greater the need for special facilities, the higher the priority. Criteria evaluated for need will include (not in priority order) but not be limited to:
 - i) Documented need as evidenced by the college's accountability and productivity reviews.
 - ii) Labor market demand for completers of the program (as indicated by current manpower data).
 - iii) Unavailability of special facilities needed for the program.
 - iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.
- 2) Remodeling or Rehabilitation of Existing Facilities. Remodeling or rehabilitation projects will be evaluated on structural considerations and/or programmatic considerations and core campus considerations, if applicable to project. Requests for remodeling or rehabilitation projects must meet the criteria specified in subsection (c) of this Section. The following criteria will establish the order of remodeling/rehabilitation projects:
- A) Structural Considerations (in priority order).
 - i) Those projects which will reduce physical health and safety hazards to the student body and staff (e.g., structural defects/deficiencies, handicapped modifications).
 - ii) Overall condition of space and/or other structural integrity considerations.

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- iii) Those projects that will result in financial and/or natural resource savings (e.g., energy conservation).
 - iv) Those projects that will result in the development of more efficient utilization of existing space.
- B) Program Considerations. Consideration will be given to the need for remodeling or rehabilitation of facilities based on the programs to be housed in the facilities. Priorities will be assigned so that the greater the need for remodeling or rehabilitation, the higher the priority. Criteria evaluated for need will include (not in priority order), but not be limited to:
- i) Documented need as evidenced by the college's accountability and productivity reviews.
 - ii) Labor market demand for completers of the program (as indicated by current manpower data).
 - iii) Unavailability of special facilities needed for the program.
 - iv) Other special needs or measures as described in the program justification statement submitted by the college with the project request.
- C) Core Campus Considerations. Priorities will be assigned to colleges who demonstrate the need for remodeling or rehabilitation of existing core campus components due to either structural integrity issues or increased demand for services. A core campus generally consists of classrooms, laboratories, student services, day care, learning resources/library, business and industry training services, and facilities to support high enrollment programmatic areas.
- 3) Land. Requests for state funds for land purchases not related to new facilities acquisition will be evaluated based on the need to support existing campus facilities and services. Requests must meet applicable criteria specified in subsection (b) of this Section for land purchases at the primary site or subsection (d) of this Section for secondary site projects.
- 4) Utilities. Utilities projects (beyond a five foot perimeter of buildings) not related to new facility acquisition will be evaluated based on the need to support existing campus facilities and services.
- 5) Site Improvements. Site improvements not related to new facilities acquisition will be evaluated in conjunction with the facilities to which they relate and other demonstrated need.

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- 6) Additional consideration may be given to the priority ranking of a project if it had previous ICCB approval for planning or construction.
- f) Construction Standards. The following standards shall be applied in the design and construction of facilities:
- 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
 - 2) Facilities Codes. All construction, remodeling, and rehabilitation of facilities shall be in compliance with the following standards:
 - A) Uniform Building Code (International Conference of Building Officials, Whittier, California, 1988) or BOCA Basic/National Building Code, 1987 Edition (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).
 - B) BOCA Basic/National Mechanical Code, 1987 Edition (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).
 - C) National Electrical Code (National Fire Protection Association, Quincy, Massachusetts, 1988).
 - D) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - E) Illinois Accessibility Code (71 Ill. Adm. Code 400).
 - F) Fire Prevention and Safety (41 Ill. Adm. Code 100).
 - G) National Fire Protection Association 101 Life Safety Code (National Fire Protection Association, Quincy, Massachusetts, 1988).
 - H) ASHRAE 90-80 Energy Conservation in New Building Design (American Society of Heating, Refrigeration, Air Conditioning Engineers, Atlanta, Georgia, 1980).
 - I) Any local building codes that may be more restrictive than the code listed above.

BACKGROUND

Course Classification. To date, community colleges have been required to maintain current written articulation agreements or transfer equivalency documents with senior institutions for all courses designed to meet lower-division baccalaureate degree requirements. With the inception of the Illinois Articulation Initiative (IAI), this effort becomes duplicative as panels of faculty also review courses designed to transfer and identify those that are appropriate for statewide articulation. This revision offers colleges the choice of using the IAI process of identifying transfer courses or utilizing the process specified in ICCB rules.

Financial Reporting Requirements. The Uniform Financial Reporting System (UFRS) was created in response to a legislative mandate. Effective July 1, 1997, all community colleges are required to submit their financial data to the ICCB in the prescribed format. Prior to July 1, 1997, colleges were encouraged to voluntarily submit their information as a means of testing the system. Since October 1994, a UFRS Users Group has been in place to assist with the implementation of the UFRS. Current member districts are Belleville, Chicago, DuPage, Heartland, Kaskaskia, Lake Land, Lewis and Clark, John A. Logan, Oakton, Parkland, Carl Sandburg, and Shawnee. The users group comprises over 25 percent of the system's districts and is a representative sample of all colleges respective to size, location, etc. The last meeting of the UFRS Users Group was held on Friday, November 21, 1997, at the ICCB office.

Voluntary compliance with the UFRS has been spotty to date. Fifteen districts have supplied their fiscal year 1996 audited data and had it reconciled to their hard copy audit reports. In addition, 18 districts have supplied their audited fiscal year 1996 data, but it has not yet been reconciled. Fiscal year 1997 audited data was due on October 15, 1997. As of early March 1998, 28 districts had submitted their audited fiscal year 1997 data. During fiscal year 1997, 17 districts completed all three of the preliminary data submissions. In addition, another 13 districts have submitted one or two of the preliminary submissions.

The overall intent of the UFRS is to provide consistent financial data across the system. This data can be used by individual colleges to compare themselves to state averages, peer group averages, or selected individual colleges. On a statewide basis, this data will allow the ICCB to review college financial information and to perform much needed financial analysis on a statewide basis. The analysis will be an important component to many ICCB initiatives such as: (1) system operating and capital budget requests, (2) unit cost study, (3) recognition process, (4) PQP/Program Review, etc. In addition, the ability of ICCB staff to provide financial information about the system and individual colleges will be greatly enhanced. In the future, the UFRS could be expanded to be used in the system's unit cost process, to gather Uniform Financial Statement information, and to satisfy the annual budget filing requirement.

ICCB staff analysis of the data reported by the colleges shows that the first submission for the new fiscal year (August 31 data, due September 30) does not provide meaningful information. On the average, only 14 percent of the colleges' credit hours are generated during the summer term. In

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addition, community colleges operate very different summer term schedules; therefore, it is very difficult to find comparable financial data for this term among the colleges. The proposed rule revision would include the summer term with the fall term in the first semiannual report. At the current stage of UFRS development, it is much more appropriate to do semiannual interim reporting, in addition to annual audited data. Semiannual data can be reported on a much more consistent basis from college to college and as a result can be much more useful for analysis and comparisons. In addition, semiannual data can be reviewed to identify reporting problems prior to the submission of the annual audited data.

In support of UFRS, the ICCB staff will conduct training sessions on UFRS during the spring and summer of 1998. This training will include training on how to submit the financial information directly by computer, how the colleges can check and edit their information, and how colleges can use UFRS to analyze their financial information in comparison with the community college system or with selected peer groups of community colleges. The ICCB will make every effort to obtain 100 percent compliance with the UFRS reporting for the fiscal year 1998 audited financial data which is due October 15, 1998. Colleges not in compliance with this reporting requirement by that date will be cited on their ICCB recognition report. It is essential to have financial data from every community college in UFRS, otherwise the database can not be used for systemwide analysis or reporting and is very limited in its analytical use by individual community colleges.

Student Tuition. In January 1994, a paper was drafted proposing the elimination of interdistrict chargebacks. Since that time, numerous discussions have taken place and the Administrative Services Committee of the Presidents Council has surveyed all district chief executive officers to determine the issues concerning interdistrict chargebacks and tuition rates at Illinois community colleges. Based on the results of this survey and input from the ICCB Finance Advisory Committee, the recommendation was made to pursue modifications to out-of-district and out-of-state tuition rates. No modifications were recommended to the current interdistrict chargeback system.

Capital Project Priority Criteria. At its September 19, 1997 meeting, the Illinois Community College Board approved the recommendations developed by its Capital Funding Task Force. As a part of its work, the task force reviewed the current administrative rules governing ICCB capital project criteria for state-funded projects. The task force had a number of recommendations that were designed to update and improve the ICCB criteria for construction projects. To implement these recommendations, it is necessary to revise the ICCB rules. Major revisions to the rules include:

- C prioritization of instructional, library, study areas, office facilities, and student service space types on an equal basis;
- C consideration of core campus needs and overall condition of present facilities;
- C use of various enrollment and space utilization factors as measures of need; and
- C college analysis of need as documented in accountability and productivity reports.

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These proposed revisions received systemwide review, received ICCB initial approval, and passed through the Joint Committee on Administrative Rules public comment and review process. Other than minor text changes and a recommendation by JCAR to include specific statute citations in ICCB Rule 1501.505 (student tuition), no concerns have been received on the proposed rules revisions. After the amendments are granted final approval by the Board, the amendments will proceed through the final phase of the rules process.