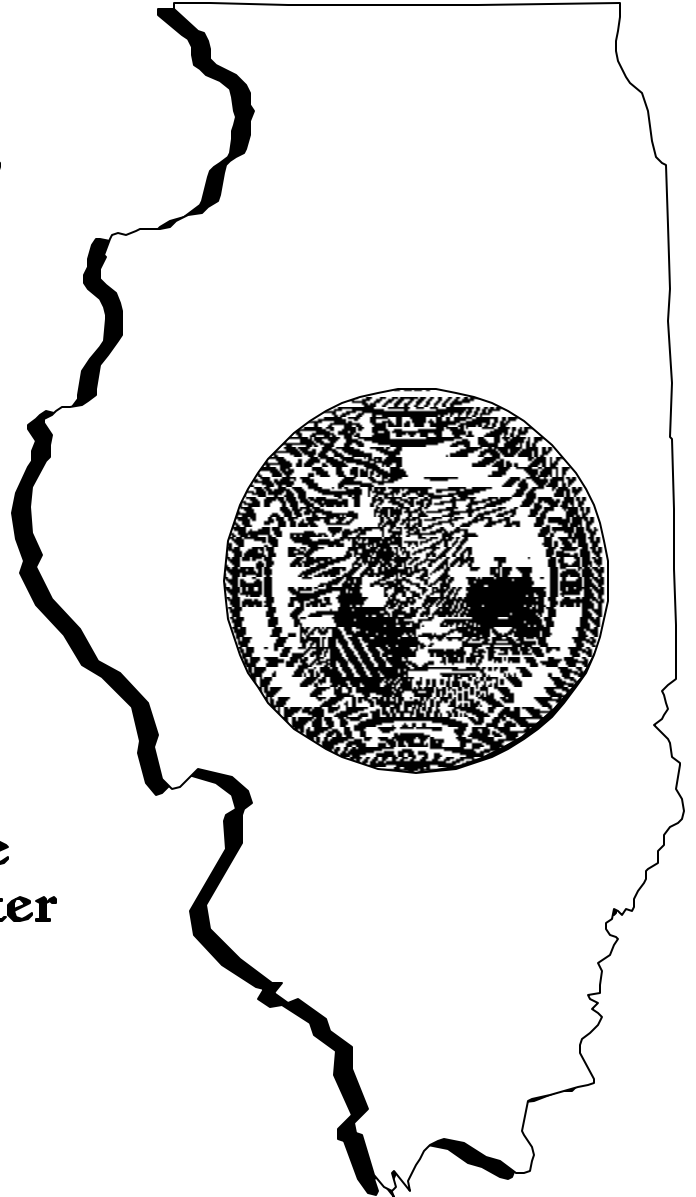


# Illinois Community College Board

## 327th Meeting Agenda and Materials

March 16, 2001  
9:45 a.m.

Carl Sandburg College  
Learning Resource Center  
Galesburg, Illinois



Printed by the Authority of the State of Illinois

Agenda  
327th Meeting of the  
Illinois Community College Board

Carl Sandburg College  
Learning Resource Center  
Galesburg, Illinois

March 16, 2001  
9:45 a.m.

	<u>Page</u>
1. Roll Call and Declaration of Quorum	--
2. Announcements and Remarks by Edward T. Duffy, Chair	--
3. Remarks by Dr. Donald Crist, President, Carl Sandburg College	--
4. Committee Reports	
4.1 Adult Education Transition Committee	--
4.2 Funding Equity Study Committee	--
4.3 Budget and Finance Committee	--
5. Board Liaison Report	
5.1 Leadership and Core Values Conference Report	--
6. President/CEO Report	--
7. Advisory Organizations	
7.1 Illinois Community College Faculty Association	--
7.2 Student Advisory Committee	--
7.3 Illinois Community College Trustees Association	--
7.4 Presidents Council	--
8. Report on Remedial Education: Collaborating to Strengthen Student Preparation ( <i>Action</i> )	1-5
9. Workforce Development Issues and Opportunities	6-12
10. Report on Community College Programs and Services for Underrepresented Groups - Focus on Workforce Preparation - Fiscal Year 2000 ( <i>Action</i> )	13-14

Agenda  
327th Meeting of the  
Illinois Community College Board

	<u>Page</u>
11. Consent Agenda	
11.1 Minutes of the January 19, 2001 Meeting	15-47
11.2 Fiscal Year 2001 Financial Statements (January 2001)	--
11.3 New Units of Instruction	48-51
11.4 Proposed Amendments to Illinois Community College Board Rules Concerning Reasonable and Moderate Extensions (Initial Approval)	52-60
12. Information Items	
12.1 A Summary of Capital Projects Approved by the President/CEO During Calendar Year 2000	61-67
12.2 Fiscal Year 2001 Spring Enrollment Report	68-73
13. Other Business	--
14. Adjournment	--

Illinois Community College Board

**REPORT ON REMEDIAL EDUCATION:  
COLLABORATING TO STRENGTHEN STUDENT PREPARATION**

The Illinois Community College System's Center for Policy Development has recently completed a study of the issues surrounding the delivery of remedial education. The Illinois Community College Board is asked to accept the externally attached report of the Task Force on Remedial Education entitled *Collaboration to Strengthen Student Preparation* and to take action to carry out the recommended next steps contained therein.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board accepts the report of the Task Force on Remedial Education entitled *Collaborating to Strengthen Student Preparation* and endorses the critical areas to address and related pivotal issues that impact the delivery of quality remedial education instruction, as well as the proposed next steps. In carrying forward the next steps, the Board directs the President/CEO to convene a workgroup to develop standards for remedial education courses and programs in Illinois and an accompanying standards-based, self-assessment tool for colleges to use in evaluating and strengthening local remedial education delivery and performance. Additionally, the Board supports the pursuit of resources to invest in P-16 partnerships, necessary remedial programs, and support systems.

**BACKGROUND.** Academic basic skills are the foundation upon which adults build successful careers. Technological change creates an increased demand for more highly educated workers and perpetuates the need for continuous skill upgrading and retraining. Hence, higher levels of literacy in reading, writing, and mathematics are assumed for high wage employment and are necessary to position an individual for further advancement. Those who lack sound academic skills become increasingly less prepared to compete for meaningful employment. (Wagner, 2000 - note that complete references appear in the externally attached full report.) Therefore, student preparation and remedial education are crucial components in promoting student success in both higher education and the workplace.

The Illinois Community College System is student centered and sharply focused on providing effective learning opportunities for students. System partners are working together to enhance student access and opportunity. Locally governed colleges deliver programs and services to equip students with the knowledge and skills to achieve their educational and career goals. The Illinois Community College System's Center for Policy Development identified student preparation and remedial education as a focus area and identified a policy fellow to assist with project development and coordination.

Agenda Item #8  
March 16, 2001

A Remedial Education Task Force was convened to help identify priority needs for remedial education in Illinois and advance the project. There was broad systemwide participation in the Remedial Education Task Force (see Appendix A). The group examined information about remedial education from national sources, Illinois reports, and reviewed promising initiatives in other states. Related research highlights are furnished as additional background.

The research literature provides evidence that the type and/or level of remediation students require can be useful in identifying those most seriously at academic risk. National and state studies, like the one conducted by the Maryland Higher Education Commission (1996), establish that the greater the amount of remediation required by students, the lower their success rate in terms of retention, graduation, and transfer. Adelman (1996) found that students who took three or more remedial courses had the lowest degree completion rates. However, it is important to note that recent studies, such as the Illinois cohort analysis (1998), have found that completion of remedial courses does have a positive effect on educational outcomes such as cumulative grade point average, ratio of credit hours attempted to credit hours earned, and persistence.

The need for remedial education is a concern both among recent high school graduates and those who do not attend college directly from high school. Information from national databases reveals that almost one-half of the students who take remedial courses are five or more years beyond the traditional age of high school graduation. (Adelman, 1996).

The research literature indicates that students' academic preparation tends to follow a hierarchical order: most prepared in reading, prepared in writing, and least prepared in mathematics (SREB, 1991). Students who are under prepared in math only are the most successful at improving required skills, but those who need three or more remedial courses or who need to improve basic skills in more than one subject are at considerably greater risk of not succeeding in attaining their educational goals. Reading deficiencies often signal comprehensive literacy problems. (Adelman, 1996; Weissman, Silk & Bulakowski, 1997).

### **Critical Areas to Address and Related Pivotal Issues**

The report identifies critical areas to address and related pivotal issues that impact the delivery of quality remedial education instruction. These areas and issues were influenced by recommendations from selected recent national and statewide remedial education studies, materials from the Council on Standards in Higher Education (CSHE), and the National Association for Developmental Education (NADE). The topics are intended to provide the framework for a comprehensive and systematic approach to program development and validation. The areas and issues should encourage self-evaluation at the local program level and promote further discussion and dialogue about remedial education systemwide.

Further Align Student Entry-level Assessment Practices. Best practice indicates that standardized tests provide the greatest uniformity in assessing basic skills among incoming degree-seeking students who cannot otherwise demonstrate through objective means that they possess math, reading, and communication skills to perform college-level work.

Agenda Item #8  
March 16, 2001

Agree on Student Placement Parameters. Students should be required to take developmental courses upon college enrollment. Further, students should not be allowed to enroll in courses where their academic skill level puts them at high risk for failure. Yet, students should be allowed to enroll in those courses where they have the requisite skills to succeed. Permitting students to enroll in those courses where they possess the requisite academic skills that correspond with the original reasons for choosing to pursue higher education can provide individuals with an incentive to persevere.

Reinforce P-16 Collaboration. Collaboration among colleagues through P-16 partnerships can help diminish the need for remedial education among recent high school graduates. Colleges should renew efforts to engage in regularly scheduled active dialogue and discussion with regional P-16 partners to improve academic preparation among recent and future high school graduates.

Promote Earlier Awareness of Rising Academic and Workplace Standards. Local P-16 partnerships should create a process that promotes earlier recognition of rising academic standards among parents and students in elementary and secondary schools. Earlier awareness of college entrance and workplace skill requirements should be a part of the strategy for reducing the need for remediation among recent high school graduates. All parties could benefit from an increased level of understanding that preparation in the early grades can either open or limit opportunities for future learning.

Develop Strategies for Earlier Intervention. Local P-16 partnerships should redouble their efforts to identify and implement targeted approaches that address academic deficiencies sooner rather than later in the educational process to reduce the need for remedial education among recent high school graduates.

Build Capacity for Intervention While Still in High School. Provide additional opportunities to improve weaknesses in basic skills prior to a student's exit from high school. The new Prairie State Achievement Exam taken at the junior year in high school will include the ACT college entrance exam and two of ACT's eight Work Keys exams, which measure applied mathematics and reading skills, as well as enhancements focusing on the Illinois Learning Standards.

Align High School Graduation and College Entrance Requirements. Move toward closer alignment between high school graduation standards and college entrance standards. High school graduation requirements are a minimum of a year behind in three of the four academic areas and two years less in social studies. Start by raising the high school graduation requirement in math.

Enhance Feedback to High Schools. Students benefit from college efforts to furnish specific feedback (math, reading, and communication) to area high schools about the extent to which their graduates needed remediation.

Seek Innovative Approaches That Shorten Skill Building Time Lines for Adults. Nearly one-half of the community college students enrolling in remedial education courses are five years or more out of high school. For some individuals, refresher courses or other short intensive courses may be part of the solution to get their skills back up to speed.

Agenda Item #8  
March 16, 2001

Strengthen Linkages Between Adult Education/English as a Second Language (ESL) and College-Level Coursework. Each year, thousands of individuals successfully complete adult education programs and earn general equivalency degrees (GEDs). According to the U.S. Census (1996), Illinois is expected to gain one million people through international migration between 1995 and 2025. Helping GED completers and individuals for whom English is their second language transition into college-level coursework should be a priority.

Fortify Student Tracking Systems. Effective student tracking is needed to assess the extent to which those students receiving remediation are benefitting from the interventions. Colleges are asked to develop or update their plan for strengthening student tracking systems that includes remedial education students.

Intensify Efforts to Develop Comprehensive Student Support Systems. As high school graduation standards and college admission standards are raised, there is a corresponding need to strengthen the safety net that student support services provide for those who require assistance with their basic academic skills. Although out of necessity, there are limits on the support colleges can provide, many students who need to enroll in remedial coursework have both academic and nonacademic needs (advisement/counseling, tutoring, financial aid, childcare, healthcare, transportation, etc.) which require attention. Individuals knowledgeable about community and government-funded support systems and services can be an asset in addressing nonacademic needs.

Accelerate Implementation of Innovative Instruction Design and Delivery. Computer-aided instruction, delivery of courses via the internet, and other innovative instructional design and delivery strategies can benefit some students seeking to remediate their basic skills. Adapting instruction to accommodate student learning styles can also be part of the solution to strengthening basic skills.

Revitalize Professional Development. A comprehensive faculty and staff development program for remedial educators provides opportunities for keeping skills current and acquiring new ones. Both full- and part-time instructors can benefit from these professional development opportunities. Further integrating technology in the classroom, addressing varied learning styles, and applying other innovations to the delivery of remedial coursework are some of the areas where professional development can make a difference. Discipline-specific professional organizations, current practitioner mentors, and teacher preparation programs can make contributions to professional development for faculty.

Next Steps:

Step 1: Develop a "Tiered" Standards-Based Approach. It is proposed that, in consultation with interested parties, a small workgroup be convened to further develop standards for remedial education courses and programs in Illinois. A self-assessment tool based on a tiered approach would be created for use by the colleges in evaluating their own remedial education structure and performance. The self-assessment instrument would be built around the Critical Areas to Address

Agenda Item #8  
March 16, 2001

and Related Pivotal Issues identified in this report. Rising levels in the tiers would correspond with more comprehensive program structures and movement toward, or attainment of, elevated performance. Related efforts by national professional groups and initiatives undertaken in other states would be considered as the project progressed in Illinois.

Continued efforts by system partners to address these areas and issues should strengthen remedial education systemwide and make a positive difference for the students we serve. Any standard development process should allow sufficient flexibility for professionals at the local level to pursue the standards using innovative and creative approaches.

Step 2: Investing in Solutions to Remedial Education

Along with developing standards for remediation, the Illinois higher education system, especially community colleges, will need to examine institutional and statewide commitment to remediation. Investing resources in P-16 partnerships, in necessary remedial programs, and in comprehensive support systems can bring long-term economic benefits. Greater student preparedness for college will reduce the need for remediation. For those needing assistance, higher program standards and better quality remediation means more success for students in higher education.



Illinois Community College Board

**WORKFORCE DEVELOPMENT ISSUES AND OPPORTUNITIES**

Over the past two decades, the U.S. workplace has experienced immense changes. The evolution of an increasingly complex marketplace requires all workers to acquire more advanced skills for them to stay competitive in the labor force and requires employers to continually monitor the skills and knowledge needed for their businesses to remain competitive in local, state, national, and world economies. Both employees and employers face a growing necessity to be prepared to increase productivity, cut production costs, and be prepared for on-time delivery of the highest quality goods and services. The education and training needs of new workers and the continuous development of the skills of incumbent workers have become an integral part of most firms' systemic approaches to competitiveness and profitability. There is growing expectation that the continuous infusion of new knowledge and skills in every business process is a business necessity.

During fiscal year 2000, the Illinois Community College System provided 9,655 customized and credit training courses to close to 3,500 companies and served nearly 127,700 incumbent workers. Community college welfare-to-work initiatives served 9,210 students through occupational skill training and certificate and degree programs. Very importantly, these students received support services that greatly increase their likelihood of success in education and in securing and retaining employment. Adult Education and English Literacy programs in community colleges alone served approximately 123,600 persons who are building basic literacy and English language skills, often to prepare for further education or employment. Vocational skills courses served 84,430 students to gain needed skill sets for employment or job advancement. Certificate and degree occupational programs prepared nearly 176,300 students for entry into work or advancement on the job, while baccalaureate/transfer programs provided over 227,000 students with the foundation for advanced education, including for professions. Increasingly, students are enrolling in noncredit coursework to improve employment and personal skills and knowledge. In fiscal year 2000, over 339,350 students enrolled in a variety of noncredit courses. Community colleges have developed pathways, such as Education-to-Careers, Tech Prep, and the Illinois Articulation Initiative, to ensure that a comprehensive career development system is in place to assist students in making smooth transitions among all these types and levels of education and into employment.

There has been great success in providing access and opportunity to over one million students to reach their varied education and training goals through community college programs. Yet, three issues are presenting intensified challenges to workforce development efforts: First, the steady growth of the state and national economies have showed signs of slowing in critical industries such as manufacturing and technology. Second, greater demand for skilled workers is occurring at the same time that new public policy perspectives are tending toward moving resources away from education and training as a primary means to bolster economic growth and welfare reduction. Third, federal law and state policy related to the organization and delivery of workforce development programs and services have been changing. The remainder of this report looks at these critical trends, how they affect community college programs, and the opportunities they

create. This information is being presented as a context for future discussion of the role of community colleges in workforce development.

### **The Economy**

There are signals that the economy is slowing nationally. It is not yet the case that the economy is losing jobs on the whole, but that the nation is now adding jobs at the slowest pace in eight years (Rankin, 2001). Recently, there has been a series of mass layoff announcements in Illinois. Motorola, Inc., has announced that an estimated 2,500 workers will lose their jobs when cellular phone production ceases at its Harvard plant by June 30, 2001. Brach Confections, Inc., announced that, over the next three years, it will close its Chicago plant and eliminate 1,100 jobs. Likewise, closing Montgomery Wards stores throughout the state will eliminate thousands of retail jobs. Since last July, Illinois has seen mass layoffs in 397 firms idling over 115,000 workers.

Relatively few additional layoffs are anticipated. The economy still suffers from a skilled worker shortage making layoffs unattractive to companies who have invested in worker training and do not want to lose their skilled workers. Chicago area manufacturers need about 8,000 new and replacement workers each year, and over half of local manufacturers have indicated that they are having difficulty filling these skilled positions (Fieweger, 2001). One of the strengths and major roles of community colleges is helping individuals impacted by business closures and downsizing to gain additional skills.

Even with some recent business downsizing, Illinois is still considered to be in a period of growth based on recent analysis of the states and regions in recession (Zandi, 2001). According to the Illinois Department of Employment Security, the state's unemployment rate rose to 4.8 percent (seasonally adjusted) in January, up one-tenth of a percentage point from December's rate of 4.7 percent. Hence, there was little change in Illinois' employment picture. Unemployment was up just slightly, while payroll jobs continued to increase as most major industry sectors recorded employment gains from a year ago. (Colleran, 2001)

Nationally, manufacturing and technology (dot com companies) are among the hardest hit sectors. According to a national survey of 300 companies produced by the National Association of Manufacturers, more than four out of five manufacturers predicted flat or negative growth in their industry over the next two quarters, with weak capital investment and earnings for the year as a whole. Fifty-six percent of the manufacturers surveyed had low expectations for the economy in 2001.

What is behind the manufacturing industry's problems? Leadership of the manufacturers' group, attributed the economic trouble to high interest rates and energy prices (manufacturing accounts for 30 percent of all natural gas usage nationwide, and natural gas prices rose 137 percent last year) reinforced by a slowdown in earnings and capital spending. Survey results show that, for many, the slowdown is compounded by an inventory pileup, which is not expected to diminish until the end of the second quarter. Nearly 45 percent of the manufacturers surveyed reported

Agenda Item #9  
March 16, 2001

holding excess inventory. Survey results indicate that the downturn is leading 72 percent of the manufacturers to cut costs aggressively at each stage of the supply chain, but not among their own skilled workers. (Garza, 2001)

Consumer confidence holds the key in the ability of the economy to avoid a recession. As it stands now, consumers are losing faith in the economy. The Conference Board's composite index has fallen 36 points since September 2000 according to an analysis by Koropecykj (2001). This plunge in confidence is driven primarily by trepidation about the future. Consumer confidence is now more than 25 percent off its peak of last spring. Both expectations and the assessment of current conditions are falling rapidly. The decline in confidence is consistent with a period leading up to a recession. Koropecykj's (2001) analysis shows that during the past three decades, there has never been a period where the Conference Board's measure of consumer confidence has fallen as much as it has during the past few months, which was not followed by a recession. Consumer confidence is driven as much by perceptions as by actual events. Consumers need to be reassured that the economy is not in disarray; if that is not done, a recession could be a self-fulfilling prophecy.

According to the Federal Reserve Bank of Chicago, the general tenor of national economic data reports for January 2001 showed improvement relative to December 2000 with the primary seven indicators all showing improvement. The January Chicago Federal National Activity Index indicates that the national economy was growing below trend that month, but not as far below trend as in December 2000. Still, these readings do not currently point to an economy in recession, but to one growing slowly compared to above average growth in the previous 19 consecutive months. (Heffner & Piper, 2001).

Longer term economic forecasts suggest that the rapid pace of the economy will slow in 2001 and 2002. According to the Federal Reserve Bank of Philadelphia, based on its Livingston Survey, the economy's output which was forecasted to have grown 5.1 percent in 2000, will slow down to 3.1 percent growth in 2001, and 3.4 percent in 2002. Additionally, the unemployment rate is expected to increase over the next two years. Unemployment predicted to average 4.0 percent this year, will rise slightly to 4.3 percent in 2001, and increase further to 4.5 percent in 2002. Forecasters indicate that this year's 3.4 percent inflation rate is expected to drop to 2.8 percent in 2001, and 2.5 percent in 2002. (Electronic Accountant, 2000)

Taken collectively, this information sends mixed messages about the nationaleconomy and leaves an overall impression that the economy is slowing. Manufacturing and technology have been the hardest hit sectors up to this point. Consumer confidence is expected to be a key factor in avoiding recession.

### **Skills and Knowledge of the Workforce**

Sixty percent of manufacturers reported in the National Association of Manufacturers survey that they typically reject half of all job applicants as unqualified. The American Council on Education

Agenda Item #9  
March 16, 2001

has found that 46 million adults lack high school diplomas, while nearly two million people in Illinois lack high school diplomas. On the other hand, in 1999, the U.S. Department of Labor's 12-month quota for highly trained foreign worker visas (H-1B) into the U.S. was met within the first three months of the year. This speaks to the eagerness of American companies to actively seek employees who can perform sophisticated, high-tech oriented tasks.

The growth in information technology (IT) employment is extraordinary. The number of IT jobs has doubled between 1986 and 1996 and is expected to double again between 1996 and 2006. But IT jobs have outgrown the supply of workers and many of these jobs remain unfilled. The paradox is that alongside this strong demand and worldwide search for scarce workers, there is still high unemployment and persistent poverty in rural areas of the country, in small towns, in inner cities, and among communities of color and the economically disadvantaged. Social policy has evolved toward placing low-skilled workers in low-wage jobs rather than in education and training programs to build their skills for long-term employment in jobs that generate a living wage. This "work-first" philosophy has reduced the numbers of people on welfare rolls, but is not necessarily producing the raising income levels and benefits for persons to escape poverty. The workforce development challenge faced by Illinois community colleges and other workforce development programs is how to move these persons into jobs that will, at a minimum, support a middle class lifestyle.

The economic fluctuations described in the previous section of the report are compounding this paradox of skill shortages and work-first public policy. Alexis Herman, former Secretary of the U.S. Department of Labor, has often said, "We do not have a worker shortage, we have a skills shortage." Today's economy does not call for workers who are trained in one set of skills, but rather workers who are constantly involved in learning, in continually upgrading their skills. Community colleges have become important providers of education, training, and continuing education, not just for students who may eventually move on to a four-year college or university, but for individuals across educational levels who are currently working and especially for older workers seeking to retool or retrain to change or maintain employment. In fiscal year 2000, 14 percent of community college students had already earned degrees at or beyond the community college level.

Additionally, with the expected gain of approximately one million immigrants in to the state per year, the anticipated 38,000 high school dropouts per year, and the nearly two million Illinois adults who function at the lowest levels of literacy, there is a growing need for Adult Education and Literacy services in Illinois. Community colleges, as well as public schools, regional offices of education, and community-based organizations, who provide adult education and literacy services must realign services to accommodate the changing workforce needs. These programs must serve adults at whatever their level of ability, assist them in obtaining a high school diploma or GED, and provide them with the tools necessary to enhance their work skills and achieve employment goals that lead to economic self-sufficiency.

Many U.S. families have personally experienced the 'back-to-school phenomenon' for adults in the household. Probably nothing drives home that lifelong learning is becoming the norm so much as a parent doing their own homework with their children. It was once thought that formal degree programs at any college or university would fully support one's lifetime of work. However, in the new economy and the new workplace, community colleges know that continuous learning must be grounded in real-world curricula that is relevant to changing business needs and that it is provided in flexible venues that open access to the development of skills to as many persons, employed or unemployed, as possible.

### **The Workforce Development System**

The passage of the federal Workforce Investment Act of 1998 (WIA) creates expanded relationships among workforce development programs to improve access to services for clients and their success, but it also raises many questions about how best to create a system that achieves long-term, sustained individual and business economic prosperity. WIA and its impact on the overall Illinois workforce development system has brought about new challenges and opportunities for the Illinois Community College Board, the community colleges, and other workforce development programs and services.

Foremost among these challenges and opportunities is that the Illinois Community College Board, the community colleges, and other programs and agencies find themselves very involved in the creation and implementation of two workforce development systems — the system prescribed by WIA and the overall Illinois workforce development system. The larger and, thus the most important piece for Illinois' long-term economic growth, is the creation of the state's overall workforce development system. WIA is one important piece of the overall workforce development system, yet for the past two years WIA implementation and compliance has been a primary force in defining workforce development delivery in Illinois.

The language and provisions of WIA lack clarity regarding the relationship between and the respective roles of education and training and work-first employment services. Although not true work-first legislation, such as the Welfare-to-Work initiative, the WIA-defined system and service delivery methods appear to be leading to work-first implementation. Meanwhile, employers decry the lack of highly skilled and trained workers, and individuals who need and could be trained are floundering in low-skill, low-wage jobs. This conflict in the legislation has created nationwide discussion about the delivery of services, lack of customer focus, and the role of training in a WIA One-Stop workforce development system. This conflict between a work-first philosophy and the priority of education and training is a major public policy issue and will need to be revisited as legislative amendments are considered.

In Illinois, community colleges have made a concerted effort to be ready to provide training options for customers in the new WIA system. The colleges currently make up two-thirds of the approved WIA training programs in the State of Illinois. However, for community colleges and other training providers, WIA raises a critical question: If this is a work-first system, then what is the role, priority, and, ultimately, the wisest investment of effort for training providers?

Agenda Item #9  
March 16, 2001

While not removing dedicated “silo” program funding, WIA has created mandatory partnerships among agencies to work together in new ways, such as sharing resources (both in-kind and monetary), sharing space, and developing ways to serve the customer in comprehensive and streamlined ways. As mandatory partners, community college Postsecondary Perkins (occupational education programs) and Adult Education, along with a myriad of other mandatory partners, are striving to continue high-quality and accountable programs that must first respond to their own missions and requirements, while participating as authentic partners in the WIA system. In a changing economic climate and a fluid system environment, community colleges must adjust and respond to customer needs.

While the state has been occupied with implementing WIA, it must also redouble efforts to create a more cohesive and comprehensive workforce development system. As a state, regardless of WIA, the state’s broader workforce development vision must remain the driving force for all workforce programs. This system is more than a single agency and relies on interagency commitment and collaboration. The Illinois Community College System is involved in every phase of the creation of a workforce development system in Illinois and WIA implementation, including the development of a unified workforce development plan for the state.

The Illinois Community College System has taken an active role in all WIA activities. Presidents are represented on every Local Workforce Investment Board. While not mandatory partners, community colleges are functional partners. The Illinois Community College System is committed to participate in creating solutions for the issues WIA creates, and the ICCB actively supports the community colleges in resolution of local WIA implementation issues. Unlike other partner programs which are centrally administered at the state level, the ICCB and community colleges have a cooperative relationship that results in joint problem solving and policy development at the state and local level. The ICCB provides leadership to assist, encourage, and resolve problems with the community colleges and with other partners.

The ICCB and community colleges are involved in local, state, and national workforce development discussions that have the potential for long-term improvements for Illinoisans. As a partner in the Illinois workforce system and as a community college system, we must continue to meet WIA compliance and move beyond it. The Illinois Community College System must focus on and provide workforce development in Illinois in creative, proactive and responsive ways. The goal is to meet the workforce needs of the residents of Illinois and to keep the state competitive in an ever changing economy. Community colleges must continue to be involved in the ongoing dialogue at the local, state, and federal levels regarding workforce development. In collaboration with other partners, the voices of community colleges are critical to the creation of a successful workforce development system in Illinois. In conclusion, the community colleges, working autonomously and collectively, must build upon Pledge One of the *Promise For Illinois* to address workforce development needs with flexible, responsive and progressive programs; to define the community college role in the state’s overall workforce development system; and with other stakeholders to shape the emerging Illinois workforce development system so it benefits all residents of Illinois.

## REFERENCES

- Colleran, Bern. (2/23/2001). "News Release: Illinois Unemployment at 4.8% in January." Chicago, IL: Illinois Department of Employment Security. <http://www.ides.state.il.us/economy/cps.pdf>
- Electronic Accountant. (12/22/2000). "Forecast: Slower Economic Growth and Rising Unemployment." Philadelphia, PA: Author. [http://www.electronicaccountant.com/news/010201\\_5.htm](http://www.electronicaccountant.com/news/010201_5.htm)
- Fieweger, Kathy. (3/7/2001). "Skilled Set." *The Chicago Tribune*. Chicago, IL: Chicago Tribune. <http://www.chicagotribune.com/article/0,1051,SAV-0103070023,00.html>
- Garza, Melita Marie. (3/6/2001). "Manufacturing Execs See Recession Rate , Tax Cuts Urged and Soon ." *The Chicago Tribune*. Chicago, IL: Chicago Tribune. <http://www.chicagotribune.com/business/businessnews/article/0,2669,SAV-0103060168,FF.html>
- Heffner, Suzanne & Pieper, James. (3/5/2001). "Press Release: New Index Shows U.S. Economy Improved Slightly in January, Chicago Fed National Activity Index." Chicago, IL: The Federal Reserve Bank of Chicago. [http://www.chicagofed.org/economicresearchanddata/national/pdffiles/CFNAI\\_index.pdf](http://www.chicagofed.org/economicresearchanddata/national/pdffiles/CFNAI_index.pdf)
- Koropecykj, Sophia . (02/27/2001). "Consumer Confidence Coverage: Feb. 2001." *The Dismal Scientist*. West Chester, PA: Economy.com, Inc. [http://www.dismal.com/economy/releases/release\\_2k.asp?r=usa\\_consumer](http://www.dismal.com/economy/releases/release_2k.asp?r=usa_consumer)
- Rankin, Kurt. (3/7/2001). "Tell Me Where It Hurts." *The Dismal Scientist*. West Chester, PA: Economy.com, Inc. [http://www.dismal.com/todays\\_econ/te\\_030701.asp](http://www.dismal.com/todays_econ/te_030701.asp)

Illinois Community College Board

**REPORT ON  
COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR  
UNDERREPRESENTED GROUPS — FOCUS ON WORKFORCE DEVELOPMENT  
FISCAL YEAR 2000**

The externally attached report examines underrepresented student enrollment and graduation information, statewide and local community college initiatives, and additional recommended strategies to increase the participation and achievement of underrepresented students in community colleges.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby encourages the colleges to pursue the following recommendations contained within the *Community College Programs and Services for Underrepresented Groups* report.

**Recommendations to Support Minority Student Achievement and Graduation**

- Offer innovative workforce preparation programs and services that retain, graduate, and place culturally diverse and underrepresented students in viable careers.
- Improve representation of minority faculty.
- Foster inclusive institutional and classroom environments.

**Recommendations to Support Students with Disabilities**

- Develop cooperative agreements with local offices of ORS by the beginning of the fall 2001 semester.
- Pursue innovative strategies and funding to ensure that appropriate identification and assessment of students with disabilities are available and that instructional and other support services are provided.

**Recommendations to Support Women in High Wage and Nontraditional Programs**

- Work with elementary and secondary schools to create programs that encourage young women to consider professions that require a mastery in math and science.
- Continue to develop and promote coursework, work experiences, advisement, and environments that encourage and support women's participation and success in high wage and nontraditional programs.



Agenda Item #10  
March 16, 2001

**BACKGROUND.** Public Act 85-283 and subsequent legislation directs each college and university to annually report on strategies to increase the participation and achievement of minorities, women, and individuals with disabilities who traditionally have been underrepresented in higher education. A summary of the reports on college and university efforts for this student population is presented each year by the Illinois Board of Higher Education (IBHE) to the Governor and General Assembly. The IBHE report describes the effectiveness of institutional methods and strategies for increasing representation and the success of underrepresented students at public institutions.

For fiscal year 2000, community colleges were asked to report on strategies for providing workforce experiences and opportunities for underrepresented groups. This report includes a brief summary of the colleges' responses and initiatives designed to address workforce preparation for community college underrepresented populations. Workforce preparation, in this report, is viewed in a broad context as educational and training experiences (e.g., adult education, transfer, and occupational programs) that contribute to the achievement, graduation, and employment of minorities and other underrepresented students.

Community colleges identified 459 programs and services offered on campus for underrepresented populations. For fiscal year 2000, program and service expenditures totaled nearly \$55.0 million (see Appendix A). In their responses, community colleges indicated that workforce preparation initiatives on their campuses are available to all students; however, in many cases, the majority of students who are recipients of these services are in underrepresented groups.

Agenda Item #11.1  
March 16, 2001

UNAPPROVED

Minutes of the 326th Meeting of the  
Illinois Community College Board  
January 19, 2001  
Harry L. Crisp II Community College Center  
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

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

Item #2 - Announcements and Remarks by Edward T. Duffy, Chair

Chairman Duffy reported that Lee Walker is attending the Inauguration events of President Bush this weekend. Mr. Walker attended yesterday's Board Retreat and has reviewed today's agenda with Chairman Duffy.

Mr. Duffy reported on the Board Retreat held yesterday at the Renaissance Hotel. Teacher Preparation in the Illinois community college system was the key focus.

Chairman Duffy briefed the Board on meetings he and Joe Cipfl had in Washington, D.C., on January 17 with federal lobbyists and congressional staff.

Item #3 - Presentation of Awards for Leadership and Core Values

Awards for Excellence in the Leadership and Core Values initiative were presented to Illinois Central College, Richland Community College, Shawnee Community College, and Harry S Truman College.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

Jim Berkel introduced adult education and literacy staff and reported that phase two of the staffing plan is now complete.

Agenda Item #11.1  
March 16, 2001

Phase three of staffing is in progress and will include such areas as technical assistance and English as a Second Language.

The adult education consultants have completed their initial work to collect transition information from the field, agencies, and other sources. Interested parties have been given opportunities to provide suggestions and issues for ICCB's consideration. On January 12, 2001, the consultants met with central Illinois adult education professionals for a focus group activity specific to the region. Similar focus groups were held in all parts of the state. Consultants are now preparing midterm reports which will be submitted to the ICCB during the week of January 22 for review and distribution to the adult education community.

The fiscal year 2002 adult education funding increase request of \$11.2 million is being considered by the Governor's office to be forwarded to the General Assembly. The ICCB Adult Education and Literacy Transition Committee, the Adult Education Advisory Council, and the Illinois Adult and Continuing Educators Association are working as a team in support of the request.

The Board Transition Committee and the Adult Education Advisory Council are meeting today at 1:00 p.m. to develop activities to support the ICCB adult education budget request.

The Adult Education Advisory Council met on January 10 and the agenda focused on vision/goals and resources. The *Learn to Earn* and *Vision and Goals* documents are being consolidated and will be ready for review at its April meeting. A task force, led by Tim Bellamey of Shawnee Community College, presented a discussion agenda for performance-based funding which will be an ongoing consideration. The group also discussed the formation of the new Adult Education Council which will take effect in July 2001. ICCB staff will present a plan for the new Council at the April 2001 meeting.

The State of Illinois has been encouraged to develop pilot projects and innovative service delivery approaches that combine literacy with employment preparation. The ICCB has received approval from the Illinois Department of Employment Security to proceed with the GED 2002 Online and Staff Development project. The project will be funded with Title I Workforce Investment Act discretionary funds.

Item #4.2 - Funding Equity Study Committee

Delores Ray reported that the committee's last meeting was in Chicago on December 14, 2000. At that meeting, the Steering Committee reviewed the final draft of the focus group report prepared by consultant Brenda Albright. The Steering Committee will utilize the report as a component of the Steering Committee's report.

Agenda Item #11.1  
March 16, 2001

In addition, the Steering Committee reviewed information prepared by consultants Ed Hines and Jim Palmer. This information will be used by the Steering Committee to prepare its report.

Additional information remains outstanding and should be available for the Steering Committee's review on January 25, 2001, at Illinois State University in Normal.

The Steering Committee also discussed the potential impact of the National Center for Public Policy and Higher Education's *Measuring Up 2000* report which ranked Illinois as the number one state in the nation for higher education.

Item #4.3 - Budget and Finance Committee

Martha Olsson reported that the committee met this morning to review office expenditures for fiscal year 2001.

The financial statements are in a new format for easier understanding and have also been placed in the Information section on the agenda.

Item #5 - Board Liaison Report

Item #5.1 - Status Report on Substance Abuse Prevention Activities

Inez Galvan reported that on November 14, 2000, Governor George H. Ryan signed a proclamation declaring December as Drunk and Drugged Driving Prevention Month in Illinois. The proclamation is available for your view. The ICCB encourages colleges to continue activities that heighten awareness of alcohol and drug abuse prevention and to continue public service announcements, designated driver programs, and other campaigns throughout the year.

Ms. Galvan read the Proclamation as signed by the Governor.

Item #5.2 - Status Report on Leadership and Core Values

Martha Olsson reported on the Leadership and Core Values Institute scheduled for January 31-February 1, titled *Best Practices Among Illinois Community Colleges*. The luncheon keynote speaker will be Mr. James Despain, Vice President and General Manager at Caterpillar, Incorporated. Breakout sessions will be held during the afternoon.

Leadership and Core Values awards were presented to four colleges on today's agenda.

Agenda Item #11.1  
March 16, 2001

The Leadership and Core Values Steering Committee is considering a survey that will measure the impact of the Leadership and Core Values statewide initiative on college campuses. The survey will be administered to colleges that have received Leadership and Core Values grants for fiscal year 2000-2001. The committee is considering a pilot test of the survey instrument with a few "model programs."

The committee has considered the development of a Leadership and Core Values website designed to generate discussion about ethical dilemmas and practices among community colleges. Funding and maintenance of such a website are concerns.

Item #6 - President/CEO's Report

Joe Cipfl reported that 49 staff members are now on board in the ICCB office and three vacancies exist. He stated that we will soon have a Chicago ICCB office and a second Springfield office. Staff introductions were made and adult education consultants were also introduced. Sarah Watson, Governor Ryan's Senior Advisor for Literacy, was recognized.

Dr. Cipfl commended the Board for discussion and input at yesterday's ICCB Retreat. Teacher preparation and the Illinois community college system's role in this initiative were the main topics. By coincidence yesterday, January 18, the Education Commission of the States called Dr. Cipfl in regard to considering Illinois as one of three states with whom the Commission could work to address teacher preparation.

In regard to the fiscal year 2002 budget for the Illinois Community College System, the 5.8 percent increase in community college operating budget and the \$11.2 million increase for adult education has been unanimously endorsed by the system. The entire budget has been endorsed by the Presidents Council, the Trustees Association, and Faculty Association. The Student Advisory Committee has also expressed support and a willingness to be involved in the legislative process.

Chairman Duffy and Dr. Cipfl traveled to Washington, D.C., this week and interacted with several members of the Illinois delegation. The ICCTA will conduct a fly-in next month to ensure interaction with members of Congress, and Dr. Cipfl commended the trustees for their efforts on behalf of the system. The ICCB will maintain a close working relationship with the Governor's Washington, D.C., office.

On January 13, a kick off celebration was held to honor the 100<sup>th</sup> anniversary of Joliet Junior College as the first community college in the nation. The Joliet Junior College Board of Trustees and President J. D. Ross were commended for their efforts. Inez Galvan was in attendance at the celebration.

A Joint Education Commission meeting was held on January 16.

Agenda Item #11.1  
March 16, 2001

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Trustees Association

Lin Warfel reported that the trustees met on January 13. Peer review has been an initiative of the association. Trustees will be asked to review the skills, abilities, and attitudes that are needed to be an effective trustee. High priority on the ICCTA's agenda are adult education, leadership and core values, and diversity. The trustees recently met with Seymour Bryson of Southern Illinois University, and diversity will continue to be addressed.

The ICCB was commended for efforts in securing funding for the Illinois Community College System.

Item #7.2 - Presidents Council

Don Crist reported that the Council met on January 12 and endorsed the fiscal year 2002 budget for the Illinois Community College System which the Board of Higher Education is proposing to the Governor's office. Capital development remains a concern to the Council.

On January 12, Illinois Community College System Foundation Executive Director Neil Admire reported to the Presidents Council on the Illinois Community College System Foundation.

The Council's annual meeting with the Chief Academic Officers will be held on February 8, prior to the Council's meeting on February 9. Career Deans and Continuing Education officers are invited as well. A reception will be held the evening of February 8 for new presidents in the system.

A large contingency of presidents is expected in Washington for the upcoming fly-in event at the ACCT National Legislative Seminar.

Representatives of the IEA and IFT met with members of the ICCTA, Presidents Council, and ICCB on January 11 to discuss labor issues. Another meeting will be held in February.

Sarah Hawker and Terry Ludwig reported to the Council's Workforce Development Committee on the implementation of the Workforce Investment Act.

Dr. Crist and the Board of Trustees at Carl Sandburg College look forward to hosting the March 16 meeting of the Illinois Community College Board.

Agenda Item #11.1  
March 16, 2001

Item #7.3 - Illinois Community College Faculty Association

Leo Welch congratulated winners of the Leadership and Core Values awards. He commended two of the winners, Harry S Truman College and Shawnee Community College, for their collaboration.

He commended Libby Roeger for her service to the Faculty Association during the past two years.

He asked that minutes be amended to the ICCB's October 20, 2000 meeting to reflect his support of the contents of the BHE's report *Investing in the Future - College Readiness in Illinois*.

He was pleased that the ICCB plans to address teacher preparation. He suggested that consideration be given to analyzing what is happening with the K-12 faculty recertification issue and how this could affect community colleges.

The Faculty Association was represented at the legislative coalition meeting held last week with the IEA and IFT. The importance of the system to work collectively was stressed. The ICCFA Executive Committee meeting will be held on January 20, 2001.

Item #7.4 - Student Advisory Committee

Jim McFarland introduced Lois Nemeth, Student Advisory Committee (SAC) Chair, from Prairie State College.

Ms. Nemeth addressed the Board on programs supported by SAC during the year. The Board was briefed on the agenda of the SAC meeting on January 12-13 in Champaign.

Item #8 - Status Report on the Career and Technical Education Challenge Task Force

Virginia McMillan reported that in March 2000, the Illinois Community College Board and the Illinois State Board of Education, in collaboration with the Governor's office, convened a task force to recommend how best to position Career and Technical Education to meet the emerging challenges associated with education reform and workforce development. The task force has since produced a vision statement, associated goals, and action statements that will be distributed for discussion among various stakeholders. The State Board of Education is supportive of the new vision, and Board input is requested. Input from stakeholders will be obtained through a series of public forums during the months of February and March. The task force will then finalize recommendations to the ICCB and ISBE and then to the Governor's office. Charles Novak,

Agenda Item #11.1  
March 16, 2001

Richland Community College President, also serves as a member of this task force, and Dr. Novak commented on the education goals as presented. The goal of this task is that *all* students will be prepared for college.

Chairman Duffy requested that the Board be allowed time to review the vision statement and have an opportunity to discuss the issue with ICCB staff prior to providing input.

Item #9 - Report on Special Focus Programs for Fiscal Year 2000

In accordance with policy guidelines adopted by the Board in June 1999, reports were presented explaining how community colleges expended funds in the restricted grant funding areas of Advanced Technology (three components), Deferred Maintenance, Special Populations, and Workforce Development (three components).

Item #10 - Consent Agenda

Item #10.1 - Minutes of the October 20, 2000 Meeting

James McFarland made a motion, which was seconded by Dave Davis to approve the minutes amending paragraph #2 in Item #7.4 of the Illinois Community College Faculty Association report as follows:

Mr. Welch expressed approval of an IBHE report entitled *Investing in the Future - College Readiness in Illinois* presented at its October meeting at Highland Community College.

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

James McFarland made a motion, which was seconded by Dave Davis, to approve Items #10.2, #10.3, #10.4, #10.5, #10.6, and #10.7.

Item #10.2 - Review of Executive Session Minutes

The Illinois Community College Board hereby determines that minutes of its executive sessions held on March 19, 1999; January 21, 2000; and June 16, 2000, are no longer confidential and may be released for public information upon request.

Item #10.3 - Illinois Community College Board Revised Fiscal Year 2001 Calendar of Meetings

The Illinois Community College Board hereby adopts the following revised fiscal year 2001 Calendar of Meetings:



Agenda Item #11.1  
March 16, 2001

Fiscal Year 2001

July 21, 2000	(Subject to Call)
September 15	9:00 a.m. - McHenry County College, Crystal Lake
October 20	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield
December 1	(Subject to Call)
January 19, 2001	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield
March 16	9:00 a.m. - Carl Sandburg College, Galesburg
<b>May 18</b>	<b>9:00 a.m. - ICCB Office, James R. Thompson Center, 100 W. Randolph Street, 2<sup>nd</sup> Floor, Chicago</b>
June 15*	9:00 a.m. - Palmer House Hilton, 17 E. Monroe Street, Chicago

\* June meetings of the ICCB are held in conjunction with the ICCTA and Presidents Council.

Item #10.4 - Fiscal Year 2002 System Operating, Capital, Adult Education  
and Office Budget Recommendations

The Illinois Community College Board hereby authorizes its President/CEO to prepare an appropriations bill and any related substantive legislation for introduction in the General Assembly in the spring 2001 legislative session that reflects the amounts recommended by the Illinois Board of Higher Education for the community college and adult education systems as summarized in each budget recommendation and reappropriated fiscal year 2001 budget items, as may be necessary.

Item #10.5 - New Units of Instruction

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

**PERMANENT PROGRAM APPROVAL**

Black Hawk College

- Carpenter Apprenticeship A.A.S. degree - 61 semester credit hours

Heartland Community College

- Emergency Medical Technician (EMT) - Paramedic Certificate - 40 semester credit hours

**TEMPORARY PROGRAM APPROVAL**

Carl Sandburg College

- < Construction Engineering Technology A.A.S. degree - 64 semester credit hours

Elgin Community College

- < Computer Programming Certificate - 40 semester credit hours

Agenda Item #11.1  
March 16, 2001

Item #10.6 - Proposed Amendments to Illinois Community College Board  
Rules Concerning Administrative Rules (Final Approval)

The Illinois Community College Board hereby adopts and approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act.

SUBPART E: FINANCE

**Section 1501.501 Definition of Terms**

~~Advanced Technology Equipment Grant. The advanced technology equipment grant provides state funds to Illinois public community colleges for the procurement of equipment necessary to upgrade curricula impacted by technological changes. (See Section 2-16 of the Act.)~~

Annual Financial Statement. The "annual financial statement," which is required to be published by a district, consists of two parts:

- an annual financial report, which includes a statement of revenues and expenditures along with other basic financial data; and
- an annual program report, which provides a narrative description of programs offered, goals of the district, and student and staff data.

Attendance at Midterm. A student is "in attendance at midterm" in a course if the student is currently enrolled in and actively pursuing completion of the course.

Auditor. An auditor is a person who enrolls in a class without intent to obtain academic credit and whose status as an auditor is declared by the student, approved by college officials, and identified on college records prior to the end-of-registration date of the college for that particular term.

~~Business Assistance Centers and Workforce Preparation Offices. Business assistance centers and workforce preparation offices are entities at community colleges that conduct, coordinate, and assist with workforce preparation activities.~~

Capital Renewal Grants. Capital renewal grants are state grants allocated proportionally to each community college district based on the latest fall on-campus nonresidential gross square feet of facilities as reported to ~~certified by~~ the ICCB. Such grants are to be utilized for miscellaneous capital improvements such as rehabilitation, remodeling, improvement, and repair; architect/engineer services; supplies, fixed equipment, and materials; and all other expenses required to complete the work.

Agenda Item #11.1

March 16, 2001

~~Deferred Maintenance Grants. Deferred maintenance grants are state grants allocated to each community college district based on total nonresidential gross square feet of facilities completed or under construction and/or other measures as certified by the ICCB. Such grants are to be utilized for miscellaneous noncapital deferred maintenance improvements such as minor rehabilitation, remodeling, improvement, and repair; supplies, equipment, and materials; and all other expenses required to complete the work.~~

Lincoln's Challenge Scholarship Grants. The Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs. Upon successful completion of that program, students qualify for a scholarship to a community college. The Lincoln's Challenge Scholarship Grant is a special appropriation received by the ICCB from the Governor and the General Assembly. These scholarships provide an opportunity for graduates of Lincoln's Challenge to transition easily into higher education by enrolling in attending one of the 40 ~~49~~ public community colleges districts in which the student resides in the State. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees and required educational supplies.

Residency - Applicability-Verification of Status. As part of verification that its credit hours are eligible to receive ICCB grants, each community college district shall adopt a process for verifying the residency status of its students and shall file a description of this process with the ICCB by July 1, 1990. The process shall include the methods for verifying residency as defined in the general provisions, special state provisions, and district provisions of this subsection. Each district shall file descriptions of any revisions to its process with the ICCB prior to their implementation.

Residency- General Provisions. The following provisions apply both to state and district residency definitions:

To be classified as a resident of the State of Illinois or of the community college district, each student shall have occupied a dwelling within the state or district for at least 30 days immediately prior to the date established by the district for classes to begin.

The district shall maintain documentation verifying state or district residency of students.

Students occupying a dwelling in the state or district who fail to meet the 30-day residency requirement may not become residents simply by attending classes at a community college for 30 days or more.

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

Agenda Item #11.1

March 16, 2001

Residency - District Provisions. Students shall not be classified as residents of the district where attending even though they may have met the general 30-day residency provision if they are:

federal job corps workers stationed in the district;

inmates of state or federal correctional/rehabilitation institutions located in the district;

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

students attending under the provisions of a chargeback or contractual agreement with another community college.

Residency - Special State Provisions. Students shall be classified as residents of the state without meeting the general 30-day residency provision if they are:

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

inmates of state correctional/rehabilitation institutions located in Illinois; or

employed full time in Illinois.

Special Initiatives Grants. Special initiatives grants provide funds for conducting special initiatives activities.

Special Initiatives Activities. Special initiatives activities are defined each year in a request for proposal process. All colleges will have the opportunity to apply for funds to conduct such approved special initiatives activities. Special initiatives activities are based upon criteria as specified in terms outlined in a grant agreement between the college and the ICCB. based upon criteria as specified in the special initiatives contract which is executed each year with each district. As special initiatives change, the scope of activities specified in the contracts will also change.

Special Populations Grant. ~~A “special populations grant” provides funding for:~~

~~Special or extra services to assist special populations students to initiate, continue, or resume their education, including tutoring, educational and career counseling, referrals to external agencies, and testing/evaluation to determine courses or services needed by a special populations student.~~

Agenda Item #11.1  
March 16, 2001

~~Courses (not funded through credit hour grants) to provide the academic skills necessary to remedy or correct educational deficiencies to allow the attainment of educational foals, including remedial, adult basic education, adult secondary education, and English as a Second language courses.~~

~~Special Populations Student. A "special populations student" is a student with a social, physical, developmental, or academic disability that makes it difficult for such a student to adapt to a college environment designed for the nonspecial populations student. This may include students from minority racial/ethnic groups. Colleges shall designate which of their students are special populations as determined by teacher and counselor evaluations and various standardized tests selected by the colleges.~~

~~Technology Enhancement Grants. Technology enhancement grants provide state funds for technology infrastructure improvements. Grants shall be distributed to community colleges based upon midterm semester or equivalent credit hours and/or other measures as determined by the State Board.~~

~~Workforce Preparation Activities. Workforce preparation activities create or retain jobs and increase employment opportunities.~~

~~Workforce Preparation Grants. Workforce preparation grants provide funds for conducting workforce preparation activities.~~

### Section 1501.503 Audits

a) External Audits.

- 1) Three copies of the annual external audit shall be submitted to the ICCB on or before October 15, following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request for extension of time to the President/CEO ~~Executive Director~~ before October 1, following the close of the fiscal year. This request shall be accompanied by an explanation of the circumstances which cause the report to be delayed along with an estimated date for submission.
- 2) Each audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification and a state grant compliance section which shall include a schedule of enrollment data, a verification of enrollment data, a schedule of the district equalized assessed valuation and the statutory calendar year allocation of Corporate Personal Property Replacement Taxes for debt

Agenda Item #11.1  
March 16, 2001

retirement, schedules for the restricted/special initiative grants distributed by the ICCB and received by the district in the manner and format established by the ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

Each ICCB restricted or special initiatives grant shall verify that grant funds received by the district were expended in the manner designated by the ICCB. The ICCB shall designate allowable expenditures for each of the restricted or special initiatives grants to include, but not be limited to, salary and benefits, contractual services, materials, instructional and office equipment, staff development, and travel. The external audit shall include an auditor's report on compliance with State requirements, along with a balance sheet and a statement of revenues and expenditures based upon an understanding of the (1) purpose of the grant, (2) allowable expenditures, (3) expenditure limitations, (4) grant administrative standards, and (5) transfer of funds, if applicable.

- ~~A) — The special populations grant schedules shall verify that special populations grant funds received by the district were expended in accordance with Section 1501.508(c) and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet. Multicampus districts shall submit a single report for the district which includes separate statements for each college as such relate to Section 1501.508(c).~~
- ~~B) — The workforce preparation grant schedules shall verify that the workforce preparation grant funds received by the district were expended in accordance with Section 1501.509 and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet.~~
- ~~C) — The advanced technology equipment grant schedules shall verify that the advanced technology equipment grant funds were expended in accordance with Section 1501.515 and shall include an "Auditor's Report on Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet.~~
- ~~D) — The retirees health insurance grant schedules shall verify that the retirees health insurance grant funds were expended in accordance with Section 1501.517, and shall include an "Auditor's Report on~~

Agenda Item #11.1  
March 16, 2001

~~Compliance with State Requirements," along with a statement of revenues and expenditures and a balance sheet.~~

- b) Confirmation of ICCB Grants ~~and District Credit Hours~~. For the purposes of confirming district records, each district shall request that its external auditor request from the ICCB a report of grants received ~~and reimbursable student credit hours generated~~ by the district during the fiscal year. Each district shall notify its independent external auditing firm of this requirement and will instruct that firm to make the request using the format prescribed by the Board.
- c) Upon completion ~~After receipt~~ of the external audit, the district shall reconcile its audited expenditures to previously submitted unit cost data. The reconciliation shall be submitted on forms provided by the ICCB.

**Section 1501.507 Credit Hour Claims ~~Grants~~**

- a) Claims. Claims for credit hours shall be submitted within 30 days after the end of each term in a format used ~~on forms provided~~ by the ICCB.
- b) Course Requirements. Courses which produce credit hours eligible for ICCB grants shall satisfy the following requirements:
  - 1) Courses shall be offered for the number of credit hours for which they are approved by the ICCB.
  - 2) Courses which have variable credit hours shall be claimed in specified increments only up to the maximum credit value approved for the course.
  - 3) Course data shall be posted to the permanent academic record of each student claimed.
  - 4) Courses shall be a part of units of instruction which have been approved by the ICCB, or the courses must be authorized extensions of existing units of instruction.
  - 5) Courses shall have specific written objectives.
  - 6) A course outline shall be available for review by any student or citizen.
  - 7) Courses shall have a method of evaluating student performance which follows the adopted college grading system.
  - 8) Courses shall follow the adopted college policies on student tuition.

Agenda Item #11.1  
March 16, 2001

- 9) The following categories of physical education courses shall be the only ones to produce eligible credit hours:
  - A) Elective physical education courses;
  - B) Required courses for majors and minors in physical education, recreational leadership, and related programs; and/or
  - C) Physical education courses in teacher education programs as required by the State Teachers Certification Board.
  
- 10) Courses shall produce a maximum rate of one semester credit hour or equivalent per week. Requests for exceptions to this requirement may be submitted to the ICCB. The criteria utilized by the ICCB for exceptions shall include:
  - A) documentation of need for an intensified or accelerated schedule;
  - B) student population identified with testing and/or screening to indicate special needs and/or competencies;
  - C) how courses are instructed, including schedule of classes, study time allotted for students, method of instruction and how students are evaluated;
  - D) time period of instructional activity and projected termination date; and
  - E) procedures to evaluate the accelerated instructional activity.
  
- 11) Courses offered by the college for high school students during the regular school day at the secondary school shall be college-level and shall meet the following requirements:
  - A) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the North Central Association, and local college policies that apply to courses, instructional procedures and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures and academic standards apply to students, faculty and staff associated with these courses.



Agenda Item #11.1

March 16, 2001

- B) Instructors. The instructors for these courses shall be selected, employed and evaluated by the community college. They shall be selected from full-time faculty and/or from adjunct faculty with appropriate credentials and demonstrated teaching competencies at the college level.
  - C) Qualification of Students. Students accepted for enrollment in college-level courses must have appropriate academic qualifications, a high level of motivation and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and ordinarily are restricted to students in the junior and senior years of high school. The students shall meet all college criteria and follow all college procedures for enrolling in courses.
  - D) Placement Testing and Prerequisites. Students enrolling in college-level courses must satisfy course placement tests or course prerequisites when applicable to assure that they have the same qualifications and preparation as other college students.
  - E) Course Offerings. Courses shall be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs.
  - F) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
  - G) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and practices of the district.
- c) Student Requirements. The following requirements shall apply to students who generate credit hours eligible for ICCB grants:
- 1) Students shall be certified by their instructors as being in attendance at midterm by including a certification statement on the midterm class roster, signed and dated by the instructor.

Agenda Item #11.1  
March 16, 2001

- 2) Students who complete a course with a passing grade by the end of the term and who were not certified as being in attendance at midterm by the instructor shall be considered as having been in attendance at midterm.
- 3) Students enrolled in variable entry/variable exit classes or short-term classes of less than eight weeks may be certified by their instructors as having been in attendance at midterm by including a certification statement on the final class roster, signed and dated by the instructor.
- 4) Students shall be residents of the State of Illinois.
- 5) Auditors or visitors in a course shall not produce eligible credit hours.
- 6) Students who repeat enrollment in a course shall produce credit hours eligible for ICCB grants when one of the following conditions is met:
  - A) If the student completed the course the first time of enrollment with less than a grade of C (or equivalent) and if the student was claimed for ~~credit hour grant~~ funding, the student may enroll and be claimed in the course one additional time, or
  - B) If the student enrolled in the course previously and withdrew before completing the course, and if the student was claimed for ~~credit hour grant~~ funding, the student may enroll and be claimed in the course one additional time, or
  - C) If a student completed the course previously and was claimed for ~~credit hour grant~~ funding, the student may be claimed for retaking the course if the student uses his/her option to retake the course tuition free under the college's educational guarantee program, or
  - D) If the last time the student completed the course was at least four years previously, the student may be claimed for ~~credit hour grant~~ funding if the student repeats the course to upgrade his/her skills in that area, or
  - E) If a course has been approved by the ICCB to be repeated, the student may repeat the course and be claimed as often as approved by the ICCB.
- d) Exceptions. The following credits will not be eligible for ICCB funding ~~credit hour grants~~:
  - 1) Credit by examination;

Agenda Item #11.1  
March 16, 2001

- 2) Military service credit for physical education;
- 3) Transfer of credit earned at other institutions or in the armed forces;
- 4) Proficiency examinations;
- 5) Advanced placement credits; and/or
- 6) Other methods of program acceleration which do not include instruction.

**~~Section 1501.508 Special Populations Grants~~**

- ~~a) Special populations grant funds shall be allocated annually to each Illinois public community college district in accordance with Section 2-16.02 of the Act.~~
- ~~b) Special populations grant funds shall be accounted for in a restricted purposes fund.~~
- ~~c) The following are allowable expenditures for special populations grant funds:
  - ~~1) Personnel. Salaries and benefits for courses and services provided only to special populations students:
    - ~~A) Tutors, both student and professional.~~
    - ~~B) Counselors and paraprofessional counselors who spend a minimum of 50 percent of their time working with special populations students.~~
    - ~~C) Adult basic/secondary and remedial education instructors, not to exceed 30 percent of the total special populations grant per district.~~
    - ~~D) Direct support service personnel for assistance to students with disabilities, e.g., readers, notetakers, and drivers.~~
    - ~~E) Professional and paraprofessional staff who provide outreach services and special retention programs designed for special populations students and who administer testing and assessment of special populations students.~~~~
  - ~~2) Testing and Assessment. Includes materials, fees, and cost of test administration for testing and assessment of special populations students and testing of entering students to identify special populations students.~~
  - ~~3) Instructional and Informational Materials. Books, computer software, informational brochures, pamphlets, and publications provided only to special populations students to promote special populations programs.~~~~

Agenda Item #11.1  
March 16, 2001

- ~~4) Instructional Equipment. Lease or purchase of, e.g., tape recorders, small computers, readers, and other assistive technology provided to special populations students.~~
- ~~5) Travel related only to special populations student needs and activities for both college personnel and students.
  - ~~A) Special populations student activities such as field trips and student transportation.~~
  - ~~B) Conference expenses related directly to special populations grant activities.~~~~
- ~~6) Staff development expenditures for special populations grant personnel and outside consultants.~~
- ~~7) The following special populations grant administrative expenditures relate only to special populations grants. The total administrative expenditures may not exceed 30 percent of the total special populations grant per district.
  - ~~A) Administrative salaries.~~
  - ~~B) Office staff salaries.~~
  - ~~C) Office equipment.~~
  - ~~D) Consumable supplies.~~
  - ~~E) Utilities.~~
  - ~~F) Rental of facilities.~~~~
- ~~d) Reports of services supported by the special populations grant shall be filed with the ICCB by September 1 of each year on forms provided by the ICCB.~~
- ~~e) An initial grant in the amount designated in Section 2-16.02 of the Act shall be allocated for expenditure by each community college within a multicampus district. Remaining funds within a multicampus district may be allocated according to district policies.~~
- ~~f) Special populations grant funds shall be expended or obligated prior to June 30 each year. Goods for which the funds have been obligated shall be received and paid for prior to September 30 following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~

- ~~g) Special populations grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

**~~Section 1501.509 Workforce Preparation Grants~~**

- ~~a) A minimum of \$30,000 of each district's workforce preparation grant shall be used to operate a business assistance center or economic development or workforce preparation office; that is, expenditures specified in subsections (d)(1), (d)(5), (d)(6), (d)(7), (d)(8), and (d)(9) below.~~

- ~~b) No more than 25 percent of each district's workforce preparation grant may be used for expenditures for equipment as specified in subsections (d)(4) and (d)(9)(A) below.~~

- ~~c) Workforce preparation grant activities include the following:~~

- ~~1) Conducting customized training programs for new or existing business and industry through the following activities:~~

- ~~A) Developing and offering customized industrial or commercially sponsored courses.~~

- ~~B) Establishing apprenticeship or internship programs with area business and industry.~~

- ~~2) Providing the following employment training services training for unemployed or underemployed adults to improve their job skills and assist them in seeking employment:~~

- ~~A) Establishing and/or operating career counseling and testing programs.~~

- ~~B) Providing job placement assistance.~~

- ~~C) Conducting courses and workshops which are not claimed for credit hour grant funding.~~

- ~~3) Cooperate with other economic development entities (such as chambers of commerce, economic development commissions, and local governments) involved in commercial and industrial expansion and/or retention to:~~

Agenda Item #11.1

March 16, 2001

- ~~A) Provide assistance through special courses, workshops, and conferences to area business and industry and economic development entities on such topics as training, financing, starting, and operating a business; contract procurement; purchasing and accounting; and use of computers.~~
- ~~B) Identify and develop educational programs needed by business and industry for emerging occupations.~~
- ~~C) Obtain the use of equipment from business and industry for employment training programs.~~
- ~~D) Assist with the conduct of an assessment of the area's assets and liabilities in attracting and retaining business and industry.~~
- ~~E) Assist with the conduct of an industrial retention survey to assess the need for training or other assistance by area business and industry.~~
- ~~F) Provide appropriate training assistance or services determined necessary by surveys or assessments.~~
- ~~G) Help to market the area to prospective business and industry.~~
- ~~4) Cooperate with other community colleges, public universities, and private colleges to conduct assessments of need for higher education, to articulate the educational services being provided, and to develop telecommunications networks for instructional delivery and support.~~
- ~~d) The following are allowable expenditures for workforce preparation grant funds:~~
  - ~~1) Personnel. Salaries and benefits for the following personnel based on the percentage of time they spend on workforce preparation activities:~~
    - ~~A) Administrative and support staff of the business assistance centers or economic development or workforce preparation offices.~~
    - ~~B) Counselors that provide employment and educational counseling to unemployed or underemployed individuals.~~
    - ~~C) Instructional personnel who teach courses, which are not eligible for credit hour grant funding, to unemployed or underemployed persons or who teach customized courses, which are not eligible for credit hour grant funding, for business and industry.~~

Agenda Item #11.1

March 16, 2001

- ~~\_\_\_\_\_ D) Administrative and support staff needed to operate regional consortia designed to coordinate and support off-campus extension offerings of colleges and universities within that region of the state.~~
  
- ~~\_\_\_\_\_ 2) Contractual Services. Expenditures for professional services which are determined by the college to be more appropriately or efficiently provided by other public or private entities to complete specific programmatic work needed to conduct the district's workforce preparation and economic development activities.~~
  
- ~~\_\_\_\_\_ 3) Instructional Materials. Books, films, and testing/evaluation materials for use in courses taught to unemployed and underemployed individuals or persons receiving industrial or customized training designed for area business and industry.~~
  
- ~~\_\_\_\_\_ 4) Instructional Equipment. Lease or purchase of demonstrators, models, trainers, or other equipment for use in courses taught to unemployed and underemployed individuals or persons receiving customized training designed for area business and industry.~~
  
- ~~\_\_\_\_\_ 5) Promotional Materials. Brochures, newsletters, slide presentations, films, and advertisements used to market the districts' economic development services.~~
  
- ~~\_\_\_\_\_ 6) Staff Development. Seminars, courses, and conferences related to workforce preparation or economic development for administrative staff that spend 51 percent of their time working in the business assistance center or economic development or workforce preparation office.~~
  
- ~~\_\_\_\_\_ 7) Conference and Meeting Expenses. Expenses for conducting conferences and meetings related to workforce preparation grant activities specified in subsection (c) at which workforce preparation grant staff, business and industry, and/or economic development entities are in attendance.~~
  
- ~~\_\_\_\_\_ 8) Travel. Travel expenses related to workforce preparation grant activities as specified in subsection (c) above for staff specified in subsection (d)(1) above and their supervisors.~~
  
- ~~\_\_\_\_\_ 9) The following are related costs of operating a business assistance center or economic development or workforce preparation office.~~
  - ~~\_\_\_\_\_ A) Office equipment~~
  - ~~\_\_\_\_\_ B) Utilities and telephone~~
  - ~~\_\_\_\_\_ C) Consumable supplies~~

- ~~\_\_\_\_\_ D) Duplicating~~
- ~~\_\_\_\_\_ E) Facility rental~~
  
- ~~\_\_\_\_\_ e) Workforce preparation grant funds designated for special state initiatives in an amount specified by the General Assembly shall be administered by the Board to ensure that the special state initiatives are implemented.~~
  
- ~~\_\_\_\_\_ f) Reports of services and courses supported by the workforce preparation grant shall be filed with the ICCB by August 1 following the end of the fiscal year on forms provided by the ICCB.~~
  
- ~~\_\_\_\_\_ g) Workforce preparation grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund.~~
  
- ~~\_\_\_\_\_ h) Workforce preparation grant funds shall be expended or obligated prior to June 30 each year. Goods for which funds have been obligated shall be received and paid for prior to September 30 following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
  
- ~~\_\_\_\_\_ i) Workforce preparation grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.511 Chart of Accounts**

- a) Community College Funds. The funds listed below or a subset of these funds shall be used for publicly reporting community college financial transactions. The local Board of Trustees may determine the distribution of unrestricted revenues among the operating funds, i.e., the Education Fund, the Operations, Building and Maintenance Fund, and the Public Building Commission Operation and Maintenance Fund.
  - 1) Operating Funds
    - A) Education Fund. Local property taxes for educational purposes shall be recorded as revenue in this fund.



Agenda Item #11.1  
March 16, 2001

- B) Operations, Building and Maintenance Fund. Local property taxes for operations, building, and maintenance purposes shall be recorded as revenue in this fund.
  - C) Public Building Commission Operation and Maintenance Fund. Local property taxes for the operation and maintenance of college buildings leased from the Public Building Commission shall be recorded in this fund. Each agreement to operate and maintain property must be accounted for using a separate set of self-balancing accounts.
- 2) Restricted Purposes Fund. This fund is for the purpose of accounting for monies that have external restrictions regarding their use. Each of the restricted sources of revenue in this fund shall be accounted for separately using a group of self-balancing accounts.
  - 3) Audit Fund. The audit tax levy shall be recorded in this fund. Monies in this fund shall be used only for the payment of auditing expenses.
  - 4) Liability, Protection and Settlement Fund. The tort liability and Medicare insurance/FICA tax levies should be recorded in this fund. The monies in this fund and interest earned on assets shall be used only for the payment of tort liability, unemployment, or worker's compensation insurance and or claims, or the cost of participation in the federal Medicare/Social Security program. The tax levy for tort liability, worker's compensation, and unemployment insurance and claims shall be recorded in this fund. The monies in this fund and interest earned on the assets of this fund shall be used only for the payment of tort liability, worker's compensation, and unemployment insurance and claims.
  - 5) Bond and Interest Fund. Revenues in this fund consist of property taxes for principal and interest bond payments ~~and Corporate Personal Property Replacement Tax Revenues statutorily allocated for principal and interest bond payments (Ill. Rev. Stat., 1991, ch. 85, par. 616)~~. All principal and interest bond payments shall be expended from this fund. The debt service for each bond issue must be accounted for with a group of self-balancing accounts within the fund.
  - 6) Public Building Commission Rental Fund. Local property taxes for the payment of lease obligations to the Public Building Commission shall be recorded in this fund. Each lease with the Public Building Commission shall be accounted for using a separate group of self-balancing accounts.

Agenda Item #11.1  
March 16, 2001

- 7) Operations, Building and Maintenance Fund (Restricted). This fund is used to account for funds which can be used only for site acquisition and construction and equipping of buildings. The monies in this fund shall not be permanently transferred or loaned to any other fund.
  - 8) Building Bond Proceeds Fund. Proceeds from construction bonds shall be recorded in this fund. Each bond issue shall be accounted for using a separate group of self-balancing accounts.
  - 9) Auxiliary Enterprises Fund. This fund is for the purpose of accounting for those services where a fee is being charged students and staff. Only monies that the institution has control of should be included in this fund. Each enterprise service where a fee is being charged should be accounted for using a separate group of self-balancing accounts.
  - 10) Working Cash Fund. This fund shall be used to account for the proceeds of working cash bonds.
  - 11) Trust and Agency Fund. This fund shall be used to receive and hold monies in which the district serves as a custodian or fiscal agent for another body.
  - 12) Investment in Plant Account Group. This group of accounts shall be used to record the cost/value of plant assets.
  - 13) Long-term Liabilities Account Group. This group of accounts shall be used to record liabilities that are payable beyond the current fiscal year.
- b) Program and Object Codes. The program and object codes (report structure) used specified by the ICCB shall be used for publicly reporting community college financial transactions.

**~~Section 1501.515 Advanced Technology Equipment Grants~~**

- ~~a) An annual grant shall be allocated to each Illinois public community college district in accordance with Section 2-16.01 of the Act.~~
- ~~b) Advanced technology equipment grant funds shall be accounted for in a set of self-balancing accounts within the Restricted Purposes Fund [see Section 1501.511(a)(4)].~~
- ~~c) Allowable expenditures for advanced technology equipment grant funds are: demonstrators, models, trainers, and other instructional equipment needed for~~

Agenda Item #11.1

March 16, 2001

- ~~instruction or instructional support services, including connectors, interfacing equipment, computer software, computer peripherals, operating and repair instruction manuals, instructional furnishings that are designed for and integral to the use of the instructional equipment, and telecommunications networks designed to interconnect with other colleges and extension centers within the district.~~
- ~~d) By August 1 following the end of the fiscal year, the community college district shall file a report with the ICCB in a format prescribed by the ICCB, detailing how the funds were utilized.~~
- ~~e) Advanced technology equipment grant funds shall be expended or obligated by June 30 of the year for which they were awarded. Goods for which funds have been obligated shall be received and paid for by September 30 following the end of the fiscal year for which the funds were awarded. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
- ~~f) Advanced technology equipment grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.516 Capital Renewal Grants**

- a) Districts may apply annually to the ICCB for approval of capital renewal grant projects. Requests for ICCB approval of capital renewal grant projects shall be submitted using forms prescribed by the ICCB.
- b) Expenditures of funds from this grant are limited to capital renewal projects that are within the scope of the definition of capital renewal grants contained in Section 1501.501.
- c) Funds received from this grant shall be accounted for in the Operations and Maintenance Fund (Restricted) [see Section 1501.511(a)(7)].
- d) Other sources of funding may be added to capital renewal grant funds to finance larger projects.
- e) Projects shall be designed and constructed to meet all applicable facilities codes as specified in Section 1501.603(f).

- f) Authority to approve capital renewal grant projects is delegated to the ICCB or its President/CEO Executive Director.

**Section 1501.517 ~~Retirees Health Insurance Grants~~**

- ~~a) Retirees health insurance grants shall be distributed proportionately to each district based on the number of that district's annuitants on July 1 of the fiscal year in which the appropriation is made as certified by the State Universities Retirement System (SURS).~~
- ~~b) Retirees health insurance grants shall be used by a community college district to provide health insurance for the district's annuitants.~~
- ~~c) Provision of retirees health insurance shall be considered as the
  - ~~1) subsidization of costs for a retiree participating in one of the district's employee group health insurance plans or~~
  - ~~2) subsidization of the retiree's health insurance costs for coverage independent of the district's plan.~~~~
- ~~d) Annuitants receiving a subsidy for health insurance costs for coverage independent of the district's plan shall not be compensated in an amount greater than that offered retirees participating in one of the district's employee group health insurance plans.~~
- ~~e) Annuitants eligible for Social Security benefits shall be required to enroll in Medicare Part A and Part B Insurance which shall be considered their primary coverage.~~
- ~~f) Retirees health insurance grants shall be expended or obligated by June 30 of the fiscal year in which the grant is received. Unexpended funds shall be returned to the ICCB by October 15 following the year for which the appropriation was made.~~
- ~~g) Retirees health insurance grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB submitted pursuant to Section 3-22.1 of the Act or other identification of improper expenditures subsequently verified by the ICCB.~~

**Section 1501.518 Uncollectible Debts**

- a) In order to access the State Comptroller for the collection of debts owed a community college, the board of trustees shall maintain documentation of each debtor's debt in a separate file which shall be available for inspection by the ICCB or the Comptroller of the State of Illinois. Only debts in excess of \$150 may be submitted for collection.
- b) Each debtor's file shall be maintained for a period of five years and shall include:
  - 1) A description of the cause for the debt;
  - 2) Correspondence concerning attempts to collect the debt locally;
  - 3) Evidence of an opportunity for a hearing and review of the debt and the final outcome of such hearing and review.
- c) Claims shall be submitted on forms and in the format prescribed by the ICCB.
- d) The board of trustees shall submit a claim to the state of Illinois only after exhausting local options for collection of the debt.
- e) The board of trustees shall give the debtor due process in accordance with the Illinois State Collection Act of 1986.
- f) Any debtor scheduled to make repayments, who is not yet delinquent or who currently is making periodic payments to reduce a debt, shall not be submitted to the state for collection.
- g) The board of trustees shall approve the debt to be submitted for collection.
- h) The President/CEO ~~Executive Director~~ of the ICCB is authorized to accept claims from the boards of trustees for collection. ICCB acceptance of claims is made when claims are submitted to the Comptroller of the State of Illinois. The board of trustees will be notified of acceptance or nonacceptance of the claims by the ICCB.

**Section 1501.519 Special Initiatives Grants**

- a) Special initiatives grants shall be awarded ~~allocated~~ to each Illinois public community college districts after a request for proposal application process based upon criteria approved by the ICCB or specified in statute in accordance with Section 2-16.02 of the Act.

Agenda Item #11.1  
March 16, 2001

- b) e) Allowable expenditures for special initiatives grants will be specified in the grant agreement between the college and the ICCB in a contract which will be executed with each Illinois public community college district eligible to receive the special initiatives grant funds.
- c) b) Special initiatives grant funds shall be accounted for in a set of self-balancing accounts within the fund specified Restricted Purposes Fund (see Section 1501.511(a)(2)).
- d) If specified in grant agreement, by August 1 following the end of the fiscal year, the community college district shall file a report with the ICCB in a format used prescribed by the ICCB or in accordance with the grant agreement terms of the contract, detailing how the funds were utilized.
- e) Special initiatives grant funds shall be expended by the date specified in the grant agreement. If the grant agreement allows, goods and services for which funds have been obligated by the contract end date shall be received and paid for no later than 60 days after the grant agreement end date. Unexpended funds shall be returned to the ICCB no later than 90 days after the end of the grant agreement or as specified in the grant agreement. ~~or obligated by June 30 of the year for which they were awarded. Goods and services for which funds have been obligated shall be received and paid for by September 30 following the end of the fiscal year for which the funds were awarded. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
- f) Special initiatives grant funds not used in accordance with the terms specified in the grant agreement ~~this Section~~ regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.

**Section 1501.520 Lincoln's Challenge Scholarship Grants**

- a) Lincoln's Challenge Scholarship Grants shall be vouchered to community colleges.
- b) Students can qualify for their first Lincoln's Challenge Scholarship Grant if they meet the following criteria:
  - 1) Complete the Lincoln's Challenge program;
  - 2) Complete the GED ~~or pursuing the completion of the GED;~~

Agenda Item #11.1  
March 16, 2001

- 3) Enroll at one of the 49 Illinois public community colleges in a certificate or degree program within one year after graduation from the Lincoln's Challenge Program;
  - 4) Carry an academic load of at least six credit hours each term except the summer term; and
  - 5) Present the "notification of award" letter signed by the ~~Executive Director~~ President/CEO of the Illinois Community College Board to the community college at the time of registration.
- c) The scholarship is limited to \$1,000 per student per semester, with the exception of the summer semester which is limited to \$500 per student.
- d) The scholarship shall be applied only to the cost of tuition, books, fees and required educational supplies.
- e) The grant will only reimburse the college at the in-district tuition rate.
- f) In order to receive the reimbursement, colleges must submit the following information for each student:
- 1) Name;
  - 2) Social Security Number;
  - 3) Program of study;
  - 4) Course schedule (including credit hours);
  - 5) Bill with costs broken out by tuition, fees, books and educational supplies; and
  - 6) GPA and course completions from previous semester - if continuing student.
- g) In order to remain qualified for a Lincoln's Challenge Scholarship Grant, each student must:
- 1) Submit a letter of application to the Illinois Community College Board requesting continuation of the scholarship for the next semester. The letter must be postmarked by August 1 for application to the fall term; ~~and~~ January 1 for application to the spring term; and June 1 for application to the summer term.
  - 2) Comply with academic standards as defined by college policy. The first semester minimum grade point average may be waived as a determining factor of academic standards achievement if the student's academic advisor concludes that extenuating circumstances existed; and

Agenda Item #11.1  
March 16, 2001

- 3) Submit documentation showing ~~the~~ acceptable academic status and the number of credit hours completed during the last term of enrollment at the college.
- h) Students can be awarded scholarship funds for three successive years, or a maximum of 64 credit hours (or more if completing an associate in applied science degree requiring additional credit hours) to be used toward the completion of a degree or certificate program.
- i) The number of scholarships awarded each year is contingent upon the amount of funds appropriated. The scholarships cannot be guaranteed to students even if all criteria are met.

**~~Section 1501.522 - Deferred Maintenance Grants~~**

- ~~a) Deferred maintenance grants shall be allocated to each qualifying Illinois public community college district in accordance with Section 2-16.02 of the Act.~~
- ~~b) Expenditures of funds from this grant are limited to deferred maintenance grant activities as defined in Section 1501.501 of this part. No more than 30 percent of each district's grant allocation shall be used for custodial/maintenance staff salaries and benefits.~~
- ~~c) Funds received from this grant shall be accounted for in a separate set of self-balancing accounts in the Operations and Maintenance Fund (Restricted) [see Section 1501.511(a)(7)].~~
- ~~d) Deferred maintenance grant funds shall be expended or obligated by June 30 of the year for which they were awarded. Goods and services for which funds have been obligated shall be received and paid for by September 30 following the end of the fiscal year for which the funds were awarded. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.~~
- ~~e) Deferred maintenance grant funds not used in accordance with this Section regardless of the amount shall be returned to the ICCB within six months after receipt of the external audit report by the ICCB or other identification of improper expenditures subsequently verified by the ICCB.~~

Item #10.7 - Endorsement of Recommendation of the IAI Major Field Panel in Sociology

The Illinois Community College Board hereby endorses the transferable major field recommendation in sociology developed by the sociology faculty panel and endorsed by the Illinois Articulation Initiative Steering



Agenda Item #11.1  
March 16, 2001

Panel as shown on the following pages and requests that community colleges begin to implement the recommendation.

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

Item #11 - Information Items

Item #11.1 - Fiscal Year 2001 Financial Statements

Financial Statements are provided for Board information.

Item #11.2 - Illinois Community College Board Fiscal Year 2001 Special Initiative Grant Program

This report provides information on ICCB legislative appropriations for the award of grants and/or contracts to colleges for special initiatives as of January 1, 2001.

Item #11.3 - Status Report on Community College Recognition

This report provides information on the status of recognition visits underway at community colleges during fall 2000.

Item #11.4 - New Occupational Programs - January-December 2000

This information is a brief analysis of the approval of new occupational programs during the last calendar year to provide an indication of programmatic trends within the community college system.

Item #11.5 - Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2000

This report is based on fiscal year 2000 data for student enrollments and completions as provided by colleges.

Item #11.6 - Proposed Amendments to Illinois Community College Board Rules Concerning Reasonable and Moderate Extensions (Future Consideration)

The Board received proposed amendment to ICCB Rules concerning a reasonable and moderate extension. Initial approval will be requested on March 16, 2001.

Item #12 - Authorization to Enter into a Contract for Federal Legislative Services

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

Agenda Item #11.1  
March 16, 2001

The Illinois Community College Board hereby authorizes its President/CEO to enter into a contract for \$140,000 with the firm of Barbour Griffith & Rogers, Inc. for legislative services from January 1, 2001 through December 31, 2002.

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

Item #13 - Adjournment

Inez Galvan made a motion, which was seconded by Laurna Godwin, to adjourn the meeting at 11:40 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

**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**

Kaskaskia College

< Computer Applications Support Specialist A.A.S. degree - 67 semester credit hours

John A. Logan College

< General Medical Sonography Certificate - 50 semester credit hours

Richland Community College

< Practical Nursing Certificate - 45 semester credit hours

< Agri-Business A.A.S. - 62 semester credit hours

**BACKGROUND**

**Kaskaskia College** is seeking approval to offer a 67 semester credit hour “Computer Applications Support Specialist” Associate of Applied Science degree. The program will prepare students for employment as computer applications specialists working with a variety of software, including web applications, word processing, and desktop publishing. The curriculum will consist of coursework in Windows, computer applications, basic web site design, desktop publishing, voice recognition software, information processing, office management, and accounting in addition to general studies. Labor market information provided by the college supports the need for individuals skilled in the use of computer applications both districtwide and statewide. The college anticipates a full-time enrollment of 21 students and part-time enrollment of 8 students the first year, increasing to 25 full-time students and 10 part-time students by the third year. Two existing faculty members will be required for the program during the first year. Two new part-time faculty members will be added to the program by the third year. Costs for the program will be approximately \$6,200 the first year, \$970 the second year, and \$1,940 the third year. First year costs reflect the purchase of software and materials. Second year figures reflect faculty costs for existing faculty, and third year costs reflect the addition of two new faculty.

Agenda Item #11.3  
March 16, 2001

**John A. Logan College** is requesting approval to offer a 50 semester credit hour “General Medical Sonography Certificate” program. The program will prepare students for employment as ultrasound technologists in a variety of medical settings, such as hospitals, clinics, long-term care facilities, mobile services, and doctor’s offices. Ultrasound technologists perform sonographic exams and record anatomic, pathologic, and physiologic data for interpretation. The curriculum will consist of coursework in diagnostic ultrasound techniques, diagnostic imaging, anatomy, and clinical practice of medical sonography. Once the program meets CAAHEP accreditation requirements, graduates will be eligible to set for the ARDMS exam. The college anticipates an enrollment of five full-time students the first and second years, increasing to ten students by the third year. Labor market information provided by the college supports the need for qualified ultrasound technologists within their district. The program will require one existing full-time faculty member, one existing part-time faculty member, and one new part-time faculty member the first year. The cost of implementing the program will be approximately \$4,800 the first year, and \$5,300 the second and third years primarily due to increased material costs.

**Richland Community College** is seeking approval to offer a 45 semester credit hour “Practical Nursing Certificate” program. This program will prepare students to provide nursing care to clients at the bedside under the direction of a registered nurse, licensed physician or dentist. Practical nurses are qualified to participate in planning nursing care; delivering nursing care; and administering medications and selected therapeutic measures to patients in a variety of settings such as hospitals, nursing homes, long-term care facilities, home health agencies, doctor’s offices, and clinics. The curriculum consists of coursework in human anatomy and physiology, medical terminology, practical nursing theories and practices, nutrition and diet, and pharmacology. In addition, this program will prepare students for the NCLEX-PN licensing examination. The college anticipates an enrollment of 10 full-time and 20 part-time students each year for the first three years. Labor market information provided by the college supports the need for individuals qualified in practical nursing care. Statewide employment of license practical nurses is expected to increase faster than the average for all occupations through the year 2008. The program will require two new full-time and two new part-time faculty members the first year. The cost of implementing this program will be approximately \$77,000 per year for the first three years.

**Richland Community College** is also requesting approval to offer a 62 semester credit hour Associate in Applied Science degree program in “Agri-Business”. This program will prepare students to enter the field of agri-business, specializing in either grain elevator management or custom application. The curriculum consists of coursework in soil management, crop production, ag economics, ag business sales and management, weed and pest control, and computer technology in agriculture, in addition to general studies and specialized electives. The college anticipates an enrollment of approximately six full-time and ten part-time students the first year, increasing to 20 full-time and 30 part-time students by the third year. Labor market information provided by the college supports the need for qualified individuals in the agriculture industry both statewide and within the college district. Employment in agricultural services industries in Richland’s district is expected to increase faster than the average for all industries statewide through the year 2006. This program was developed with input from several local agriculture employers. The program will require one existing full-time faculty member the first year, but will increase to two full-time and four part-time faculty by the third year in anticipation of the need

Agenda Item #11.3  
March 16, 2001

to handle growing enrollments. Costs for implementing this program will be approximately \$27,000 the first year, \$38,000 the second year, and \$80,000 the third year, primarily due to the increase in faculty expenditures.

## **TEMPORARY PROGRAM APPROVAL**

### South Suburban College

- < Coach Maintenance A.A.S. degree - 63 semester credit hours
- < Fitness Professional A.A.S. degree - 65 semester credit hours

## **BACKGROUND**

**South Suburban College** is requesting temporary approval to offer a 63 semester credit hour regional Associate in Applied Science degree program in “Coach Maintenance”. The program will prepare individuals for employment as bus and diesel engine mechanics. The curriculum consists of coursework in preventative maintenance, electrical systems, steering and understructure, brake systems, heating and air conditioning, and power plant and transmission, in addition to general studies. Labor market information provided by the college supports the need for trained bus repair mechanics within the district and the Chicago-Metropolitan Area. The college projects enrollments at approximately 15-20 students per year. Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.

**South Suburban College** is also seeking temporary approval to offer a 65 semester credit hour “Fitness Professional” Associate of Applied Science degree program. This program will prepare students for employment as fitness trainers and specialists in corporate fitness centers; health clubs; sports medicine clinics; and any other facility offering exercise prescription, evaluation, body composition, and general fitness testing. The curriculum will consist of coursework in human body structure and biomechanics, exercise physiology, fitness assessment, emergency care and safety, nutrition, weight training and conditioning, and recreational management, in addition to general studies. The college anticipates an enrollment of approximately 10-15 students the first year, increasing to 15-20 students by the third year. The college currently offers two certificate programs, Fitness Assistant and Fitness Specialist, that will feed students into the degree program. Labor market information provided by the college supports the need for qualified individuals trained in personal fitness and management. An independent study conducted by the college indicates local support for a fitness degree program, as well as the need for higher-level trained individuals, is very strong. One existing full-time faculty member, eight existing part-time faculty, and one new part-time faculty member will be required the first year. The cost of implementing this program will be approximately \$26,500 the first year, \$45,000 the second year, and \$2,000 the third year. Higher costs during the second year reflect salary adjustments and the purchase of new equipment. Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.

Agenda Item #11.3  
March 16, 2001

**INFORMATION ITEM - BASIC CERTIFICATE APPROVAL**

Following is a list of basic certificates that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Danville Area Community College

- < Career Development Facilitator Certificate - 8 semester credit hours

Kaskaskia College

- < Microsoft Office 2000 Certificate - 18 semester credit hours
- < Computer Applications Certificate - 17 semester credit hours
- < Web Design Certificate - 17 semester credit hours
- < Legal Office Personnel Certificate - 24 semester credit hours
- < Medical Office Personnel Certificate - 22 semester credit hours
- < Medical Transcription Certificate - 22 semester credit hours
- < General Office Certificate - 14 semester credit hours

Shawnee Community College

- < E-Business Certificate - 29 semester credit hours

Illinois Community College Board

**PROPOSED AMENDMENTS TO  
ILLINOIS COMMUNITY COLLEGE BOARD RULES  
CONCERNING REASONABLE AND MODERATE EXTENSIONS**  
*(Initial Approval)*

At its October 2000 meeting, the Illinois Community College Board approved a new policy regarding approval of short-term occupational certificate programs. Under this new policy, two categories of certificate programs of less than 30 hours were established: short-term certificate programs of less than seven semester credit hours and basic certificate programs of between seven and 29 semester credit hours. The new policy allows short-term certificate programs of less than seven hours to be created by a college if the college has previous approval to offer one or more programs in the same two-digit CIP category. This constitutes a new form of reasonable and moderate extension of existing programs and, thus necessitates an amendment to the Illinois Community College Board Administrative Rules. The following proposed rule modification was presented to the Board and the system in the January 19, 2001 ICCB agenda for review and comment. No opposition to the proposed change was received. The item is, therefore, presented for the Board's initial approval to be forwarded to the Joint Committee on Administrative Rules.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts and initially approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act.

**SUBPART C: PROGRAMS**

**Section 1501.302 Units of Instruction, Research, and Public Service**

- a) Approval of New Units of Instruction. Each proposed new unit of instruction shall be submitted to the ICCB for approval. The criteria for approval of new units of instruction, which also apply to existing programs offered by community colleges are:
  - 1) Mission and Objectives.
    - A) The objectives of the unit of instruction are consistent with the mission of the college as set forth in Section 1-2(e) of the Public Community College Act.

Agenda Item #11.4  
March 16, 2001

- B) The objectives of the unit of instruction are consistent with what the title of the unit of instruction implies.
- 2) Academic Control.
- A) The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the college's established processes for academic planning and quality maintenance, and clear provision is made for ensuring a high level of academic performance of faculty and students.
  - B) The admission, course placement, and graduation requirements for the unit of instruction are consistent with the stated objectives of the unit of instruction and with Section 3-17 of the Act where applicable.
- 3) Curriculum. The content of the curriculum ensures that the objectives of the unit of instruction will be achieved.
- A) The range of total number of credit hours required for completion of an associate degree curriculum shall be within the following parameters:
    - i) For the Associate in Arts degree and the Associate in Science degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent;
    - ii) For the Associate in Fine Arts and the Associate in Engineering Science degree, a total requirement of not less than 60 semester credit hours nor more than 68 semester credit hours or the quarter credit hour equivalent;
    - iii) For the Associate in Applied Science degree, a total requirement of not less than 60 credit hours nor more than 72 semester credit hours or the quarter credit hour equivalent, except in such occupational fields in which accreditation or licensure by a state or national organization requires additional coursework; and
    - iv) For the Associate in General Studies degree, a total requirement of not less than 60 semester credit hours nor more than 64 semester credit hours or the quarter credit hour equivalent.



Agenda Item #11.4  
March 16, 2001

- B) Each associate degree curriculum shall include a specific general education component consisting of coursework in communication, arts and humanities, social and behavioral sciences, and mathematics and science within the following parameters:
  - i) For the Associate in Arts degree and the Associate in Science degree, the general education component required will represent at least 37 semester credit hours or the quarter hour equivalent for completion;
  - ii) For the Associate in Fine Arts degree, the general education component required will represent at least 25 semester credit hours or the quarter hour equivalent for completion;
  - iii) For the Associate in Engineering Science degree, the general education component required will represent at least 19 semester credit hours or the quarter hour equivalent for completion;
  - iv) For the Associate in Applied Science degree, the general education component required will represent at least 15 semester credit hour or the quarter hour equivalent for completion; and
  - v) For the Associate in General Studies degree, the general education component required will represent no less than 20 semester credit hours or the quarter hour equivalent for completion.
  
- 4) Faculty and Staff.
  - A) The academic preparation and experience of faculty and staff ensure that students receive education consistent with the objectives of the unit of instruction.
  - B) The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and to ensure curriculum continuity.
  - C) Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities.

Agenda Item #11.4  
March 16, 2001

- 5) Support Services.
  - A) Facilities, equipment, and instructional resources (e.g., laboratory supplies and equipment, instructional materials, computation equipment) necessary to provide quality instruction will be available and maintained.
  - B) Library holdings and acquisitions necessary to support quality instruction and scholarship are available, accessible, and maintained.
  - C) Provision is made for the guidance and counseling of students, the evaluation of student performance, the continuous monitoring of progress of students toward their degree or certificate objectives, the placement of completers of the unit of instruction, and appropriate academic recordkeeping.
- 6) Financing.
  - A) The financial commitments to support the unit of instruction are sufficient to ensure that the stated objectives can be attained and that the faculty, staff, and support services necessary to offer the unit of instruction can be acquired and maintained.
  - B) Projections of revenues necessary to support the unit of instruction are based upon supportable estimates of general revenue, student tuition and fees, private gifts, and/or governmental grants and contracts.
- 7) Public Information.

The information that the college provides to students and the public accurately describes: the unit of instruction offered; the objectives of the unit of instruction; length of the unit of instruction; residency requirements, if any; schedule of tuition, fees, and all other charges and expenses necessary for completion of the unit of instruction; cancellation and refund policies; and such other material facts concerning the college and the unit of instruction as are likely to affect the decision of the student to enroll.
- 8) Accreditation and Credentialing.
  - A) Appropriate steps have been taken to ensure that accreditation of the proposed new unit of instruction will be granted in a reasonable period of time.

Agenda Item #11.4  
March 16, 2001

- B) The proposed new unit will provide the skills required to obtain individual credentialing (certification, licensure, registration) needed for entry into an occupation as specified in the objectives of the proposed new unit of instruction.
- 9) Program Needs and Priorities.
- A) The unit of instruction must be educationally and economically justified based on the educational priorities and needs of the citizens of Illinois and the college's district.
  - B) The unit of instruction meets a need that is not currently met by units of instruction which are offered by other institutions in the district.
- b) Approval of New Administrative Units of Research or Public Service. An application for approval of each proposed new administrative unit of research or public service shall be submitted to the ICCB on forms provided by the ICCB. The criteria for approval of new administrative units of public service or research are:
- 1) The proposed new administrative unit shall be authorized by the board of trustees.
  - 2) The objectives of the proposed new administrative unit are consistent with the mission of the college [see Section 1-2(e) of the Act].
  - 3) The proposed new administrative unit shall meet a district's need to deliver a public service or research program which cannot be met through the district's current structure as indicated by an organizational chart.
  - 4) The proposed new administrative unit shall administer at least one public service or research program.
  - 5) The needs assessment demonstrates that the demand for the public service or research program to be administered by the proposed new unit shall be continuous for at least three years.
  - 6) The district shall provide evidence that the resources for the facilities, equipment and materials, and staff necessary to provide a quality program or service shall be made available to the proposed new administrative unit.
- c) Withdrawal. An approved unit of instruction, public service, or research may be withdrawn by the college when it decides to suspend operation of the unit. The withdrawal request shall be reported on forms supplied by the ICCB.

Agenda Item #11.4  
March 16, 2001

- d) Reasonable and Moderate Extensions.
- 1) An approved unit of instruction, public service, or research may be modified by the college within the parameters listed in subsection (d)(2) through (4). The college shall notify the ICCB of such extensions on forms provided by the ICCB.
  - 2) Reasonable and moderate extensions of previously approved units of instruction include:
    - A) The addition, modification, or withdrawal of courses within an approved unit of instruction which does not alter the objectives of the unit of instruction.
    - B) A change in minimum credit hours for completion of an approved unit of instruction that does not affect the instructional level of the unit of instruction.
    - C) A change in title of an approved unit of instruction that does not indicate a different objective of the unit than that previously approved.
    - D) The creation of an option (major, concentration, or specialization) within an approved unit of instruction in which:
      - i) the option created is within the same general academic discipline or occupational field as the previously approved unit of instruction,
      - ii) the option created within a previously approved associate degree curriculum shares a common core of first-year courses with the previously approved unit of instruction, and
      - iii) the option created does not substitute more than 15 semester credit hours of other courses for courses previously approved as part of an associate degree curriculum or cluster of closely related curricula; e.g., from the same four-digit CIP code or substitute more than 9 semester credit hours of other courses for courses previously approved as part of a certificate curriculum (or closely related cluster) of 30 semester credit hours or more.
    - E) The creation of certificate curricula from previously approved associate degree curricula and certificate curricula, including closely related curricula; e.g., from the same four-digit CIP code,

Agenda Item #11.4  
March 16, 2001

providing no more than 6 semester credit hours are substituted for certificates of up to 30 semester credit hours or no more than 9 semester credit hours are substituted in certificates of 30 semester credit hours or more.

- F) The creation of a certificate curricula of less than seven semester credit hours from previously approved associate degree curricula and certificate curriculum from the same two-digit CIP code.
- 3) Reasonable and moderate extensions of previously approved units of research or public service include units with an annual operating expenditure from whatever source of less than \$250,000 or an annual operating expenditure from state appropriations of less than \$50,000.
  - 4) Reasonable and moderate extensions of previously approved units of administration include any administrative reorganization of a college.
- e) Approval in a Multicollege District. Approval of new units of instruction, research, or public service in a multicollege district will be for a specific college. Transfer of a unit to, or duplication of a unit by, other colleges within the district constitutes a new unit requiring approval by the ICCB. However, up to 9 hours of a program approved at one college may be offered by any other college in the district at the option of the Board.
- f) When a college no longer offers an approved unit of instruction to additional new students, that unit of instruction shall be reported to the ICCB and shall be removed from the college catalog and other documents advertising the program offerings to the public.
- 1) An inactive unit of instruction shall be maintained on the ICCB Curriculum Inventory File with the date that it became inactive for a period of at least ten years. The effective date that a unit of instruction becomes inactive shall be determined by the college.
  - 2) A unit of instruction that has been inactive for less than three years may be reactivated by the college once it has completed the following:
    - A) Obtained approval to reactivate the program from its chief executive administrator.
    - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate.
    - C) Submitted a notification to the ICCB.

Agenda Item #11.4  
March 16, 2001

- 3) A unit of instruction that has been inactive for three to ten years may be reactivated by the Executive Director of the ICCB if the college has completed the following:
    - A) Obtained approval to reactivate the program from its chief executive administrator.
    - B) Obtained approval to reactivate the program from agencies that license, certify, or accredit the program, if appropriate.
    - C) Demonstrated through local surveys or state labor market data that the labor market demand and supply shows a need for graduates of the program.
    - D) Conducted a review of the program with representatives from business and industry including on-site visits and advice regarding current technologies and equipment.
    - E) Demonstrated, in accordance with subsections (a)(5) and (a)(6) of this Section and Section 1501.510, that the college has adequate facilities, equipment, and financial resources to offer a quality program.
    - F) Demonstrated, in accordance with Section 1501.303(f), that the college has available qualified faculty to provide the instruction for the program.
    - G) Submitted a request for the reactivation to the ICCB.
  - 4) A unit of instruction that has been inactive for over ten years may be reactivated by following the new unit approval process described in subsection (a) of this Section.
- g) Discontinuation of Programs. The ICCB may discontinue programs which fail to reflect the educational needs of the area being served as follows:
- 1) Programs that do not meet standards of need, quality, and cost effectiveness may be discontinued by the ICCB. This determination shall be made based on review and collective findings of information available to the ICCB through ICCB and IBHE program review, evaluation, and productivity processes; the ICCB Management Information System; and other sources of pertinent information on the following criteria:
    - A) Program need, including educational priorities of the district, accessibility, credit hours generated, enrollments, completions, and labor market supply and demand.

Agenda Item #11.4  
March 16, 2001

- B) Program quality, including job placement or education continuation, program content, academic control, faculty qualifications, and accreditation and credentialing.
  - C) Program costs, including adequacy of financial support and unit costs.
- 2) The ICCB will utilize special state-level analyses to identify programs that appear to be of questionable need, cost, or quality based on state data. Programs identified through state-level analysis will be referred to the colleges to enable them to evaluate the programs in detail in their normal process and to obtain the results and comments from the local level.
  - 3) The ICCB will notify college districts of programs being considered for discontinuation and shall grant the district 60 days to respond to concerns regarding the program in question prior to action by the Board. This information shall be taken into account in determining if a program should be discontinued by the ICCB.
  - 4) Once a program is discontinued by the ICCB and the appeal process is concluded, the college must inactivate the program by not enrolling any additional new students and develop a plan for an orderly discontinuation of the program for students currently enrolled. Programs discontinued by the ICCB may be reestablished by obtaining approval as a new unit of instruction under subsection (a) of this Section.

Illinois Community College Board

**A SUMMARY OF CAPITAL PROJECTS APPROVED  
BY THE PRESIDENT/CEO DURING  
CALENDAR YEAR 2000**

ICCB Rules 1501.602 and 1501.516 grant authority to the ICCB President/CEO to approve locally funded and state-funded capital renewal projects and, subsequently, report such actions to the Board. The following report summarizes 114 projects totaling \$58.1 million that were granted such approval during calendar year 2000.

Of the 114 projects approved by the President/CEO during the year, seven were locally funded with other sources other than protection, health, and safety levy proceeds (one was combined with a special state appropriation); 12 were capital renewal funded projects (one combined ADA Access for All funds); 77 were funded with protection, health, and safety tax levy proceeds; 14 were funded with protection, health, and safety bond issues; and four were funded with a ADA Access for All funds (only appropriated in fiscal year 2000). The last page of the report lists one locally funded long-term lease approved during calendar year 2000.

**INFORMATION ONLY**



**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1, 2000 - December 31, 2000**

***ADA-Access for All***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
A	8/25/00	Harper	Handicapped Elevator Installation-Building D	1262-0800	\$235,808.00	FY 2001
A	6/6/00	Illinois Eastern	ADA Districtwide Improvements	0021-0600	\$158,510.00	FY 2000
A	6/19/00	Oakton	ADA Restroom Renovations	0012-0500	\$184,904.00	FY 2000
A	6/6/00	South Suburban	ADA Restroom and Door Improvements	0020-0600	\$153,551.00	FY 2000
				Category Sub-Total	\$732,773.00	

***PHS Bond Issue***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
B	11/14/00	IECC-Frontier	Site Paving and Lighting	1291-1100	\$35,800.00	FY 2001
B	11/14/00	IECC-Frontier	Exterior Rehab	1292-1100	\$160,400.00	FY 2001
B	11/14/00	IECC-LTC	Floor Drain Pipe Replacement-LTC Crisp Blding	1293-1100	\$26,600.00	FY 2001
B	11/14/00	IECC-OCC	Bleacher Replacement	1294-1100	\$147,600.00	FY 2001
B	11/14/00	Illinois Eastern	Energy Management Systems Replacement	1289-1100	\$381,200.00	FY 2001
B	11/14/00	Illinois Eastern	HVAC Systems Replacement	1290-1100	\$1,636,600.00	FY 2001
B	12/14/00	Kaskaskia	Mechanical Repairs/Improvements (Campus Wide)	1331-1200	\$1,900,000.00	FY 2001
B	8/25/00	Lincoln Land	Sangamon Hall-Library Asbestos Abatement	1261-0800	\$192,500.00	FY 2001
B	7/14/00	Richland	Indoor Air Quality	1259-0700	\$1,933,895.00	FY 2001
				Category Sub-Total	\$6,414,595.00	

***Excess PHS Bond Funds***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
BE	5/8/00	IECC-Frontier	HVAC Replacement-Richard Mason Building	1253-0500	\$453,400.00	FY 2000
BE	5/8/00	IECC-LTC	Natorium Dehumidification and Ventilation	1254-0500	\$272,300.00	FY 2000
BE	5/8/00	IECC-LTC	Acoustical Control/Pool Lighting	1255-0500	\$102,900.00	FY 2000
BE	5/8/00	IECC-LTC	Natorium Structural Corrections	1256-0500	\$183,100.00	FY 2000
BE	5/8/00	IECC-WVC	HVAC Replacement - 3 Buildings	1257-0500	\$145,200.00	FY 2000
				Category Sub-Total	\$1,156,900.00	

**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1, 2000 - December 31, 2000**

***Locally Funded***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
L	6/26/00	Highland	Child Care and Training Center	0005-0600	\$845,512.00	FY 2000
L	3/17/00	Kishwaukee	Campus Building Addition/Remodeling	0012-0300	\$20,557,370.00	FY 2000
L	5/24/00	Oakton	Performing Arts Center Expansion/Renovation	0011-0500	\$1,952,528.00	FY 2000
L	2/9/00	Rend Lake	Remodel for Technolgy Training Area	0013-0200	\$33,300.00	FY 2000
L	12/15/00	Sandburg	Acquisition/Remodeling of Galesburg Building	0009-1200	\$1,755,559.00	FY 2001
L	11/17/00	Southwestern	Schmidt Art Center	0013-1100	\$1,778,000.00	FY 2001
				Category Sub-Total	\$26,922,269.00	

***Local/State Funded***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
LC	1/20/00	Parkland	Agricultural Technology-Equine Facility	0011-0100	\$1,320,859.00	FY 2000
				Category Sub-Total	\$1,320,859.00	

***Capital Renewal***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
R	8/28/00	Danville	Porch Columns Replacement-Clock Tower Center	0023-0800	\$52,000.00	FY 2001
R	8/28/00	Danville	Energy Management System	0024-0800	\$152,400.00	FY 2001
R	1/13/00	Elgin	Plaza Deck Restoration/Waterproofing Ph III	0016-0100	\$218,800.00	FY 2000
R	7/24/00	Illinois Eastern	Roofing, Acoustics, Parking Lot, and Walkways	0022-0700	\$100,500.00	FY 2001
R	1/17/00	Joliet	Air Quality Improvement	0014-0100	\$106,700.00	FY 2000
R	3/22/00	Lincoln Land	Utility Line Capacity	0013-0300	\$57,600.00	FY 2000
R	8/25/00	McHenry	Computer Room A/C and Control Replacement	0013-0800	\$30,000.00	FY 2001
R	7/24/00	Moraine Valley	Remodel College Center & Buildings L and T	0007-0700	\$785,400.00	FY 2001
R	2/9/00	Rend Lake	Remodel for Technolgy Training Area	0013-0200	\$255,512.00	FY 2000
R	1/17/00	South Suburban	East/West Roadway Repaving	0019-0100	\$93,100.00	FY 2000
R	4/26/00	Southeastern	Robert Gregg Tech Center Remodeling	0006-0400	\$101,510.00	FY 2000
				Category Sub-Total	\$1,953,522.00	

**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1, 2000 - December 31, 2000**

***Capital Renewal/ADA Access for All***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
RA	5/8/00	DuPage	Fire Alarm System Upgrade	0020-0500	\$1,200,000.00	FY 2000
				Category Sub-Total	\$1,200,000.00	

***PHS Tax Levy***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
T	11/14/00	Black Hawk	Asbestos Abatement (Class & Lecture Rooms)	1266-1100	\$194,700.00	FY 2001
T	11/14/00	Black Hawk	Chiller Replacements-Building 3	1267-1100	\$269,000.00	FY 2001
T	11/14/00	Black Hawk	HVAC & Window Units-Kewanee	1268-1100	\$270,400.00	FY 2001
T	11/14/00	Black Hawk	Life Safety Upgrades	1269-1100	\$126,500.00	FY 2001
T	11/14/00	Black Hawk	Tunnel Waterproofing/Concrete Repair	1270-1100	\$88,500.00	FY 2001
T	11/14/00	Black Hawk	ADA Improvements	1271-1100	\$88,800.00	FY 2001
T	11/14/00	Danville	Mary Miller Center Roof	1264-1100	\$65,000.00	FY 2001
T	11/14/00	Danville	Unit Ventilator Heater Replacements	1265-1100	\$184,770.00	FY 2001
T	3/3/00	Harper	AC/Dehumidification at Wellness/Sports Ctr.	1248-0300	\$599,203.00	FY 2000
T	5/12/00	Harper	Bldings D/E Buried Hot Water Pipe Rplcmnt.	1258-0500	\$155,050.00	FY 2000
T	8/25/00	Harper	Handicapped Elevator Installation-Building D	1262-0800	\$198,487.00	FY 2001
T	12/4/00	Harper	Plumbing System/Cross Connection Controls	1307-1200	\$300,000.00	FY 2001
T	3/22/00	Heartland	Emergency Generator	1249-0300	\$461,100.00	FY 2000
T	11/14/00	Highland	Roof Replacements -Buildings M & R	1283-1100	\$452,000.00	FY 2001
T	4/18/00	Illinois Central	HVAC Modifications Dirksen Hall Ph II	1250-0400	\$150,000.00	FY 2000
T	11/14/00	Illinois Central	Circle Drive Roadway/Drainage Rehab	1272-1100	\$240,000.00	FY 2001
T	11/14/00	Illinois Central	Sanitary Sewer Rehabilitation Ph. I	1273-1100	\$110,000.00	FY 2001
T	11/14/00	Illinois Central	HVAC System Modifications -Ph. II	1274-1100	\$150,000.00	FY 2001
T	11/14/00	Illinois Valley	Air Moisture Infiltration-Building B- Ph.IV	1284-1100	\$254,220.00	FY 2001
T	11/14/00	Illinois Valley	Lighting and Motion Sensors	1285-1100	\$66,097.00	FY 2001
T	11/14/00	Illinois Valley	Partial Ceiling Repalcement	1286-1100	\$96,604.00	FY 2001
T	11/14/00	Illinois Valley	Campus Wide Security/Surveillance System	1287-1100	\$325,402.00	FY 2001
T	11/14/00	Illinois Valley	Air Handler/Duct Upgrades-D & E	1288-1100	\$167,786.00	FY 2001
T	12/18/00	Joliet	Entrance Ramp Replacement -J Building	1336-1200	\$600,000.00	FY 2001
T	12/14/00	Kaskaskia	North Entrance Lighting Improvements	1332-1200	\$40,730.00	FY 2001

**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1, 2000 - December 31, 2000**

T	12/14/00	Kaskaskia	Chemistry Lab Safety Rehabilitation	1333-1200	\$111,240.00	FY 2001
T	12/14/00	Kaskaskia	West Parking Lot Lighting Upgrade (Safety)	1334-1200	\$104,200.00	FY 2001
T	12/14/00	Kaskaskia	ADA Signage (Campus Wide)	1335-1200	\$72,160.00	FY 2001
T	12/4/00	Lake County	Lighting Retrofit Ph. II	1299-1200	\$204,000.00	FY 2001
T	12/4/00	Lake County	Circuit Breaker Panels Replacement	1300-1200	\$180,000.00	FY 2001
T	12/4/00	Lake County	Window Retrofits A/B Wings	1301-1200	\$174,000.00	FY 2001
T	12/4/00	Lake County	Waterproofing A/B Penthouse Wings	1302-1200	\$170,000.00	FY 2001
T	12/4/00	Lake County	Waterproofing (west side) Lake Shore South	1303-1200	\$72,000.00	FY 2001
T	12/11/00	Lake Land	Exhaust/Air Conditioning Replacement QC/QA	1323-1200	\$40,000.00	FY 2001
T	12/11/00	Lake Land	Drainage Modif.- N.Entrance & NE/NW Lots	1324-1200	\$210,000.00	FY 2001
T	12/11/00	Lake Land	Energy Management Systems Replacement	1325-1200	\$180,000.00	FY 2001
T	12/11/00	Lake Land	Roof Replacement/Learning Resource Center	1326-1200	\$175,000.00	FY 2001
T	12/11/00	Lake Land	Lighting Renovations-Stud. Adm.,LRC,FH,VoTech	1327-1200	\$85,000.00	FY 2001
T	12/11/00	Lake Land	Gas Line Replacement and Termite Control	1328-1200	\$170,000.00	FY 2001
T	12/11/00	Lake Land	Sidewalk Replacements	1329-1200	\$40,000.00	FY 2001
T	4/18/00	Logan	Main Entrance Road Improvements	1251-0400	\$433,000.00	FY 2000
T	4/18/00	Logan	Auto.Lab Lighting Upgrade & Sidewalk Rehab	1252-0400	\$350,000.00	FY 2000
T	12/4/00	Moraine Valley	Ventilation Systems-Ph II-Bldings A & B	1304-1200	\$352,440.00	FY 2001
T	12/4/00	Moraine Valley	Entrance Replacement -Building C	1305-1200	\$127,460.00	FY 2001
T	12/4/00	Moraine Valley	Accessible Pathways around Building B	1306-1200	\$148,875.00	FY 2001
T	12/18/00	Parkland	Second Floor Academic Wing Connection Ph II	1337-1200	\$700,000.00	FY 2001
T	12/18/00	Parkland	Drainage Improvements Phase II	1338-1200	\$800,000.00	FY 2001
T	11/16/00	Rend Lake	Early Notification Warning System	1295-1100	\$210,800.00	FY 2001
T	12/11/00	Richland	Elevator Equipment Upgrade	1314-1200	\$48,000.00	FY 2001
T	12/11/00	Richland	Grease Trap Modifications	1315-1200	\$30,000.00	FY 2001
T	12/11/00	Richland	Security Lighting (exterior) & Call Boxes	1316-1200	\$78,000.00	FY 2001
T	12/11/00	Richland	Hazardous Floor Replacement	1317-1200	\$88,800.00	FY 2001
T	12/11/00	Richland	Sidewalk Replacements	1318-1200	\$118,800.00	FY 2001
T	12/11/00	Richland	Steam System Modifications	1319-1200	\$63,600.00	FY 2001
T	12/11/00	Richland	Cooling Tower Piping Replacement	1320-1200	\$240,000.00	FY 2001
T	12/11/00	Richland	Lighting Upgrade-Energy Efficiency	1321-1200	\$180,000.00	FY 2001

**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1, 2000 - December 31, 2000**

T	11/14/00	Rock Valley	Fire Alarm System Upgrade-Campus Wide	1277-1100	\$1,073,800.00	FY 2001
T	11/14/00	Rock Valley	Accessibility Renovations-Samuelson Rd. Ctr.	1278-1100	\$94,400.00	FY 2001
T	11/14/00	Rock Valley	Backflow Valve/Fire Pumps-Samuelson Rd. Ctr.	1279-1100	\$82,600.00	FY 2001
T	11/14/00	Rock Valley	Roof Replacements (3 buildings)	1280-1100	\$324,500.00	FY 2001
T	11/14/00	Rock Valley	Exterior Masonry Project	1281-1100	\$224,200.00	FY 2001
T	11/14/00	Rock Valley	HVAC Utility Upgrade	1282-1100	\$454,300.00	FY 2001
T	11/14/00	Sandburg	ADA Upgrade - East Foyer	1275-1100	\$518,850.00	FY 2001
T	11/14/00	Sandburg	Elevator Replacement-Building D	1276-1100	\$140,616.00	FY 2001
T	11/22/00	Sauk Valley	Exterior Concrete Surface Repairs - Ph.III	1296-1100	\$349,941.00	FY 2001
T	11/22/00	Sauk Valley	Roof Restoration - Buildings T1 & T2	1297-1100	\$129,010.00	FY 2001
T	11/22/00	Sauk Valley	Electrical System Deficiency Corrections	1298-1100	\$127,234.00	FY 2001
T	8/25/00	South Suburban	Science Lab Update	1263-0800	\$300,000.00	FY 2001
T	12/11/00	Southwestern	Elevator (3)Retrofits /Emerg. Lowering Device	1308-1200	\$28,830.00	FY 2001
T	12/11/00	Southwestern	Fire Alarm/Warning Sys-Ph I Classrooms	1309-1200	\$69,400.00	FY 2001
T	12/11/00	Southwestern	Cafeteria/Code Corrections	1310-1200	\$667,900.00	FY 2001
T	12/11/00	Southwestern	Chemistry Rooms/Labs Update	1311-1200	\$78,020.00	FY 2001
T	12/11/00	Southwestern	Plumbing/Toilet Fixture Additions-BACC	1312-1200	\$109,650.00	FY 2001
T	12/11/00	Southwestern	Flooring, Ceiling/Lighting Replacements-G.C.	1313-1200	\$500,000.00	FY 2001
T	12/11/00	Southwestern	Roof Repairs-Red Bud	1322-1200	\$41,900.00	FY 2001
T	12/13/00	Waubonsee	HVAC Upgrade Ph.II	1330-1200	\$1,390,000.00	FY 2001
				Category Sub-Total	\$18,316,875.00	

***Excess PHS Funds***

<u>TYPE</u>	<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
TE	7/14/00	Lake Land	LRC Indoor Air Quality Improvements	1260-0700	\$60,000.00	FY 2001
				Category Sub-Total	\$60,000.00	
				Grand Total Approved Projects	\$58,077,793.00	

Project Type Code Legend

A ADA-Access for All    L Locally Funded    LC Local & Special State Funding    T PHS Tax Levy    TE Excess PHS Funds  
 B PHS Bond Issue    BE ExcessBond Funds    R Capital Renewal    RA Capital Renewal and ADA Access for All

**Illinois Community College Board  
Capital Projects Approved by the President/CEO  
January 1 - December 31, 2000**

Approval Date	College	Leased Property Location	Gross Square Feet	Annual Rate	Fiscal Year
------------------	---------	--------------------------	----------------------	-------------	----------------

---

***LONG TERM LEASES***

08/25/00	Lincoln Land	Workforce Development Center	23,200	\$282,592	FY 2001
----------	--------------	------------------------------	--------	-----------	---------

Illinois Community College Board

**FISCAL YEAR 2001 SPRING ENROLLMENT REPORT**

Each spring, community colleges report their opening spring term enrollment figures to the Illinois Community College Board on a brief spring enrollment survey. These figures reflect only those students enrolled in credit courses that were operational on the census date (last day for course registration for regular classes). Enrollment for classes beginning after the census date are reflected in the annual enrollment counts. The following report summarizes the survey results.

**INFORMATION ONLY**

**BACKGROUND.** This report contains information on student enrollments as of the end of registration (usually the 10th day of the term) for the spring semester and for the winter quarter at the College of DuPage, the one district on the quarter system. Results of the fiscal year 2001 survey show that headcount enrollments increased, while full-time equivalent (FTE) enrollments decreased statewide compared with the same term one year ago. The spring semester headcount was 329,514 compared to 328,705 (an increase of 809 or 0.2 percent) last year. FTE was 169,982 compared with 170,170 a year ago (a decrease of 188 or 0.1 percent).

After experiencing a 2.3 percent increase last year, spring headcount enrollments registered only a slight increase this year. FTE enrollments registered a small decrease this year following a slight increase last year.

Table 1 contains comparative spring 10<sup>th</sup>-day enrollments for the last five years. Fiscal year 2001 spring headcount totals and FTE enrollments are above the five-year averages of approximately 327,098 and 169,887, respectively. Spring 2001 headcount is at its highest level in the past five years and reflects the second increase in the same time frame. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 1997 - 2001.

Table 1

**SUMMARY OF OPENING SPRING ENROLLMENTS IN  
 ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 1997 TO 2001**

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Headcount	328,060	327,835	321,379	328,705	329,514
Percent Change	-0.1%	-0.1%	-2.0%	2.3%	0.2%
FTE	168,159	172,028	169,098	170,170	169,982
Percent Change	1.0%	2.3%	-1.7%	0.6%	-0.1%

Agenda Item #12.2  
March 16, 2001

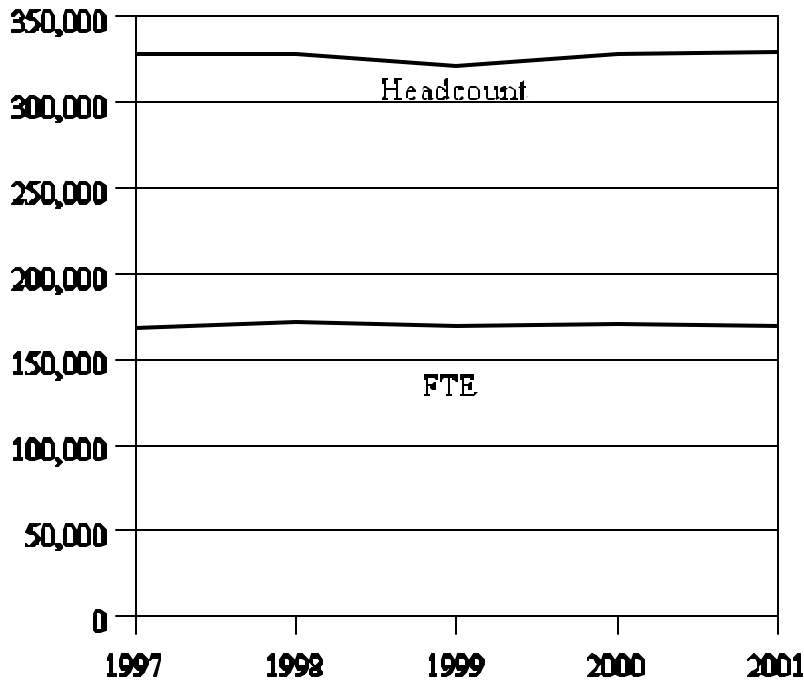


Fig.1. Spring Term Headcount and FTE Enrollment, 1997-2001

Table 2 provides a comparison of fiscal year 1997 through fiscal year 2001 spring headcount enrollments for each community college. Of the 48 community colleges, 24 colleges experienced increases in headcount, while 18 exhibited decreases during the past year. Six colleges experienced little or no change (less than 1.0 percent) over the last year. Table 3 contains a comparison of FTE enrollments for the five-year period. FTE increases were reported by 18 colleges, decreases by 24, and six colleges indicated little or no change.



Illinois Community College Board  
Table 2  
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 1997 - 2001

Dist. No.	District/College	FY 1997 Headcount	FY 1998 Headcount	FY 1999 Headcount	FY 2000 Headcount	FY 2001 Headcount	% Change 1997-2001	% Change 2000-2001
503	Black Hawk	7,103	6,937	5,555	7,157	6,605	-7.0	-7.7
508	Chicago	(66,133)	(66,992)	(64,891)	(64,279)	(63,116)	(-4.6)	(-1.8)
	Daley	9,231	9,686	9,330	9,314	9,247	0.2	-0.7
	Kennedy-King	6,338	6,944	6,186	6,214	6,040	-4.7	-2.8
	Malcolm X	8,981	8,867	8,371	8,651	8,453	-5.9	-2.3
	Olive-Harvey	6,400	7,238	7,638	6,961	5,910	-7.7	-15.1
	Truman	14,914	14,739	14,053	14,101	14,626	-1.9	3.7
	Washington	8,139	7,666	7,878	7,864	7,251	-10.9	-7.8
	Wilbur-Wright	12,130	11,782	11,435	11,174	11,589	-4.5	3.7
507	Danville	2,452	2,543	2,362	2,356	2,500	2.0	6.1
502	DuPage	25,880	24,978	24,924	25,002	25,123	-2.9	0.5
509	Elgin	8,371	8,631	9,126	9,577	10,029	19.8	4.7
512	Harper	14,264	13,703	13,088	13,117	13,542	-5.1	3.2
540	Heartland	3,274	3,353	3,522	3,704	3,927	19.9	6.0
519	Highland	2,480	2,309	2,214	2,502	2,615	5.4	4.5
514	Illinois Central	11,272	11,584	11,252	11,224	10,044	-10.9	-10.5
529	Illinois Eastern	(12,087)	(10,713)	(10,369)	(10,852)	(10,891)	(-9.9)	(0.4)
	Frontier	3,500	1,791	1,544	1,884	1,953	-44.2	3.7
	Lincoln Trail	1,083	1,308	1,258	1,322	1,199	10.7	-9.3
	Olney Central	1,352	1,441	1,388	1,541	1,600	18.3	3.8
	Wabash Valley	6,152	6,173	6,179	6,105	6,139	-0.2	0.6
513	Illinois Valley	3,745	3,789	3,545	3,778	3,561	-4.9	-5.7
525	Joliet	9,865	10,438	10,241	10,516	9,323	-5.5	-11.3
520	Kankakee	3,307	3,421	3,284	3,312	3,127	-5.4	-5.6
501	Kaskaskia	2,597	3,022	2,723	2,583	2,298	-11.5	-11.0
523	Kishwaukee	2,875	2,980	2,951	3,325	3,509	22.1	5.5
532	Lake County	13,103	13,482	13,630	13,986	14,100	7.6	0.8
517	Lake Land	4,746	5,202	5,255	6,017	6,138	29.3	2.0
536	Lewis & Clark	5,240	6,036	6,350	6,858	6,934	32.3	1.1
526	Lincoln Land	6,434	6,540	6,208	6,258	6,122	-4.8	-2.2

Illinois Community College Board  
Table 2  
(Continued)  
SUMMARY COMPARISON OF SPRING HEADCOUNT ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 1997 - 2001

Dist. No.	District/College	FY 1997 Headcount	FY 1998 Headcount	FY 1999 Headcount	FY 2000 Headcount	FY 2001 Headcount	% Change 1997-2001	% Change 2000-2001
530	Logan	5,042	5,004	5,071	5,092	5,115	1.4	0.5
528	McHenry	4,525	4,758	4,752	5,234	4,950	9.4	-5.4
541	Metropolitan*	1,107	1,145	--	--	--	--	--
524	Moraine Valley	12,443	12,422	12,752	13,051	13,287	6.8	1.8
527	Morton	4,370	4,532	4,426	4,578	4,206	-3.8	-8.1
535	Oakton	13,054	12,088	11,452	12,185	12,380	-5.2	1.6
505	Parkland	7,866	7,877	7,751	8,293	8,413	7.0	1.4
515	Prairie State	5,361	5,423	5,521	5,094	5,224	-2.6	2.6
521	Rend Lake	3,382	3,070	2,843	2,692	2,751	-18.7	2.2
537	Richland	3,084	3,276	3,274	3,120	3,166	2.7	1.5
511	Rock Valley	7,704	7,449	7,627	8,153	7,719	0.2	-5.3
518	Sandburg	2,739	2,499	2,529	2,670	2,699	-1.5	1.1
506	Sauk Valley	2,361	2,376	2,294	2,353	2,279	-3.5	-3.1
531	Shawnee	1,926	1,631	1,840	1,773	1,814	-5.8	2.3
510	South Suburban	5,880	5,939	5,561	5,548	7,202	22.5	29.8
533	Southeastern	2,497	2,310	2,143	2,537	2,464	-1.3	-2.9
522	Southwestern**	13,231	13,149	13,276	12,881	13,270	0.3	3.0
534	Spoon River	1,776	1,598	1,784	1,834	1,836	3.4	0.1
504	Triton	15,617	16,016	15,887	15,673	17,259	10.5	10.1
516	Waubonsee	6,788	6,659	6,824	7,291	7,837	15.5	7.5
539	Wood	2,079	2,031	2,282	2,250	2,139	2.9	-4.9
TOTALS/AVERAGES		328,060	327,835	321,379	328,705	329,514	0.4	0.2

\* No longer operating as Metropolitan Community College

\*\* Formerly Belleville Area College

SOURCE OF DATA: Winter Quarter/Spring Semester Enrollment Surveys

Illinois Community College Board

Table 3

SUMMARY COMPARISON OF SPRING FTE ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 1997 - 2001

Dist. No.	District/College	FY 1997 FTE	FY 1998 FTE	FY 1999 FTE	FY 2000 FTE	FY 2001 FTE	% Change 1997-2001	% Change 2000-2001
503	Black Hawk	3,790	3,710	3,542	3,610	3,484	-8.1	-3.5
508	Chicago	(36,746)	(40,582)	(37,682)	(36,745)	(35,284)	(-4.0)	(-4.5)
	Daley	4,305	5,921	5,639	5,729	5,514	28.1	-3.8
	Kennedy-King	3,971	4,773	4,304	4,156	4,166	4.9	0.2
	Malcolm X	6,165	6,890	6,600	6,382	6,186	0.3	-3.1
	Olive-Harvey	4,159	4,646	5,026	4,394	3,748	-9.9	-14.7
	Truman	8,359	8,487	6,030	5,878	5,715	-31.6	-2.8
	Washington	3,739	3,565	4,018	4,161	3,848	2.9	-7.5
	Wilbur Wright	6,048	6,300	6,065	6,045	6,107	1.0	1.0
507	Danville	1,567	1,572	1,491	1,424	1,422	-9.3	-0.1
502	DuPage	13,423	13,031	13,290	13,262	13,401	-0.2	1.0
509	Elgin	4,085	4,101	4,320	4,412	5,673	38.9	28.6
512	Harper	7,006	6,815	6,703	6,666	6,751	-3.6	1.3
540	Heartland	1,695	1,744	1,860	1,965	2,198	29.7	11.9
519	Highland	1,255	1,246	1,236	1,424	1,425	13.5	0.1
514	Illinois Central	5,672	5,780	5,709	5,669	5,506	-2.9	-2.9
529	Illinois Eastern	(3,777)	(3,722)	(3,647)	(3,618)	(3,483)	(-7.8)	(-3.7)
	Frontier	750	523	469	544	532	-29.1	-2.2
	Lincoln Trail	727	794	768	767	737	1.4	-3.9
	Olney Central	940	1,014	1,058	988	983	4.6	-0.5
	Wabash Valley	1,360	1,391	1,352	1,319	1,231	-9.5	-6.7
513	Illinois Valley	2,101	1,977	1,983	2,052	1,977	-5.9	-3.6
525	Joliet	5,095	5,216	5,225	5,334	5,250	3.0	-1.6
520	Kankakee	1,709	1,704	1,722	1,698	1,567	-8.3	-7.7
501	Kaskaskia	1,751	1,867	1,828	1,728	1,619	-7.5	-6.3
523	Kishwaukee	1,636	1,774	1,774	1,972	2,052	25.4	4.1
532	Lake County	5,539	5,724	5,790	5,873	6,159	11.2	4.9
517	Lake Land	2,884	3,125	3,297	3,570	3,511	21.7	-1.7
536	Lewis & Clark	2,671	2,824	2,919	3,019	3,064	14.7	1.5
526	Lincoln Land	3,488	3,571	3,451	3,544	3,322	-4.8	-6.3

Illinois Community College Board  
Table 3  
(Continued)  
SUMMARY COMPARISON OF SPRING FTE ENROLLMENTS  
BY COLLEGE, FISCAL YEARS 1997 - 2001

Dist. No.	District/College	FY 1997 FTE	FY 1998 FTE	FY 1999 FTE	FY 2000 FTE	FY 2001 FTE	% Change 1997-2001	% Change 2000-2001
530	Logan	3,293	3,232	3,351	3,270	3,231	-1.9	-1.2
528	McHenry	2,143	2,253	2,268	2,459	2,431	13.4	-1.1
541	Metropolitan*	757	644	--	--	--	--	--
524	Moraine Valley	6,662	6,828	7,021	7,020	7,100	6.6	1.1
527	Morton	1,708	1,791	1,781	1,772	1,795	5.1	1.3
535	Oakton	5,457	5,160	5,036	5,306	5,781	5.9	9.0
505	Parkland	4,756	4,702	4,705	4,823	4,715	-0.9	-2.2
515	Prairie State	2,496	2,584	2,614	2,442	2,511	0.6	2.8
521	Rend Lake	1,775	1,683	1,642	1,565	1,715	-3.4	9.6
537	Richland	1,646	1,665	1,650	1,614	1,634	-0.7	1.2
511	Rock Valley	3,568	3,571	3,650	3,850	3,767	5.6	-2.2
518	Sandburg	1,507	1,435	1,483	1,530	1,550	2.8	1.3
506	Sauk Valley	1,318	1,283	1,261	1,313	1,268	-3.8	-3.5
531	Shawnee	1,247	1,150	1,244	1,233	1,238	-0.7	0.4
510	South Suburban	3,715	3,880	3,685	3,737	3,490	-6.1	-6.6
533	Southeastern	1,537	1,429	1,332	1,449	1,438	-6.4	-0.8
522	Southwestern**	6,392	6,257	6,450	6,400	6,623	3.6	3.5
534	Spoon River	1,061	988	1,065	1,075	1,093	3.1	1.7
504	Triton	7,380	7,406	7,333	7,395	7,020	-4.9	-5.1
516	Waubonsee	2,767	2,851	2,809	3,053	3,217	16.3	5.4
539	Wood	1,084	1,151	1,250	1,280	1,217	12.2	-4.9
TOTALS/AVERAGES		168,159	172,028	169,098	170,170	169,982	1.1	-0.1 %

\* No longer operating as Metropolitan Community College

\*\* Formerly Belleville Area College

SOURCE OF DATA: Winter Quarter/Spring Semester Enrollment Surveys

