

Agenda
324th Meeting of the
Illinois Community College Board

McHenry County College
B Building
Crystal Lake, Illinois

September 15, 2000
9:00 a.m.

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UNAPPROVED

Minutes of the 323rd Meeting of the
Illinois Community College Board
June 16, 2000
Holiday Inn Select
Conference Hotel
Decatur, Illinois

Item #1 - Roll Call and Declaration of Quorum

Vice Chairman Neely reported Chairman Duffy is detained in air traffic. Vice Chairman Neely called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Dave Davis, Inez Galvan, Laurna Godwin, Joseph Neely, Martha Olsson, James Zerkle, and Alison Womack. Gwendolyn Laroche, Delores Ray, and Lee Walker were absent. Chairman Duffy arrived at 9:25 a.m.

* * * * *

Dr. Hazel Loucks, Deputy Governor for Education and Workforce was recognized. Dr. Loucks will be honored today by the Illinois Community College Trustees Association.

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Dr. Kay Bennett was recognized as receiving the Ray Hartstein Outstanding Trustees Award for 2000. Dr. Bennett is a member of the Board of Trustees at Southwestern Illinois College.

* * * * *

Item #2 - Minutes of the May 19, 2000 Meeting

Dave Davis 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 - Review of Executive Session Minutes

James Berkel made the following motion, which was seconded by Laurna Godwin:

The Illinois Community College Board hereby determines that the minutes of the Board executive sessions held on March 19, 1999, and January 21, 2000, remain confidential. Minutes of the Board executive sessions held on March 17, 2000, and May 19, 2000, are declared by the Board not to remain confidential.

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

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

Item #11 on today's agenda will be combined in this report.

The Committee members in attendance named James Berkel as Chair at this morning's meeting. Full Committee membership includes Mr. Berkel, Laura Godwin, Inez Galvan, and Gwendolyn Laroche. Mr. Berkel reported that committee meetings will be held in addition to regular ICCB meetings via faxes and conference calls. The Committee will be in effect approximately two years, one year of transition and one year of operation.

On Thursday evening, staff met with Committee members to bring the Committee current on adult education issues. Two documents were received from staff regarding background information and pertinent financial facts of adult education. This material was distributed to the Board.

The Committee will develop a Vision and Mission Statement and identify milestones by July 1, 2000. In the system's new strategic plan, "Promise for Tomorrow", Pledge Three states that we are to "expand adult education and literacy programs for individuals and families to have quality work and life in Illinois."

This Committee will aid staff for a smooth and orderly transfer of the administration of adult education from the Illinois State Board of Education to the ICCB. Staff are working on proposals for funding of new and continuing adult education and literacy programs. In-depth knowledge has been gained of the nearly 130 providers and their programs in Illinois. Funding allocations for providers are now being considered and finalized, as Board approval of the July 2001 budget will be requested at the September 15 ICCB meeting.

The Adult Education Service Centers contracts are to be issued again for a three-year period. The Adult Education Advisory Council and Adult Education Administrators have met to review the vision and goals developed by the Council and Administrators as they relate to the transition. The Transition Coordination Team will review the Advisory Council recommendations at its next meeting.

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“Transition News”, the first adult education and literacy newsletter has currently been published by the ICCB office.

Item #4.2 - Funding Equity Study Committee

James Zerkle reported on the Committee’s second meeting this morning. Progress is being made to set up the framework for conducting the funding equity study. The goal is to have the core of the work completed during October.

Meetings have been held between staff of the ICCB and IBHE regarding sharing of cost of the study.

A preliminary discussion has been made on the process in which the study will be made. A steering committee will be established to include representatives from various sectors. More detail on the exact process of the studies will be reported in September.

Item #4.3 - Budget and Finance Committee

Martha Olsson was named Chair of the Committee.

The President/CEO’s reimbursement for May and June were reviewed and approved.

The status of the fiscal year 2000 office budget was discussed.

Fiscal year 2000 ends on June 30 and all invoices must be paid by August 31.

Item #4.3.1 - Fiscal Year 2000 Financial Statements (May 2000)

The financial statements were reviewed and presented for information.

Item #5 - President/CEO’s Report

Sarah Hawker is having surgery this morning, and our best wishes are extended to her.

Yvonne Singley’s father passed away in California, and our sympathy is extended to Yvonne and her family.

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Jennifer Foster was introduced as the ICCB's new Associate Director for Adult Education, effective June 16, 2000.

Dr. Cipfl introduced/acknowledged three retiring community college presidents, Dr. Ray Hancock of John A. Logan College; Dr. Norm Jenkins of Kishwaukee College; and Dr. Ben Cullers of Southeastern Illinois College. Dr. Robert Mees was introduced as the new president of John A. Logan College, and Dr. Mary Jo Oldham was introduced as the new president at Southeastern Illinois College.

On June 14, Governor George H. Ryan signed SB 4266, the transfer of adult education governance from the Illinois State Board of Education to the Illinois Community College Board. Chairman Duffy added comments that the bill becomes effective July 1, 2000, and we have a strong obligation and responsibility to the adult education initiative.

Dr. Cipfl reported on discussions between an Illinois educational delegation and Chinese educators during a trip to China on May 20-June 4, 2000. The Illinois delegation included Dr. Hazel Loucks, Deputy Governor for Education and Workforce; John A. Logan's past and current presidents, Dr. Ray Hancock and Dr. Robert Mees; Heartland Community College's President and Vice President for Instruction, Dr. Jon Astroth, and Dr. Jerry Webber; and ICCB Executive Vice President Virginia McMillan and Dr. Cipfl. Three contracts were signed with the Jilin Province, Shenzhen Polytechnic, and Haidian University expressing a willingness to exchange technology, instruction by technology, faculty, students, and administrators.

A Unified Workforce Plan Committee will be co-chaired by Dr. Cipfl and Christopher Glen of Caterpillar. The Governor's office has asked that this committee link together 16 federal programs which include workforce development, employment security, human services, commerce and community affairs, adult education, rehabilitation, and public aid.

Dr. Cipfl will attend a SkillsUSA/VICA Conference in Kansas City on June 28-29 at the request of Caterpillar to take a look at new partnerships that can be merged between vocational education and business and industry at community colleges.

Preparation of the Fiscal Year 2002 budget is underway and Board approval will be requested in October.

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Item #6 - Advisory Organizations

Item #6.1 - Presidents Council

On June 15, the Council elected new officers for the coming year as follows: President, Dr. Don Crist of Carl Sandburg College; Vice President, Dr. Gretchen Naff of College of Lake County; and Secretary/Treasurer, Dr. Mike Murphy of the College of DuPage.

Also on June 15, recognition was given to retiring presidents, Dr. Ray Hancock of John A. Logan College; Dr. Norm Jenkins of Kishwaukee College; and Dr. Ben Cullers of Southeastern Illinois College.

Endorsed was the most recent version of the Community Colleges On-Line initiative and the Community College System Strategic Plan, "Promise for Illinois".

Dr. Huffman regretted being unable to attend the Governor's signing of SB 4266 on June 14.

Dr. Huffman applauded the ICCB and its staff for the great leadership to the community college system.

Chairman Duffy congratulated Dr. Huffman for his leadership to the Presidents Council and the system. Dr. Cipfl echoed Chairman Duffy's comments.

Item #6.2 - Illinois Community College Faculty Association

Leo Welch brought greetings from the ICCFA President, Denise Anastasio in regard to the Community College System Strategic Plan, and to assure the ICCB that the ICCFA appreciates the process. The Faculty Association will conduct a meeting this weekend at the Granite City Campus of Southwestern Illinois College, and the Plan will be reviewed during this meeting. Mr. Welch commended the Strategic Plan Committee's revisions to the draft. A more formal response to the "Promise" will be reported to the Board after the ICCFA meeting this weekend.

Item #6.3 - Student Advisory Committee

Chairman Duffy presented Alison Womack with a plaque in recognition of her contributions to the Illinois Community College Board this year. Alison thanked the Board for the opportunity to serve in this capacity.

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Alison reported that the Student Advisory Committee met yesterday. New SAC members received an orientation and committees were established.

Dr. Gary Davis, Executive Director of the ICCTA, assisted in leading the meeting and Joe Cipfl also participated.

Item #6.4 - Illinois Community College Trustees Association

Mike Sullivan congratulated Alison Womack and recognized her as a fellow colleague from Mattoon.

The Trustees Association is pleased with the budget process for the Illinois Community College System, the transfer of adult education governance, and the cooperation within the system.

The schedule of ICCTA events for the remainder of the Convention was distributed.

Mr. Linden Warfel was introduced as the new ICCTA president.

Item #7 - Illinois Community College Board Office

Item #7.1 - Fiscal Year 2001 Contracts for the Illinois Community College Board Office

Dave Davis made the following motion, which was seconded by Laura Godwin:

The Illinois Community College Board hereby approves the following fiscal year 2001 contractual agreements:

<u>Vendor</u>	<u>Purpose of Contract</u>	FY 2001 Estimated <u>Annual Cost</u>
Unknown (to be determined)	Legal Services	\$ 40,000
Illinois Community College System Foundation	Rental of Office Space	\$273,925
Unknown (to be determined)	State Legislative Services	\$ 45,000
Unknown (to be determined)	Federal Legislative Services	\$100,000
Unknown (to be determined)	Xerox lease/purchase	\$100,000 (est.)

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The motion was approved by unanimous voice vote. Student advisory vote: Y e s .

Item #7.2 - Authorization for Salary Increases and Salary Range Adjustments

James Berkel made the following motion, which was seconded by Inez Galvan:

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chairman, to set fiscal year 2001 staff salary levels and to adjust salary ranges as needed, beginning July 1, 2000.

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

Item #7.3 - Authorization to Enter into Interagency Contracts/Agreements for Fiscal Year 2001

Joseph Neely made the following motion, which was seconded by Martha Olsson:

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chairman, to enter into interagency contracts/agreements, as needed for fiscal year 2001.

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

Item #7.4 - Authorization to Transfer Funds Among Line Items

Laura Godwin made the following motion, which was seconded by James Berkel:

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chairman, to transfer funds among appropriated line items.

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

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Item #8 - Election of Illinois Community College Board Vice Chair for Fiscal Year 2001

Dave Davis made a motion, which was seconded by James Berkel, to nominate Joe Neely as ICCB Vice Chair for Fiscal Year 2001. The motion was approved by unanimous voice vote. Student advisory vote: Yes. Mr. Neely accepted the appointment.

Item #9 - Illinois Community College Board Fiscal Year 2002 Calendar of Meetings

Laurna Godwin made the following motion, which was seconded by Inez Galvan:

The Illinois Community College Board hereby adopts the following fiscal year 2002 calendar of meetings.

Fiscal Year 2002

July 20, 2001	(Subject to Call)	
September 21	9:00 a.m. - Joliet Junior College, Joliet	
October 19	9:00 a.m. - ICCB Office, Springfield	
December 7	(Subject to Call)	
January 18, 2002	9:00 a.m. - ICCB Office, Springfield	
March 15	9:00 a.m. - Illinois Valley Community College,	Oglesby
May 17	9:00 a.m. - ICCB Office, Springfield	
*June	9:00 a.m. - (Day and Location are Undetermined)	

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

Item #10 - Strategic Planning Initiative for the Illinois Community College System

Robert Luther, President of Lake Land College, Virginia McMillan, and Consultant Brenda Albright of the Franklin Group in Nashville, Tennessee, addressed the Board on the Strategic Planning Initiative for the Illinois Community College System. The result is a document entitled the **Promise for Illinois**. The Promise is a product of discussions with thousands of individuals from across the State of Illinois, and serves as a vision of how the colleges will serve this state.

The Board will consider adoption of the plan at its September meeting.

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Item #11 - Status Report on Transfer of Adult Education Governance

This report was included in Item #4.1 - Adult Education Transition Committee.

Item #12 - Board Approval for Continuing Educational Services at East St. Louis Community College Center

Dave Davis made the following motion, which was seconded by Larna Godwin:

The Illinois Community College Board hereby approves contracting for educational programs and services at the East St. Louis Community College Center for the period of July 1, 2000, to June 30, 2001. Furthermore, the Illinois Community College Board approves contracting with the Southern Illinois Collegiate Common Market for the period July 1, 2000, to June 30, 2001, for certain administrative and coordination services. This agreement shall be subject to extension by mutual agreement of the parties for up to two additional years.

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

Item #13 - Revisions to the Illinois Articulation Initiative General Education Core Curriculum

Larna Godwin made the following motion, which was seconded by James Berkel:

The Illinois Community College Board hereby endorses the revised Illinois Transferable General Education Core Curriculum to become effective for freshmen entering participating institutions on or after May 1, 2001.

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

Item #14 - Prairie State Achievement Exam

Inez Galvan made the following motion, which was seconded by Larna Godwin:

The Illinois Community College Board hereby endorses the conceptual framework of the Prairie State Achievement Examination that is being developed by the Illinois State Board of Education.

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

Item #15 - New Units of Instruction

Joseph Neely made the following motion, which was seconded by Dave Davis:

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

PERMANENT PROGRAM APPROVAL

City Colleges of Chicago are requesting approval for a series of certificate programs listed on the New Units Addendum page to be provided at the meeting.

College of Lake County

< Electrician Apprenticeship AAS degree - 68 semester credit hours

Sauk Valley Community College

- < Emergency Medical Technician - Basic Certificate - 7 semester credit hours
- < Emergency Medical Technician - Intermediate Certificate - 8.5 semester credit hours
- < Emergency Medical Technician - Paramedic Certificate - 18.5 semester credit hours

John Wood Community College

< Surgical Technology Certificate - 40 semester credit hours (Regional)

City Colleges of Chicago is requesting approval for the following certificate programs:

Shared Programs

Certified Patient/Nurse Assistant Certificate

- Kennedy-King - 15 semester credit hours
- Harold Washington - 15 semester credit hours
- Harry S Truman - 12 semester credit hours
- Olive-Harvey - 13 semester credit hours
- Richard J. Daley - 13 semester credit hours
- Wilbur Wright - 15 semester credit hours

Pharmacy Technician Certificate - 3 semester credit hours

- Kennedy-King, Harry S Truman, Olive-Harvey, and Richard J. Daley

Phlebotomy Technician Certificate - 12 semester credit hours

- Kennedy-King, Harry S Truman, Olive-Harvey, and Richard J. Daley

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Medical Billing/Coding Certificate - 2 semester credit hours

- Kennedy-King, Olive-Harvey, and Richard J. Daley

A+ Certification/Computer Repair Certificate - 8 semester credit hours

- Malcolm X, and Wilbur Wright

Richard J. Daley College

- Railroad Conductor Training Certificate - 10 semester credit hours
- Construction Trades Certificate - 42 semester credit hours
- Machining Bridge Certificate - 32 semester credit hours
- Certified Optician Certificate: Contact Lenses - 2 semester credit hours
- Certified Optician Certificate: Spectacle Lenses - 3 semester credit hours
- Real Estate Broker Certificate - 5 semester credit hours
- Office Specialist Certificate - 20 semester credit hours
- Travel Agent Certificate - 4 semester credit hours

Olive-Harvey College

- Unit Secretary Certificate - 9 semester credit hours
- Truck Driving Certificate - 12 semester credit hours
- Computer Office Skills Certificate - 22 semester credit hours
- Word Processing Certificate - 22 semester credit hours

Kennedy-King College

- Graphic Link Bridge Certificate - 8 semester credit hours
- Microsoft Certification - 21 semester credit hours

Harry S Truman College

- Basic Computer Applications - 6 semester credit hours
- Comprehensive Computer Applications - 9 semester credit hours
- Computerized Medical Billing and Coding - 7 semester credit hours

Harold Washington College

- Housekeeping Techniques Certificate - 4 semester credit hours
- Building Maintenance Certificate - 5 semester credit hours
- Financial Services Certificate - 7 semester credit hours
- Skills Enhancement Certificate - 6 semester credit hours
- Attitudinal/Defensive Driving - 1 semester credit hour
- Limousine Training - 1 semester credit hour
- Food Service Sanitation Re-certification - .5 semester credit hours

Wilbur Wright College

- Professional Bank Teller Certificate - 17 semester credit hours

- Customer Service Representative Certificate - 7 semester credit hours
- Introduction to Fiber Optics Certificate - 1.5 semester credit hours

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- Introduction to Network Cabling Certificate - 2.5 semester credit hours
- Windows Certificate - 9 semester credit hours
- Desktop Publishing Certificate - 11 semester credit hours
- Computer Literacy Certificate - 7 semester credit hours
- Emergency Medical Technician-Basic Certificate - 11 semester credit hours
- Phlebotomy Technician-Advanced Certificate - 19.5 semester credit hours
- Dental Assistant Certificate - 4.5 semester credit hours
- Medical Office Assistant Certificate - 14 semester credit hours
- Real Estate Salesperson Certificate - 3.5 semester credit hours
- Medical Transcription Certificate - 17.5 semester credit hours
- Pharmacy Technician-Advanced Certificate - 10.5 semester credit hours
- Business Office Software Skills Certificate - 13 semester credit hours
- MOUS: Word 8.0 with Powerpoint 8.0 Exam Preparation - 10 semester credit hours
- MOUS: Excel 8.0 Exam Preparation - 6.5 semester credit hours
- Web Author/Developer Certificate - 17 semester credit hours

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

Item #16 - Policy Guidelines for Restricted Grant Expenditures and Reporting for Fiscal Year 2001

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

The Illinois Community College Board hereby approves the attached policy guidelines for restricted grant expenditures and reporting and authorizes its President/CEO to implement the policy guidelines effective July 1, 2000.

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

Item #17 - Other Business

Item #18 - Executive Session

At 11:25 a.m., Joseph Neely made a motion, which was seconded by Inez Galvan, to go into Executive Session for the purpose of discussing staff personnel issues. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

At 11:40 a.m., the Board reconvened into open session.

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Dave Davis made a motion, which was seconded by Inez Galvan, to approve the **Fourth Employment Agreement** to Dr. Joseph J. Cipfl's contract with the Illinois Community College Board as its President/CEO. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Dave Davis made a motion, which was seconded by James Berkel, to approve the **Fifth Employment Agreement** to Dr. Joseph J. Cipfl's contract with the Illinois Community College Board as its President/CEO. The motion was approved by majority voice vote, with one dissenting vote cast by James Zerkle. Student advisory vote: Yes.

Item #19 - Adjournment

Joseph Neely made a motion, which was seconded by Dave Davis, to adjourn the meeting at 11:44 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy, Chair

Joseph J. Cipfl, President/CEO

Illinois Community College Board

**STATUS REPORT ON THE STATEWIDE
LEADERSHIP AND CORE VALUES INITIATIVE**

Encouraged by the resolution adopted by the Illinois Community College Board in 1997, community colleges across the state have engaged in activities that educated students, trustees, faculty, and staff on the importance and practical applications of shared values and ethical decision-making practices on campus. That resolution also created a statewide Steering Committee whose members included representation from the Illinois Community College Board, Illinois Community College Trustees Association, Presidents Council, Illinois Community College Faculty Association, administrators, and student groups. After several meetings, the members of the Steering Committee established three primary goals for the Initiative: (1) to engage discussion about values and ethics throughout the community college system, (2) to encourage colleges to embrace ethics standards and practices, and (3) to explore and develop methods for including the study of ethical practices in the curriculum.

Among the various activities designed to fulfill the goals of this initiative are the statewide Leadership and Core Values conferences, staff development seminars sponsored by the Center for Applied Ethics, and campus-based programs funded through grants by the Illinois Community College Board. These efforts were inspired by the leadership and guidance of members of the Steering Committee and supported by the respondents to the surveys administered by the Institute of Global Ethics and the Gallop Poll Organization in 1999. The surveyed population included community college faculty, staff, students, and citizens of the State of Illinois. This report gives a brief summary of the accomplishments and suggested future direction of the Leadership and Core Values Initiative.

Leadership and Core Values Institutes: From the beginning, the Steering Committee members felt that it was important not to be prescriptive about specific values and beliefs that colleges should adopt. The underlying tone of the Initiative was those community college constituents should be given the latitude to explore values and the leadership traits that support those values. As each campus' agreed-upon values were determined by individuals who were involved in the process, the more likely that these values would be embraced as guiding principles for policy development and decision making. The first two Leadership and Core Values Institutes offer community college personnel the opportunity to explore the values held in common and to discover the leadership traits that supported the implementation of these values on individual campuses.

In February 2000, the third Institute gave colleges an opportunity to demonstrate how shared values were incorporated in college operations. *Institute 2000: The Best Practices Among Illinois Community Colleges* featured a plethora of workshops defining effective practices of ethical leadership demonstrated by community college students, faculty, and staff. Exemplary presentations included the introduction of interactive educational programs designed primarily by students for students on core values; exchange visits by students and faculty to explore diverse values on rural and urban campuses; and processes to incorporate identified values into campuses' strategic planning

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and budget allocations. Of all the Institutes, the third one proved to be most valuable as community college colleagues shared their unique approaches to value identification and implementation. Plans are underway to offer a *Best Practices II* and to open the conference to community colleges and universities across the country in the FY 2002.

Center for Applied Ethics: The Illinois Community College System Center of Applied Ethics assists community colleges in creating campus environments that embrace values-based leadership and ethical decision-making. The Center Director has supported colleges in establishing ethical values and behaviors at all levels within organizational structures, which helped educate students to be ethical leaders and value-based members of the workforce and their communities. The Director has visited several campuses to consult on the activities that might help colleges in achieving the goals of values-based leadership.

For the past several months, the Center has sponsored ethical fitness workshops in the northern and southern part of the state, with the assistance of consultants from the Institute for Global Ethics and Illinois Community College Board staff. More than 150 persons have participated in these workshops and the Train-the-Trainer session. The goal to create a network of faculty and staff who serve as leadership and core values experts placed on each Illinois community college campus has been achieved. The next steps for the center include the publication of a resource manual highlighting specific activities and best practices occurring on campuses and the development of an assessment instrument to measure the effectiveness of campus-based and statewide efforts designed to influence persons' behaviors.

Campus-based Programs: The Leadership and Core Values grant program provides financial support for colleges' discussion and implementation of a set of values on their respective campuses. Since the establishment of the program in 1999, 57 community colleges have received a total of \$355,000 in grants. For fiscal year 2000, resources totaling \$250,000 were allocated for this program. For fiscal year 2001, another \$250,000 was budgeted for the program. This year emphasis will be placed on curricular and co-curricular activities, student achievement in values education, and faculty and staff development.

During fiscal year 2000, most community colleges explored, adopted, and incorporated their values into college operations. Examples of some college efforts are described below.

The *City Colleges of Chicago Consortium for Higher Education*, comprising seven community colleges, has developed a core values project that integrates operational values into the SCANS (Secretary Commission on Achieving Necessary Skills) workplace competencies. This system is primarily used to develop the skills competencies of a specific job. The objective of the project is to align values, such as integrity, fairness, respect, etc., with the behavioral skills that reflect those values. For example, behavior that exemplifies integrity might mean that an employee will display professionalism within the organization at all times. A behavior that reflects fairness might be seen in an employee who has exhibited confidence in staff competencies and judgments. A resource manual that describes the SCANS competencies for values identified by each college group is being published.

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City Colleges of Chicago–Harold Washington College completed the first phase of its LCV program this past June. A full-day workshop was held to train a core group of faculty, staff, and administrators who will offer training to the entire college at a fall orientation. Individual departments will be encouraged to develop projects that operationalize the agreed-upon values. Part of the campus initiative will include the development of a set of interview questions for prospective faculty and staff to ensure that they understand the scope and mission of the college.

In implementing its LCV project, the *College of DuPage* has identified its shared values and achieved collegewide endorsement of those values. Several faculty and staff members have participated in the ethical fitness training workshops. Members of this group will facilitate a formal adoption of these values which involves the board of trustees. The college also plans to establish electronic communications forums to facilitate campuswide discussions of value issues and dilemmas.

Danville Area Community College's goal of the campus-based leadership and core values is to create an institutional climate that makes it possible to align core values with the daily practices on campus. Steps to achieving this goal include adding new members to the Core Values Team and ensuring that each is well trained to give the most up-to-date information to constituents at the college. In addition, members of the team plan to design a website and training materials on core values and ethical decision making for new and student employees.

Elgin Community College leadership and core values team has expanded to accurately reflect the composition of the college community. The team meets on a weekly basis to discuss issues important to the college. Planned activities include an All-College Retreat, based on the Great Faculty Retreat model (e.g., College of DuPage). In this retreat format, college representatives are asked to prepare a short paper on a concern and a success at the college. A major focus for the college is classroom management. Project F.I.R.S.T., a faculty team, provided leadership through a series of workshops addressing Plagiarism and other forms of cheating.

William Rainey Harper College has sponsored a series of retreats and workshops that centered on "Celebrate Harper." Topics included managing emotional reactions; increasing personal and professional balance; listening more and talking less; developing self confidence; managing relationships more effectively; and being more flexible, resilient in the face of change. A topic for the next two-day workshop is Inner Quality Management (IQM) focusing on emotional intelligence.

Highland Community College's goals of training 25 college and community members have been achieved. The college's students, staff, administrators, trustees, and persons from the business and education communities in the district received training on ethical fitness issues. In addition, the college invited elementary and high school teachers in the district, along with members of the college staff, to hear a presentation on "Ethics in the Classroom" by a University of Chicago professor.

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Since 1967, *Illinois Central College* has taken an aggressive position on incorporating core values within the daily practices of the institution. To meet this goal, the college has created a myriad of campuswide activities. These efforts include presentations of the LCV “Best Practices” Institute to local organizations, such as the Peoria Chamber of Commerce. To pay tribute to the 30-year history of Illinois Central, the campus identified its values which were reflected in a wall mural to celebrate its rich history and accomplishments.

At each of the four *Illinois Eastern Community college* campuses, *Frontier Community College*, *Lincoln Trail College*, *Olney Central College*, and *Wabash Valley College*, Continuous Improvement Teams (CIT) are conducting focus group discussions with students and staff to determine the core values of the institutions. Of the many workshops offered at the colleges on this topic, one featured the former governor and a Southwestern Illinois College student who became disabled in a drunk driving accident. The nursing department at the college published a student code of conduct, which outlines student expectations based on six values, truth, fairness, compassion, honor, self-respect, and responsibility.

Illinois Valley Community College has taken a leadership role in training college staff in the concepts of Leadership and Core Values Team. Over the past two years, 700 community administrators, faculty, staff, and students have received training by the IVCC team members. The team’s presentations have been given at six community colleges and presented at meetings of IVCC student groups, community organizations, and local businesses. Also, the team has made a concerted effort to offer workshops to a core group of influential individuals at the local district high schools.

Joliet Junior College has reached out to local communities to help parents communicate better to their children. At workshops, parents of K-12 children engaged in discussion with faculty, administrators, network agencies, and local school districts on issues regarding core values. The Initiative entitled “Take Ten” included a full-day session with a consultant from the Institute for Global Ethics and representatives from Joliet Junior College, Lewis University, and the University of St. Francis.

Kankakee Community College is pursuing objectives that include (1) working with the student government group to develop workshops for student leaders at the community college, local university, and local high school; (2) ensuring that a college seminar becomes part of a current career preparation program; and (3) incorporating what core values mean in the day-to-day work relationships among staff.

Kaskaskia College has sought to engage students in creative ways to learn about the importance of ethics and ethical behavior. Core Values 101: Students Teaching Students is an organization of Kaskaskia students touring the state making theater-based presentations to demonstrate examples of ethical dilemmas facing students in their daily life. Students receive two days of training, including training in ethical fitness. Core Values 101 has been offered in the district’s schools, community organizational and board meetings, and at the Leadership and Core Values Best Practices Institute.

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Kishwaukee College is building a stronger campus community by exploring ethics with its student population. Invitations were extended to neighboring community college student leaders to participate in the workshop on "Ethical Decision-Making." Students were introduced to LCV concepts by working through topics on ethical fitness and relating the principles of the material to the leadership positions they hold at the campus. At this conference, students representing Rock Valley College, Highland Community College, and Sauk Valley Community College joined Kishwaukee students.

Lake Land College (LLC) is aligning its core values with the college's daily practices through storytelling of the values that LLC embodies to videotaping and establishing a visual image to represent the institution's core values. The college has expanded its LCV team members so that they can present the core values alignment processes to trustees, administrators, supervisory and support staff, faculty, custodial, and secretarial groups. LLC has created a CD-ROM set consisting of seven separate CDs that contain video information about each of its core values.

Lewis and Clark Community College has undergone an extensive exercise to explore its values as a campus community. The analyses of faculty responses to this exercise indicate that faculty ranked self-respect and freedom among their most highly held values. It was speculated that self-respect might reflect faculty self image as autonomous agents within the college; the high value of freedom reinforces this conclusion. The college has conducted similar analysis for other constituents and combined the responses. The final list of values included responsibility, truth, fairness, compassion, and self-respect. Faculty members have developed a new leadership course to assist students in increasing their understanding of the theories and techniques of leadership.

Lincoln Land Community College has focused on training and educating college faculty and staff, local higher education institutions, and the general public in the concepts of core values. Several workshops were facilitated by experts from the Institute of Global Ethics and offered in collaboration with faculty and staff at University of Illinois at Springfield.

John A. Logan College is enhancing the quality of the lives of students, staff, and community through developmental leadership skills and core values' workshops on ethical decision making. Participants of various workshops have responded to questions such as "How can ethical decision making be incorporated into various meetings, interpersonal relationships, and the Logan community?" Responses included "respect at meetings," "listening," and "doing nice things." The college coordinates its activities through the efforts of the LCV team and the Center for Excellence in Teaching.

McHenry County College is working to establish an "ethics across the curriculum" program. Five faculty from biology, English, and Journalism incorporated LCV into their course syllabi. Using ideas and information gained through seminars and readings, new strategies were implemented in their courses for the spring semester. The participating faculty submitted reports to the academic officer, detailing the design of course modules and students responses to the

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integration of ethical decision making in the course content. The next academic year will be devoted to the review and assessment of institutional mission and assessment of general education objectives with ethical decision making as a focus.

Morton College is in the preliminary stages of incorporating core values in its mission statement and strategic planning process. As part of this effort, faculty and administrators will be participating in workshops and seminars designed to familiarize educators with techniques for integrating core values into the curriculum.

Oakton Community College's goal is to heighten faculty understanding and commitment to ethics by providing a forum for faculty to define and examine moral principles and alternative viewpoints. The college has developed a 15-week seminar encouraging participants to make connections between different ethical models highlighting consequences of their application in the classroom. The seminar, *Ethics in Higher Education*, engaged 16 Oakton Community College and one College of Lake County faculty members in discussions on how ethical theory concepts apply in higher education. As a result of the seminar, several faculty now include units of professional ethics in their courses and letters to students in their syllabi.

Parkland College is transferring the LCV initiative to the PCA Senate, which is governed by faculty and staff. The college is in the process of determining strategy for communicating its core values to the public. Parkland College's LCV program will be featured and cross-referenced throughout the 2002 self-study in preparation for the college's North Central Accreditation visit.

Richland Community College is engaging in a thorough and thoughtful process of reflection and examination of its core values. Richland's *Telling Our Stories of Value* included story telling about the development of the college from current and former faculty and staff. College personnel depicted their values through one-minute stories. More than 50 one-minute stories were gathered as a result of that activity — some of which related important milestones in the college, while others focused on stories of individual who have had an impact on students and faculty. When the "Telling Our Story" booklet is completed, it will be distributed at the fall 2000 faculty and staff development orientation. The college is in the process of examining its documents and gleaning its core values from these documents. The publication was scheduled to be completed in June 2000.

Sauk Valley Community College initiated a series of activities for the entire campus community. A historical account of the first 30 years of Sauk Valley Community College is being recorded. The month of April was devoted to ethical fitness encompassing the college's five shared values. A coffee house discussion was held every Wednesday at noon in which ethical dilemma discussions were led by faculty. Topics included ethical issues in health care, in the information age, and in the classroom.

Shawnee Community College plans to allow a myriad of generative activities to take place by allowing the internal campus community the opportunity of examining their cultural heritage and value system. Shawnee and Truman College are exploring their respective core values and how different cultures might influence the "operationalizing" of these values on diverse campuses.

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Southeastern Illinois College personnel have engaged in open, inclusive discussions of underlying values and ideas of persons from diverse backgrounds. As part of this initiative, the college began video taping alumni, staff, and founders of the college to document the history of the college. Faculty members at the college have sponsored student activities designed to foster leadership skills, implemented service learning activities for students, and initiated activities to explore conflict resolution strategies.

For its Leadership and Core Values program, *South Suburban College* has exposed “Servant Leadership” concepts to its various constituents. A particular focus will be on introducing faculty to servant leadership theory and encouraging them to include topics on the subject into the curriculum.

Spoon River College invited the Illinois Valley Community College Global Ethics Team to present theories and practices on ethical decision making. The college team plans to conduct student surveys on core values, what they mean, and what additions or changes need to be made to the mission statement.

As part of *Triton College’s* program, faculty and staff received training on topics such as managing by values. More than 300 faculty and staff attended sessions on the role of values in an organization’s culture. In focus group sessions, college staff identified five values: integrity, communications, excellence, teamwork, and service. The college plans to expand its core values team with representation from all employee groups and to decide strategies for incorporating their values into the policies and practices of the college.

Waubonsee Community College’s goal for the LCV project was to relate the college’s institutional core values process to the implementation of ethics and leadership training for both staff and students. To this end, support staff and faculty teams will be attending the Phi Theta Kappa National Leadership Program to become trained leadership facilitators. A core of faculty members was identified to develop a leadership and core values curriculum through an experimental learning grant program at the college. Resources covering topics on ethics, values, and leadership are located in the college’s Center for Teaching, Learning, and Technology. A new college brochure highlighting the college’s five core values — service, accessibility, value, innovation, and quality — will be published.

At *John Wood Community College (JWCC)*, faculty volunteered to visit community colleges with well-developed core values programs. Visits were made to Shawnee Community College, John A. Logan College, Rend Lake College, and Southeastern Illinois College. A mini grant program was created to encourage faculty to redesign syllabi that included topics on core values. Four proposals were chosen. In addition, a brochure was developed for distribution to staff and those seeking employment at JWCC. The college catalog and JWCC's website has been infused with ethical decision-making dilemmas and core values information.

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Summary. The impact of the Leadership and Core Values Initiative among Illinois community colleges has been profound. To say the least, the Illinois Community College Board's insight into creating an ethics movement among community colleges is commendable. Just as commendable is the dedication and vision of the members of the LCV Steering Committee. The members of this committee, headed by Dr. Joseph Cipfl, President /CEO, ICCB, and Dr. Charles Novak, President, Richland Community College, have played a significant role in the progress of this initiative as evidenced by the various statewide and local campus activities. The actions of the ICCB and the LCV Steering Committee have and will continue to have a significant impact on the lives of citizens in Illinois and, just as important, on the lives of students in the Illinois community college system.

Below is the list of the members of the Illinois Community College Board and the Leadership and Core Values Steering Committee.

ILLINOIS COMMUNITY COLLEGE BOARD MEMBERS

Edward T. Duffy, <i>Chairperson</i>	Joseph J. Neely
A. James Berkel	Martha E. Olsson*
E. Dave Davis	Delores S. Ray
Inez A. Galvan	Lee H. Walker
Laurna Godwin	James Zerkle
Gwendolyn D. Laroche	James McFarland, <i>Student Member</i>

**Member of the Leadership and Core Values Steering Committee*

STATEWIDE LEADERSHIP AND CORE VALUES STEERING COMMITTEE

Charles R. Novak, *Chairperson*, Statewide Steering Committee/*President*, Richland Community College
Denise Anastasio, *President*, Illinois Community College Faculty Association
Kay Bennett, *Past President*, Illinois Community College Trustees Association
Joseph J. Cipfl, *President/CEO*, Illinois Community College Board
Bruce Connors, *Past President*, Illinois Community College Faculty Association
Gary Davis, *Executive Director*, Illinois Community College Trustees Association
Zelema Harris, *President*, Parkland College
Margaret Lee, *President*, Oakton Community College
Robert Luther, *Past President*, Presidents Council/*President*, Lake Land College
Sarah Hawker, *Vice President*, *Adult Education and Workforce Development*, Illinois Community College Board
Yvonne Singley, Senior Director, Student & Instructional Development, Illinois Community College Board
Don Wilske, Chief Financial Officer, Illinois Community College Board

Illinois Community College Board

**THE PROMISE FOR ILLINOIS
ILLINOIS COMMUNITY COLLEGE SYSTEM STRATEGIC PLAN**

The Illinois Community College System has been guided through the 1990s by a strategic plan entitled **VISION 2000** — a plan implemented in 1994. As the system enters its 36th year of existence, a new vision is needed to lead it into the new millennium.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the attached plan, **PROMISE FOR ILLINOIS**, as its plan and guiding document and directs the President/CEO to take the necessary steps to implement the plan.

BACKGROUND: In May 1999, the Illinois Community College System embarked on a process to evaluate what has been accomplished since its inception 35 years ago and assess the direction it needs to go as it moves into the new millennium. A steering committee of 30 individuals was appointed by the Illinois Community College Board to guide the development of the plan. This steering committee represented various constituency groups of the system, including students, faculty, presidents, other administrators, trustees, and Illinois Community College Board staff. The Committee was co-chaired by Dr. Robert Luther, President of Lake Land College and Virginia McMillan, Executive Vice President of the ICCB. The initiative has been facilitated by Brenda Albright of the Franklin Education Group. Out of a process that included discussions with thousands of individuals, the Committee has developed a plan to guide the system over the next several years. The plan, **Promise for Illinois**, reflects the dreams of the students, faculty, community and business leaders, government leaders, educational partners, and community college associates as they pondered the future of the system.

The **Promise for Illinois** has been undergoing extensive review since the draft was disseminated in May. It has received the endorsement from all major constituency groups of the System. In this review process, several suggestions for strengthening the plan were received and these have been incorporated in the plan since the Board's last discussions in June. Two topic areas suggested by several groups during their reviews as needing higher priority in the plan were continuing education and diversity and multi-cultural education. Based on this input, wording within the rationale statements have been changed to reflect these areas and new actions had been added. Likewise, discussions at the May ICCB meeting were reviewed and clarification and expansion of topic areas were incorporated where needed. These are excellent suggests and the Committee appreciates the careful review by all groups and individuals.

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The externally attached **Promise for Illinois** consists of seven major pledges to the citizens of Illinois. These pledges identify areas in which the system will focus over the several years. Four of these areas are programmatic in nature — local and global workforce development, effective transfer, expanded adult education, and universal technology skills. The remaining three are conceptual and process oriented — high quality, affordable access, and ethical decision-making. These pledges are not meant to reflect the total comprehensive range of responsibilities of the system, but rather those areas that received the most attention during the input process. Accompanying each pledge are a short series of suggested actions designed to stimulate ideas for implementation of the plan. These suggested actions are neither prescriptions nor mandates, but a vision of how colleges will serve Illinois. The manner in which each college embraces the vision will be unique depending upon the needs of the communities and people each college serves.

Once the plan is adopted by the Board, it will be formatted for distribution and implementation. Dissemination plans include distribution to all groups providing earlier input — colleges, legislators, business and government leaders, educational partners, and internal constituency groups. Each college will be asked to review the plan from the perspective of how it can locally implement the pledges. Small groups composed of representatives from various constituencies will be formed to review each pledge area and develop potential systemwide action plans for consideration. The **Promise** will be the focus of an ICCB staff retreat that will develop proposals for the Board to consider at a late fall Board retreat. This retreat will examine appropriate steps for the Board to take in implementing the plan from a coordinating board perspective.

Dr. Robert Luther will orally present the plan to the Board on behalf of the Steering Committee. Steering Committee members will be in attendance at the September meeting to provide additional comment as needed.

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Illinois Community College Board

FISCAL YEAR 2002
ILLINOIS COMMUNITY COLLEGE BOARD BUDGET REQUEST

An oral report on the following budget items will be presented at the September 15 Board meeting:

Agenda Item #10.1 - Fiscal Year 2002 Operating Budget Request

Agenda Item #10.2 - Fiscal Year 2002 Capital Budget Request

Agenda Item #10.3 - Fiscal Year 2002 Adult Education System Operating Budget Request

Agenda Item #10.4 - Fiscal Year 2002 Office Budget Request

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGES ON LINE

The Illinois Community College Online Steering Committee presents its report on a proposal to create the Illinois Community Colleges Online.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the report of the Illinois Community Colleges Online Steering Committee and directs the President/CEO to implement the recommendations contained therein.

BACKGROUND. Widespread use of computer and telecommunications-based technologies to deliver instruction and provide access to information resources has significantly changed postsecondary education by affecting organizational relationships, financial operations, student participation patterns and faculty roles and responsibilities. A proliferation of courses has emerged through the Internet across the country. In Illinois a number of technology-related initiatives have emerged in recent years. The Illinois Century Network will provide powerful network connections across the state. The Illinois Virtual Campus is providing catalog information to, and student support services for, courses and programs offered online. Illinois online and other regional instructional assistance centers are assisting faculty in the development of courses. None of these efforts deals directly with the issue of cooperatively sharing courses and programs.

In late 1998, the Illinois Community College Presidents Council identified the need for a coordinated systemwide approach to community college online degree and certificate delivery. Based on this recognized need, the Illinois Community College Board's Center for Policy Development requested applications for a fellow to examine the feasibility of establishing a coordinated approach to on line degree and certificate programs for Illinois community colleges. Dr. Diane Davis of Oakton Community College was the recipient of that fellowship in April 1999. A 21 member Steering Committee was appointed to assist Dr. Davis with the initiative. In addition, numerous other individuals from community colleges across the state were recruited to serve on several work groups that examined and made recommendations on identified issues surrounding the development of a coordinated approach. The Steering Committee and expanded work groups met on several occasions between July 1999 and June 2000.

As a result of these deliberations and feedback from various constituency groups within the Illinois community college system, the attached proposal was developed. The proposal has been endorsed by the Presidents Council in June and is being present to the Illinois Community College Board for its consideration in September.

Dr. Davis and selected members of the Steering Committee will provide comment on the proposal.

Illinois Community College Board

**COMMUNITY COLLEGE SYSTEM RESULTS REPORT
FISCAL YEAR 2000**

The Illinois Community College System Results Report for Fiscal Year 2000 is presented as an external attachment. It is the second annual report to the Illinois Board of Higher Education that summarizes actions taken or planned by Illinois community colleges in support of the statewide goals in the *Illinois Commitment: Partnerships, Opportunities, and Excellence*.

BACKGROUND. *The Illinois Community College System Results Report for Fiscal Year 2000* summarizes the efforts of Illinois community colleges during the past year in support of the statewide goals for higher education identified in the IBHE *Illinois Commitment*. The statewide goals address **economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability**. The individual college Results Reports provided evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens. Through the Results Reports for fiscal year 2000, the colleges demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois.

During fiscal year 2000, the entire Illinois community college system assessed what has been accomplished during its 35 year history and the direction it needs to go in the future. Input was sought from thousands of individuals representing communities, business, government, educational partners, and all constituency groups within the community college system. The resulting *Promise for Illinois* outlines the role Illinois community colleges should play in building a strong future for the state and its residents. In the *Results Report for the Illinois Community College System*, information is provided for each of the six statewide goals that (1) relates the priorities and pledges that form the *Promise for Illinois* as well as individual college priorities to the statewide goal and (2) identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Finally, each college identified a best practice that supports one or more of the six statewide goals. Descriptions of the best practices are included as Appendix A of the Results Report.

Summary and Conclusions. Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation system by providing access and opportunity to nearly one million diverse students annually. The Results Report for fiscal year 2000 provides continuing evidence that the colleges and the Illinois Community College Board are individually and collectively directing their human and fiscal resources to programs and services that support the statewide goals for Illinois higher education, including efforts to recruit, retain, and graduate students, and to provide increased access for community college students to baccalaureate completion programs and to high skill, high wage employment. In addition, the ICCB budget continues to utilize restricted grants to the colleges to target funds to high priority areas including

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workforce preparation, special populations, technology, deferred maintenance and, most recently, preparation of information technology professionals and support for the expansion of dual enrollment programs.

References throughout the Results Report relate the Illinois community college system's *Promise for Illinois* to the six statewide goals for higher education in the state identified in the IBHE's *Illinois Commitment*. In the *Promise for Illinois*, the colleges pledge to **(1) produce a locally and globally competitive workforce, (2) offer effective transfer opportunities, (3) expand adult education and literacy programs, (4) provide universal technical skills, (5) emphasize high quality, (6) deliver affordable access to learning opportunities, and (7) model leadership and ethical decision making.** These seven pledges are consonant with the statewide goals for higher education. As the community college system works toward fulfilling the *Promise for Illinois*, the colleges will continue to measure and report their progress in continuously improving programs, services, and outcomes to enhance Illinois' system of higher education.

INFORMATION ONLY

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
APPOINTMENTS TO THE JOINT EDUCATION COMMITTEE**

By statute, the Joint Education Committee 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.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby reappoints Edward Duffy and Joseph Neely to represent the Illinois Community College Board on the Joint Education Committee and authorizes its Chair to appoint alternates as needed.

BACKGROUND: Statute assigns the Joint Education Committee responsibility for “developing policy on matters of mutual concern to elementary, secondary, and higher education such as Career and Technical Education, Teacher Preparation and Certification, Educational Finance, Articulation between Elementary, Secondary and Higher Education, and Research and Planning.” Statute requires that it meet “at least quarterly.”

The Joint Education Committee serves as the state’s official P-16 Partnership governing body. A year ago, the three constituent boards endorsed the goals and directions the P-16 Partnership should take, and the Joint Education Committee has set the state-level P-16 agenda and coordinated strategies for its implementation. The Joint Education Committee is the formal mechanism for recommending new or revised P-16 Partnership policies, goals, and directions to the individual boards when individual board action is needed. It serves as the forum for developing consensus among agencies when disagreement arise. Although the Joint Education Committee monitors the implementation of the P-16 Partnership agreements to assure consistency, specific implementation tasks may be carried out separately by one or more of the constituent boards or agencies.

Illinois Community College Board

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

The ICCB is required each year to appoint/reappoint one of its members to serve on the Midwestern Higher Education Commission.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby reappoints Lee Walker as the Illinois Community College Board Member to serve on the Midwestern Higher Education Commission.

BACKGROUND

The Midwestern Higher Education Commission is composed of ten states (Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin) with five resident members from each state. The compact's purpose is to provide greater higher education opportunities and services in the Midwestern region. Under House Bill 240, Illinois is represented by a member of the Illinois Community College Board, a member of the Illinois Board of Higher Education, a member of the Illinois House of Representatives, a member of the Illinois State Senate, and the Governor of Illinois.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

College of DuPage

- Associate in Fine Arts - 100 quarter credit hours
- Emergency Medical Services AAS degree - 96 quarter credit hours

Heartland Community College

- Criminal Justice Studies AAS degree - 63 semester credit hours
- Criminal Justice-Corrections Certificate - 21 semester credit hours

Illinois Central College

- Travel and Tourism Certificate - 34 semester credit hours
- UNIX System Specialist AAS degree - 64 semester credit hours
- Web Designer Certificate - 15 semester credit hours
- Web Developer Certificate - 30 semester credit hours
- Web Administrator Certificate - 36 semester credit hours

Joliet Junior College

- Computer Networking Technologist AAS degree - 64 semester credit hours
- Webmaster Certificate - 46 semester credit hours
- Web Design and Administration AAS degree - 64 semester credit hours

John A. Logan College

- Vascular Medical Sonography Certificate - 20 semester credit hours

Prairie State College

- Associate in Fine Arts - 61 semester credit hours

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Richland Community College

- Pharmacy Technician Certificate - 15 semester credit hours
- EMT-Basic Certificate - 11.5 semester credit hours
- EMT-Intermediate Certificate - 20.5 semester credit hours
- Emergency Medical Technology AAS degree - 64.5 semester credit hours

Waubensee Community College

- < Medical Assistant Certificate - 47 semester credit hours

TEMPORARY PROGRAM APPROVAL

City Colleges of Chicago - Richard J. Daley College

- < Computerized Commercial Graphics Certificate - 31 semester credit hours

College of DuPage

- < Therapeutic Massage AAS - 96 quarter credit hours

Elgin Community College

- < MOUS Word Preparation Certificate - 3.5 semester credit hours
- < MOUS Access Preparation Certificate - 3.5 semester credit hours
- < MOUS Powerpoint Preparation Certificate - 3.5 semester credit hours
- < MOUS Excel Preparation Certificate - 3.5 semester credit hours

Parkland College

- < Teaching English as a Foreign Language Certificate - 30 semester credit hours

Rend Lake College

- < Therapeutic Massage Certificate - 24 semester credit hours

PERMANENT PROGRAM APPROVAL

BACKGROUND

College of DuPage is seeking approval to offer an Associate in Fine Arts Degree with an option for students planning to obtain a baccalaureate degree in art. In comparison to the Associate in Art Degree, this curriculum features less general education and more art instruction to better accommodate the unique sequencing of coursework that occurs during the first two years of a Bachelor in Fine Arts degree. The proposed requirements for the AFA, fall within acceptable limits as defined by ICCB Rules and the IAI Art Major Articulation Panel. Students seeking admission to this degree program will be required to meet admissions criteria equivalent to other transfer degree programs.

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The college is fully equipped to offer art instruction. There are studios for ceramics, computer art, drawing and painting, jewelry and metal working, printmaking, and sculpture. All faculty hold master's degrees. Since the college has offered art classes as part of their Associate in Art programs, additional expenses for faculty and facilities are not expected.

College of DuPage is also seeking approval to offer a 96 quarter credit hour Associate in Applied Science degree in "Emergency Medical Services". The program will prepare students for leadership and management positions in the field of emergency medical services while providing basic, intermediate- and paramedic-level emergency medical training which will lead towards passage of the EMT licensing examination administered by the Illinois Department of Public Health. The curriculum consists of coursework in medical terminology, human anatomy and physiology, trauma and assessment, pharmacology, psychology and organizational behavior, human resource management and supervision in addition to general education studies. The program incorporates the new National Standard Curriculum for Paramedics as published by the USDOT-National Highway Traffic Safety Administration, a requirement of the Illinois Administrative Code. Development of the program has been a cooperative effort between the college and Central DuPage Hospital. The college anticipates an enrollment of 10 full-time and 12 part-time students the first year, increasing to 14 full-time and 18 part-time students by the third year. Labor market information provided by the college supports the need for qualified emergency medical technicians both statewide and districtwide. In Illinois, the occupation "emergency medical technicians" is growing at a rate over twice as fast as the average for all occupations. The program will require no new faculty and will require no additional expenditures for implementation.

Heartland Community College is seeking approval to offer a 63 semester credit hour Associate in Applied Science degree in "Criminal Justice Studies". The program will prepare students for employment in law enforcement, probation or parole, correctional institutions, and private investigations. The curriculum consists of coursework in criminal justice, administration of justice, policing, police community relations, juvenile justice, the American correctional system, probation and parole, criminal investigations, criminology and criminal law in addition to general education studies. The college anticipates an enrollment of 15 full-time and 10 part-time students the first year, increasing to 35 full-time and 25 part-time students by the third year. Labor market information provided by the college indicates a strong demand for workers trained in criminal

justice. Both statewide and districtwide employment of correctional officers and security guards is growing faster than the average for all occupations. Furthermore, this district is home to three state prisons, three county jails and major municipal police departments which continue to demand qualified individuals with education and training in criminal justice. The program will require one existing full-time faculty member and three new part-time faculty members the first year. The cost of implementing the program will be approximately \$13,750 the first and second years, and \$14,350 the third year primarily due to an increase in equipment and materials costs.

Heartland Community College is also seeking approval to offer a 21 semester credit hour "Criminal Justice-Corrections" certificate program. The program will prepare students for entry-level employment in correctional facilities, or enhance or upgrade the knowledge and skills of current field practitioners. The

curriculum consists of coursework in criminal justice, the American

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correctional system, administration of justice, juvenile justice, probation and parole, and psychology. Credits earned through the completion of this certificate can also be used towards the AAS degree in Criminal Justice Studies. The college anticipates an enrollment of five full-time and 10 part-time students the first year, increasing to 10 full-time and 15 part-time students by the third year. Labor market information provided by the college indicates a strong demand for workers trained in criminal justice. Both statewide and districtwide employment of correctional officers is growing faster than the average for all occupations. Furthermore, this district is home to three state prisons, three county jails and major municipal police departments which continue to demand qualified individuals with education and training in corrections. No new faculty members will be required and no additional costs will be incurred implementing this program.

Illinois Central College is seeking approval to offer a 34 semester credit hour “Travel and Tourism” certificate program. The program will provide students with both entry-level and intermediate-level skills to attain employment in a variety of travel and tourism settings, such as travel agencies, corporate travel departments, car-rental agencies, cruise companies, tour companies, hotels and motels, and convention and visitors bureaus. The curriculum consists of coursework in travel destinations, travel management, marketing and sales, airline ticketing, reservations, travel law and hospitality, international travel and internet applications related to the industry. ICC has recently become a certified site offering the Institute of Certified Travel Agents (ICTA) exam, the T.A.P. Test, an industry-recognized credential. The college anticipates an enrollment of two full-time and 18 part-time students the first year, increasing to five full-time and 25 part-time students by the third year. Labor market information provided by the college indicates that a growing need for individuals trained in the use of technologically advanced travel and reservations software and internet tools exists within the district. The program will require three existing part-time faculty members and no new faculty members. No new, direct costs are anticipated for the implementation of this program.

Illinois Central College is seeking approval to offer a 64 semester credit hour “UNIX System Specialist” Associate in Applied Science degree program. The program will prepare students for employment as UNIX System specialists, technicians and administrators in a variety of settings including corporate computer centers, Internet providers, consulting firms, educational facilities, and small businesses. The curriculum will consist of coursework in UNIX programming, administration and system security, computer logic and problem solving, networking, Windows administration and general education studies. The college anticipates an enrollment of 15 full-time students and 24 part-time students the first year, increasing to 24 full-time and 34 part-time students by the third year. Labor market information provided by the college supports the need for individuals skilled in UNIX System programming, networking and administration within the district. The program will require one new part-time and two existing part-time faculty members the first year. The cost of implementing the program will be approximately \$108,330 the first year primarily due to equipment, supplies and instructor training costs. Second and third year costs will be approximately \$37,830 and \$57,830 respectively.

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Illinois Central College is also seeking approval to offer a 15 semester credit hour “Web Designer” certificate, a 30 semester credit hour “Web Developer” certificate, and a 36 semester credit hour “Web Administrator” certificate. These programs will prepare students for employment as web designers with an emphasis on Web page creation and formatting, web developers with an emphasis on programming and interactive applications, and web administrators who maintain Web servers, develop and maintain links to the Internet and provide technical assistance and guidance to web developers and designers. Individuals trained in web design and administration technology are employed in a variety of settings including private business, public organizations, government agencies and as consultants. The curricula will consist of coursework in basic and advanced web page development and design, programming languages, networking concepts and administration, web server administration, and business application of web technology. The college anticipates combined enrollments of 15 full-time students and 30 part-time students the first year, increasing to 40 full-time and 45 part-time students by the third year. Labor market information provided by the college indicates a strong demand both statewide and districtwide for individuals skilled in web design and administration. Only one existing full-time faculty member and one new part-time faculty member will be required for all three programs. The combined costs for implementing the programs will be approximately \$69,200 the first year, \$40,000 the second year and \$61,800 the third year.

Joliet Junior College is seeking approval to offer a 64 semester credit hour “Computer Networking Technologist” Associate in Applied Science degree. The program will prepare students for employment networking specialists, networking technicians, networking systems analysts, network engineers and network administrators. The program consists of coursework in network connections, router configurations, local and wide area networks, operating systems, internet connections, and networking applications in addition to general education studies. The program incorporates industry skill standards and competencies as prescribed by CISCO Systems and will prepare students for passing the CISCO certification exam. Joliet Junior College is currently a recognized CISCO Academy. The college anticipates an enrollment of 20 full-time students and 40 part-time students the first year, increasing to 25 full-time and 50 part-time students by the third year. Labor market information provided by the college indicates a strong need both districtwide and statewide for individuals skilled in networking technologies. The program will require two new full-time faculty member and one part-time faculty member the first year. The cost of implementing this program will be approximately \$100,000 the first year and \$21,000 the second and third years. First year costs are primarily due to purchase of equipment and materials, and hiring of faculty.

Joliet Junior College is seeking approval to offer a 46 semester credit hour “Webmaster” certificate program and a 64 semester credit hour Associate in Applied Science degree in “Web Design and Administration”. The programs will prepare students for entry-level and intermediate-level employment as Webmasters/mistresses, Web administrators, Web page designers and E-commerce specialists in a variety settings including private businesses, community based organizations, government agencies and as consultants. The certificate program curriculum consists of coursework in internet and multimedia technology, networking, database management, web page design and development, programming languages, operating systems, graphic design and marketing. In addition to this coursework the degree program curriculum includes more advanced study in programming, networking, multimedia technology and graphic design, and general education studies.

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The programs will also prepare students for passing the World Organization of Webmasters (WOW) certification exam. The college anticipates a combined enrollment of 10 full-time students and 25 part-time students the first year, increasing to 20 full-time and 50 part-time students by the third year. Labor market information provided by the college supports a strong demand for information technology professionals districtwide, throughout the City of Chicago and the State of Illinois. Information technology-related occupations are among the top 50 fastest growing occupations in Illinois. The programs will require one new and one existing full-time faculty member, in addition to three new part-time and two existing part-time faculty members the first year. The combined cost of implementing the programs will be approximately \$64,000 the first year, \$70,000 the second year and \$20,000 the third year.

John A. Logan College is seeking approval to offer a 20 semester credit hour certificate program in “Vascular Medical Sonography”. The program prepares students with previous diagnostic medical sonography experience for specialized employment as vascular medical sonographers in hospitals, clinics, long-term care facilities, mobile ambulatory facilities, and private physician offices. The curriculum consists of course work in vascular anatomy and physiology, vascular ultrasound imaging and laboratory, and special topics in diagnostic sonography. Program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) has been applied for, and once complete graduates will be eligible to set for the American Registry of Diagnostic Medical Sonography exam. The college anticipates an enrollment of eight full-time students the first year, increasing to 10 full-time students the second year, and 12 full-time students the third year. Labor market information provided by the college indicates a need for skilled vascular medical sonographers both locally, statewide and in neighboring states. The program will require one existing full-time faculty member and one new part-time faculty member the first year. The cost of implementing the program will be approximately \$10,800 the first year, and \$11,300 the second and third years.

Prairie State College is seeking approval to offer an Associate in Fine Arts Degree with an option for students planning to obtain a baccalaureate major in art. This degree option originated from a recommendation for students in their freshman and sophomore years of an art major, which was developed by a panel of art faculty as part of the Illinois Articulation Initiative. Compared to the Associate in Art Degree, this curriculum features less general education and more art institution to better accommodate the sequencing of coursework that occurs in this discipline. The proposed degree requirements fall within acceptable limits as defined by ICCB Rules and the IAI Art Major Articulation Panel. Students seeking admission to this degree program will be required to meet admissions criteria equivalent to other transfer degree programs.

The college is fully equipped to offer art instruction. All faculty hold master’s degrees. The Art Department facilities and equipment that will support the AFA Degree program include five computer labs, three drawing/painting labs, two darkrooms, a photo studio print finishing room and dedicated space for art history, three dimensional design, jewelry making, and printmaking. Since the college has offered art classes in the past as part of their Associate in Art programs, it does not anticipate expending additional monies for faculty positions and facilities at this time.

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Richland Community College is seeking approval to offer a 15 semester credit hour “Pharmacy Technician” certificate program. The program will prepare students for employment as pharmacy technicians employed in retail pharmacies, hospitals and clinics, long-term care facilities, home health care organizations, mail order pharmacies, and pharmaceutical companies. Pharmacy technicians perform a variety of duties, such as prepare and distribute medications, under the direct supervision of a licensed pharmacist. The curriculum will consist of coursework in applied math, pharmacy operations (clerical and technical), drug regulations and controls, pharmaceutical terminology, pharmacology concepts and drug classification, certification review and a work experience practicum. Pharmacy technicians must be registered by the Illinois Department of Professional Regulation. Completers of the program will also be eligible to sit for the National certification exam through the Pharmacy Certification Board. The college anticipates an enrollment of 10 part-time students the first year, increasing to 15 part-time students by the third year. Labor market information provided by the college indicates a strong local need for trained pharmacy technicians. The program will require one new part-time faculty member the first year. The cost of implementing the program will be approximately \$8,282 per year for the first three years.

Richland Community College is seeking approval to offer a 11.5 semester credit hour “Emergency Medical Technician (EMT)-Basic” certificate, a 20.5 semester credit hour “Emergency Medical Technician-Intermediate” certificate, and a 64.5 semester credit hour “Emergency Medical Technology” AAS degree. The purpose of these programs is to prepare individuals for careers in emergency medical services, from basic life support to paramedic, where they will provide immediate care to critically ill or injured persons and may transport them to hospitals. The curriculum will consist of coursework in basic emergency medical procedures and operations, medical terminology, and the assessment and management of patients in the pre-hospital and out-of-hospital setting. In addition to basic and intermediate EMT training, the EMT degree program will consist of paramedical training including courses in epidemiology, pathophysiology, and pharmacology. These courses have incorporated the new National Standard Curriculum for Paramedics as published by the USDOT-National Highway Traffic Safety Administration, a requirement of the Illinois Administrative Code. Development of these programs is in cooperation with St. Mary’s Hospital-Emergency Medical Services.

The college anticipates a combined enrollment of 80 students each year for the first three years, with enrollment being primarily part-time. Labor market information provided by the college supports the need for qualified emergency medical technicians both districtwide and statewide. In Illinois, the occupation “emergency medical technician” is growing at a rate over twice as fast as the average for all occupations. The program will require three existing part-time faculty the first and second years, and one new full-time faculty member the third year. The cost of implementing this program will be approximately \$1,000 the first year, \$4,000 the second year, and \$39,000 the third year due to the addition of faculty and upgrade of equipment.

Waubensee Community College is seeking approval to offer a 47 semester credit hour “Medical Assistant” certificate program. The program will prepare students for employment as medical assistants in the administrative and clinical areas of medical offices. Medical assistants are utilized

in hospitals, group practices, and the private offices of physicians, podiatrists, chiropractors, and optometrists. The curriculum consists of coursework in medical office procedures and record management, medical terminology, insurance and coding, medical transcription, human body structure and function, and medical assistant clinical practice. The college anticipates an enrollment of four full-time and six part-time students the first year, increasing to seven full-time and nine part-time students by the third year. Labor market information provided by the college indicates a strong need for qualified medical assistants both statewide and within the college district. In Illinois, employment of “medical assistants” is projected to grow much faster than the average for all occupations through the year 2006. The program will require one existing and two new part-time faculty the first year. The cost of implementing the program will be approximately \$13,500 the first year, and \$11,500 the second and third years.

TEMPORARY PROGRAM APPROVAL

BACKGROUND

City Colleges of Chicago - Richard J. Daley College is seeking temporary approval to offer a 31 semester credit hour certificate program in “Computerized Commercial Graphics”. The program will prepare students for employment as graphics technicians and equipment operators in the computer graphics field. The curriculum consists of coursework in graphic design principles, project planning, graphic design software, and applications of graphic design, including the development of student portfolios. This program is a joint venture between the college and West Side Technical Institute of Chicago, through Project Excel. During the temporary approval period, twenty Project Excel students will be accepted into the program, in addition to 20 students from the college’s and WSTI’s community. Labor market information provided by the college supports the need for training of graphic designers both locally and statewide. In Illinois, employment of “graphic designers” is growing at a rate twice greater than the average for all occupations. Temporary approval for a period of three years is being sought to address the permanent demand for this program throughout the district and to test how well the courses will satisfy the needs of students and employers. Permanent approval for this program will be considered at the end of the three years, based on program outcomes.

College of DuPage is seeking temporary approval to offer a 96 quarter credit hour Associate in Applied Science degree program in “Therapeutic Massage”. The program will prepare students for employment as massage therapists in a variety of settings, including fitness centers, hospitals, sports medicine and rehabilitation clinics, hotels and in private practice. The curriculum consists of coursework in therapeutic massage techniques, human anatomy, physiology and kinesiology, CPR and first aide, business practices and ethics, and clinical practices. Skill standards incorporated into the program conform to the guidelines prescribed by the American Massage Therapy Association for programs in therapeutic massage. Coursework will lead students towards completion of the National Certification Exam in Therapeutic Massage and Bodywork. In addition, the college has acquired articulation agreements with Lewis University, Elmhurst College, and National Louis

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University that will allow students to capstone the AAS program into a four-year degree. The college anticipates an enrollment of 20 part-time students the first year. Labor market information provided by the college indicates a strong interest both statewide and district wide in massage therapy. Currently, there are no AAS degree programs in therapeutic massage serving district students. Temporary approval is therefore recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.

Elgin Community College is requesting temporary approval to offer four Microsoft Office User Specialist (MOUS) programs at 3.5 semester credit hours each. The programs will prepare individuals for the MOUS examinations and certifications in Microsoft Word, Access, Powerpoint and Excel applications. MOUS certification is an internationally recognized credential for demonstrating an individual's skills in using the Microsoft Office suite of business software. These certifications can provide individuals with proof they are highly capable of utilizing this technology, thereby increasing their productivity. MOUS certifications prepare individuals for employment as administrative assistants, help desk personnel, database specialists and multi-media specialists, in addition to enhancing the existing technological skills of workers currently in the workforce. The curriculum consists of in-depth study, hands-on projects, and testing simulations on each of the MOUS applications. The college anticipates an enrollment of 15 students the first year, 25 students the second year and 35 students the third year. Labor market information provided by the college supports the need for skilled information technology users and workers both districtwide and statewide. In Illinois, employment of information technology workers is growing at a rate much faster than the average for all occupations. Temporary approval will allow the college to meet the immediate demands for MOUS certified professionals within their and surrounding districts. Permanent approval for this program will be considered at the end of the three years, based on program outcomes.

Parkland College is seeking temporary approval to offer a 30 semester credit hour certificate program in "Teaching English as a Foreign Language". The program will serve as an opportunity for current certified teachers of English as a foreign language to update their skills. In addition, this program will serve as preparation for individuals to enter the field of teaching English to speakers of other languages in a foreign context, such as with persons traveling or studying abroad who seek short-term employment. The curriculum consists of courses in principles of Teaching English as a Foreign Language, educational psychology, curriculum design and technology, and designing English for Specific Purposes. The program was designed with input from the college's International Studies department to be completed in two semesters with 24 credit hours of TEFL certificate courses and six credit hours of elective courses. The college anticipates an enrollment of 20 students the first semester. Due to the innovative nature of this program, it is difficult to predict the long-term need; therefore, temporary approval for a period of three years is requested after which permanent approval will be considered based on program outcomes.

Rend Lake College is seeking temporary approval to offer a 24 semester credit hour certificate program in "Therapeutic Massage". The program will prepare students for employment as massage therapists in a variety of settings, including fitness centers, hospitals, sports medicine clinics, hotels

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and in private practice. The curriculum consists of coursework in therapeutic massage techniques, CPR and first aide, business practices and ethics, and clinical practices. Coursework can lead students towards completion of the National Certification Exam in Therapeutic Massage and Bodywork. The college anticipates an enrollment of 15 part-time students the first year. Labor market information provided by the college indicates a strong interest both statewide and district wide in massage therapy. Currently, there are no other training programs serving district students. Therefore, temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.

Illinois Community College Board

VIDEO CONFERENCE ROOM USER CHARGES

In order for the Illinois Community College Board to charge video conferencing fees for use of the facility, it is necessary to establish a policy for such charges./ The proposed recommendation establishes a policy which will allow the ICCB to charge a usage fee to those organizations other than the ICCB and other state entities. This charge will include actual line and bridge charges and other costs incurred by the ICCB.

RECOMMENDED ACTION

It is recommended that the following policy statement be adopted:

All video conference facility users other than the Illinois Community College Board and other State of Illinois governmental entities will be required to pay actual line and bridge charges and other costs incurred by the Illinois Community College Board, unless granted a waiver by the Illinois Community College Board President/CEO or designee.

BACKGROUND. During FY 2000 the ICCB video conference equipment was used for a variety of purposes including training. Aside from ICCB staff, users of the video conferencing capability included community colleges and other state agencies. Using the medium, ICCB staff held program meetings for Advancing Opportunities, the Workforce Investment Act, and Adult Education. This allowed staff to conduct meetings with outside entities and eliminated the need for travel.

Other agencies that used our video conferencing facilities during FY 2000 included the Governor's Office, Department of Mental Health, Central Management Services, Illinois State Museum, Department of Human Rights, Comptroller's Office, Appellate Prosecutors Office, Illinois EPA and the Illinois Video Users Group.

The video conferences ranged from one-half hour meetings between two sites to two-day conferences between multiple sites. Aside from video conferences, the facility and equipment was used for presentations and viewing videotapes during meetings and for ICCB staff development activities.

In all, approximately 50 video conferences were held during FY 2000. The total number of attendees in the ICCB facility for the video conferences is estimated to be close to 800.

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**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(CHAPTER 122, PARAGRAPH 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2000 or fiscal year 2001 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2000 or fiscal year 2001 and (2) had combined educational and operations and maintenance purposes tax rates less than 23.01 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 23.01 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
Illinois Valley Community College
Kankakee Community College
Lake Land College
Moraine Valley Community College
Carl Sandburg College
Southwestern Illinois College
South Suburban College
John Wood Community College

BACKGROUND. Pursuant to Section 3-14.3 of the Public Community College Act, the following table identifies the eligible districts and the additional levy authority they have, should they choose to exercise it, along with an estimate of how much additional tax revenues will be available because of this additional levy authority.

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District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	4.01¢	\$ 905,010
Illinois Valley	17.00¢	6.01¢	\$ 1,208,859
Kankakee	18.00¢	5.01¢	\$ 707,054
Lake Land	18.00¢	5.01¢	\$ 850,105
Moraine Valley	22.50¢	.51¢	\$ 317,924
Sandburg	22.00¢	1.01¢	\$ 109,444
Southwestern	16.00¢	7.01¢	\$ 2,406,468
South Suburban	17.50¢	5.51¢	\$ 1,390,318
Wood	22.50¢	.51¢	\$ 44,403
			\$ 7,939,585

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

Illinois Community College Board

BRIGHT START COLLEGE SAVINGS PLAN

Students and parents in Illinois are fortunate to have a variety of options for providing funding for higher education. A new savings plan **Bright Start** is available through the efforts of the Illinois State Treasurer Judy Baar Topinka. This new plan in conjunction with other plans such as College Illinois provides still another way to assist people in planning for college expenses. The Board is asked to officially support the plan.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby recognizes the college savings plan entitled **Bright Start** and encourages colleges to make information on the plan available through their financial aid information packages.

BACKGROUND. Bright Start is a new program that gives parents, grandparents, and friends of a child a better way to save for college. The program has been designed by the State of Illinois and State Treasurer Judy Baar Topinka as a qualified state tuition program under Section 529 of the Internal Revenue Code. Through Bright Start, one can choose from several investment options — each designed to help meet the rising costs of college. Any earnings on the investment will grow faster because they are federally tax-deferred. When the child reaches college, the investment can be used to pay for a wide range of expenses at eligible schools nationwide. At that time, earnings are taxed at the student's federal income tax rate — typically about 15 percent.

Illinois Community College Board

**COOPERATIVE AGREEMENT BETWEEN
SOUTHWESTERN ILLINOIS COLLEGE AND REND LAKE COLLEGE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the cooperative agreement for instruction between Southwestern Illinois College and Rend Lake College.

BACKGROUND. Southwestern Illinois College and Rend Lake College are seeking approval of a cooperative agreement for instruction that would enable Rend Lake College to provide a truck driver training instruction to students in the Southwestern Illinois College district. In providing this instruction, Rend Lake College will meet the Illinois Secretary of State requirements for certification as a branch site of the college in Southwestern's district.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD ADVISORY COMMITTEE
MEMBER APPOINTMENTS**

Each year, the President/CEO as authorized by the Illinois Community College Board appoints representatives to its advisory committees. Memberships are either at-large appointments selected by the Illinois Community College Board staff, appointments recommended by various community college organizations, or ex officio members who represent committees of various relevant organizations. The latter appointments change as the groups' committee leadership positions change. All new appointments are for three-year terms beginning July 1, 2000 and ending June 30, 2003, except for those vacancies created by resignations during the year.

The advisory committees perform a critical service to the Illinois Community College Board in that they provide input from a local perspective on issues that affect the entire system. Currently the Board has four advisory committees. The Finance Advisory Committee, under the leadership of Don Wilske, Chief Financial Officer, provides input on system budget development and policy issues dealing with system finance. The Program Advisory Committee, staffed by Carol Lanning, Senior Director for Program Planning and Accountability, assists staff with developing proposed policy regarding curricula and accountability matters. The MIS/Research Advisory Committee, working with Scott Parke, Senior Director for Policy Studies, reviews all issues pertaining to research and data collection activities of the Board.

Attached for your information is the list of committee members for fiscal year 2001.

INFORMATION ONLY

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBERS
September 2000**

Finance Advisory Committee

1. **J. P. Barrington** - Vice President, Business Services, John A. Logan College - At Large (2003)
2. Bruce Conners - Faculty, Kaskaskia College - Illinois Community College Faculty Association (ICCFA) (2001)
3. Gary Davis - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
4. **Delores Javier** - Interim Vice Chancellor, Finance, City Colleges of Chicago (2001)
5. George Jorndt - President, Triton College - Chair, Presidents Council Finance Committee - Ex Officio
6. **Peter Krupczak** - Vice President, Administrative Affairs, College of Lake County - Chair, Illinois Community College Chief Financial Officers (ICCCFO) - Ex Officio
7. Tom Ryan - Vice President, Administrative Affairs - College of DuPage - At Large (2002)
8. **Michael Shirley** - President, Elgin Community College - Vice Chair, Presidents Council Finance Committee - Ex Officio
9. Rebecca Strong - Dean, Continuing Education, McHenry County College - Illinois Council of Community College Administrators (ICCCA) (2001)
10. Roger Tuttle - Trustee, Heartland Community College - Illinois Community College Trustees Association (ICCTA) (2001)
11. Rich Vertrees - Vice President, Finance and Administration, Lincoln Land Community College - At Large (2001)
12. TBA - Student Advisory Committee Member - Ex Officio

MIS/Research Advisory Committee

1. **Guy R. Aylward** - Director of Institutional Research/Title III, Illinois Central College - Illinois Council of Community College Administrators (ICCCA) - At Large (2001)
2. **Antonio Gutierrez-Marquez** - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2001)
3. **James M. Howard** - President, Lincoln Land Community College - Presidents Council (2001)
4. Richard Huffman - Director, Management Information Systems, Southwestern Illinois College - At Large (2002)
5. George Johnston - Director of Institutional Research, Parkland College - At Large (2001)
6. **Frankie Santos Laanan** - Assistant Professor of Community College Leadership, University of Illinois at Urbana-Champaign - At Large (2001)
7. Michael Monaghan - Director, Government Relations, Illinois Community College Trustees Association (ICCTA) - (2002)
8. Harlan Schweer - Director, Research and Planning, College of DuPage - At Large (2001)

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MIS/Research Advisory Committee (Continued)

9. Padriac Shinville - Faculty, Heartland Community College - Illinois Community College Faculty Association (ICCFA) (2002)
10. Dave Whitaker - Vice President of Business Affairs and Information Services, Prairie State College - At Large (2001)
11. Robert Widmer - Vice President of Business Services, Heartland Community College - Illinois Community College Chief Financial Officers (ICCCFO) (2001)
12. Denis Wright - Vice President, Academic Services, Joliet Junior College - Chief Academic Officers (CAO) (2002)
13. TBA - Student Advisory Committee Member - Ex Officio

Program Advisory Committee

1. **Bernard Ferreri** - Associate Vice Chancellor, City Colleges of Chicago - At Large (2001)
2. Greg Florian - Vice President, Finance and Administration - Illinois Community College Chief Financial Officers (ICCCFO) (2002)
3. **Robert Gaffner** - Trustee, Kaskaskia College - Illinois Community College Trustees Association (ICCTA) (2001)
4. Earl Godt - Faculty, Spoon River College - Illinois Community College Faculty Association (ICCFA) (2001)
5. Ted Lewis - Vice President, Student Development, Southwestern Illinois College - At Large (2001)
6. **Keith Miller** - President, Black Hawk College - Chair, Presidents Council Curriculum and Transfer Committee - Ex Officio
7. Julia Schroeder - Dean of Developmental Instruction, John A. Logan College - At Large (2002)
8. **Douglas Tweeten** - Vice President, Academic Affairs - Chief Academic Officers/Illinois Council of Community College Administrators (CAO/ICCCA) - Ex Officio
9. Susan VanWeelden - Dean of Corporate & Economic Development, McHenry County College - At Large (2001)
10. Leo Welch - Faculty, Southwestern Illinois College - Illinois Community College Faculty Association (ICCFA) (2001)
11. TBA - Student Advisory Committee Member - Ex Officio

Illinois Community College Board

**REVIEW AND APPROVAL OF
SHORT-TERM OCCUPATIONAL CERTIFICATE PROGRAMS**

The *Fiscal Year 1999 Accountability and Productivity Report for the Illinois Community College System* included the following recommendation:

The 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 in the workplace.

Following is information that supports this recommendation, as well as a draft proposal that responds to it.

Two major factors point to the need for community colleges to provide an array of short-term certificate programs to meet students' educational goals and employer demands. First, completion rates for many occupational areas have been a concern over time. Continuously low completion rates for degree and/or certificate programs suggest that the programs may not be meeting students' educational goals. During fiscal year 1998, colleges were asked as part of the PQP/Program Review process to examine occupational programs with low completion rates to determine if one or more short, targeted certificates would better meet student goals, based on coursetaking behavior and other pertinent factors, including the willingness of employers to hire students before program completion. In response, colleges identified a variety of strategies used to address low completion rates, including improvements to student information systems and processes for coding student intent, and increasing the number of completers who apply for graduation. In addition, a number of occupational areas were identified for which short-term certificates are indicated, such as computer information systems and office technologies, manufacturing and production technologies, allied health, and automotive repair. Analysis of the fiscal year 1999 Accountability/Program Review reports from the colleges indicated that low completion rates for occupational programs continued to be a major concern. Nearly every college indicated that increasing numbers of students take occupational courses to acquire specific skill sets rather than to complete a program, and that employers are increasingly demanding short-term, focused training for employees.

Second, an increased emphasis on accountability at the state and federal levels has elevated the concerns over completion rates. At the state level, completion rates are used as a component within the student advancement indicator in the ICCB Performance Based Incentive System. At the federal level, both the Workforce Investment Act and Perkins III legislation require colleges to report program completion rates as a performance indicator. For Perkins III, colleges also must set goals for continuous improvement and demonstrate progress toward meeting those goals.

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It is expected that the continued concern over low completion rates, coupled with trends of student and employer demand identified through program review and in the priorities and accountability systems within recent workforce development legislation, has and will continue to have implications for the manner in which occupational curricula are structured. Increasingly, colleges are developing curricula that include short-term certificates, either as stand-alone certificates or as related certificates that provide 1) training from entry level to more highly skilled levels within an occupation, and 2) a series of exit points into the workforce.

ICCB staff have developed the following draft proposal, with input from college Career Deans and Chief Academic Officers and the ICCB Program Advisory Committee, to address continuing concerns over low completion rates and the needs of students, employers, and the workforce development system.

1. Two categories should be established for occupational certificate programs of less than 30 semester credit hours, as follows:
 - a. Short-term certificate programs of less than seven semester credit hours.
 - b. Basic certificate programs of between seven and 29 semester credit hours.

(These categories correspond with program categories defined by Illinois workforce development partners for use under the Workforce Investment Act.)

2. Colleges should be allowed to implement short-term certificate programs (less than seven semester credit hours) by reporting their intention to ICCB staff, provided the college has previous approval to offer one or more programs in the same two-digit CIP category as the new short-term certificate program.
3. Colleges should be required to follow the existing new unit request procedure for basic certificates (seven to 29 semester credit hours). To facilitate a timely response to the requests for basic certificate programs, it is proposed that the Illinois Community College Board delegate approval authority to its President/CEO, who will report to the Board annually a list of basic certificate programs that have been approved.

This proposal is presented to the Illinois Community College Board for information at this time. Following further input and discussion, and revision if appropriate, a policy to streamline the approval of occupational certificate programs will be presented to the Board for action.

INFORMATION ONLY