

Illinois Community College Board

338th Meeting Agenda and Materials

Work Session

January 17, 2003
9:00 a.m.

Harry L. Crisp II
Community College Center
401 East Capitol Avenue
Springfield, Illinois



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Agenda
 338th Meeting of the
 Illinois Community College Board
 Work Session
 Harry L. Crisp II Community College Center
 401 East Capitol Avenue
 Springfield, Illinois

January 17, 2003
 9:00 a.m. - 3:00 p.m.

<u>Agenda Time</u>		<u>Page</u>
9:00 a.m.	1. Roll Call and Declaration of Quorum	--
	2. Announcements and Remarks by Edward T. Duffy, Chair	--
	3. Dr. Hazel Loucks Recognition	--
	4. Consent Agenda	
	4.1 Minutes of the October 18, 2002 Meeting	1-11
	4.2 Review of Executive Session Minutes	12
	4.3 New Units of Instruction	13-18
	4.4 Adjustments Necessary for the Fiscal Year 2004 Budget	19
9:30 a.m.	5. Work Session	--
1:00 p.m.	6. Requests of Shawnee Community College and Southeastern Illinois College to appear before the Illinois Community College Board regarding providing instructional services at the Vienna Correctional Center and the Shawnee Correctional Center	--
	7. Information Only	
	7.1 Paraprofessional Task Force Report	20
	7.2 Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2002	21-26
3:00 p.m.	8. Adjournment	

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UNAPPROVED

Minutes of the 337th Meeting of the
Illinois Community College Board
October 18, 2002
Oakton Community College
Room 1610
1600 East Golf Road
Des Plaines, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Edward Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Edward Duffy, Inez Galvan, Laurna Godwin, Martha Olsson, Judith Rake, Delores Ray, Gwendolyn Rogers, Mark Weber, and James Zerkel. Joseph Neely and Edward Welk were absent.

Item #2 - Announcements and Remarks by Chairman Duffy

Chairman Duffy made welcoming remarks.

The Board consented with Chairman Duffy's request to defer Item #7 on today's agenda until the January 2003 meeting, due to concerns expressed by a member of the Illinois Community College System Funding Task Force Committee.

Item #3 - Remarks by Dr. Margaret Lee, President, Oakton Community College

Dr. Lee made welcoming remarks to the Board and guests and introduced members of the Oakton Board of Trustees in attendance. Plans for the expansion of the Oakton Community College campus were reported.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

James Berkel reported the Adult Education and Family Literacy Funding Task force will review the current methodologies used to allocate financial resources to adult education and family literacy providers, and recommendation will be made to the Board. Jennifer Foster, ICCB Senior Director for Adult Education, distributed Task Force membership information.

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Mr. Berkel also reported on the Adult Education and Family Literacy Advisory Council and its role to advise the ICCB on issues related to Adult Education and Family Literacy. Membership material was distributed.

The ICCB Adult Education Transition Committee has been continued to assist with the Funding Study Task Force. Judith Rake has been invited to become a member of the Committee.

New positions in the ICCB Adult Education division were discussed by the committee.

Mr. Berkel reported that, in particular, OCC's adult education student population has increased by approximately 20 percent this year.

Item #4.2 - Budget and Finance Committee

Martha Olsson reported the Committee met this morning and discussed fiscal year 2003 financial statements and the fiscal year 2003 office administration expenditures were reviewed in detail. The Fiscal Year 2004 Illinois Community College Board Office Budget Request was also discussed. A 5 percent increase in state operational funds is included in this request.

Item #4.2.1 - Fiscal Year 2004 Illinois Community College Board
Office Budget Request

Inez Galvan made the following motion, which was seconded by Gwendolyn Rogers:

The Illinois Community College Board approves the fiscal year 2004 Office Operating Budget Request as presented in Table 1 and gives authority to the President/CEO, with concurrence of the Chair, to make adjustments as needed.

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

Item #5 - President/CEO Report

Joe Cipfl thanked Oakton Community College for hosting the ICCB meeting. Dr. Cipfl also thanked current OCC Board Chair Trustee Maxine Hill, and former OCC Board Chair Larry Goldberg for attending today's meeting.

The Community College System's Economic Impact Study was released on September 24 and two news conferences were held, one in Chicago and one in Springfield. Dr. Cipfl thanked ICCB

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member Gwendolyn Rogers for her attendance at the Chicago Press Conference and ICCB member Jim Zerkle for his attendance at the Springfield Press Conference. Highlights on data concluded in the study were reported.

On August 27, Governor Ryan appeared at Kaskaskia College to announce the release of the second year's distribution of the \$50 million in capital funding earmarked for the removal of temporary buildings on 17 community college campuses. Also on that day, Governor Ryan visited John A. Logan College for the groundbreaking of an \$8 million workforce development center. Dr. Cipfl thanked ICCB Chair Ed Duffy for his attendance at both events.

Item #6 - Advisory Organizations

Item #6.1 - Student Advisory Committee

Mark Weber reported on the SAC leadership conference held in Springfield this summer. Mark thanked Dr. Cipfl for his support and also thanked Nick Kachiroubas for his leadership with the students.

SAC members were commended for their commitment and efforts in representing the system.

Item #6.2 - Illinois Community College Trustees Association

Jack Daley addressed the Board and thanked Joe Cipfl and Tom Ryder for their leadership. Jack Daley urged that campuses be made safer with the \$50 million in capital funding and to seek additional capital funding in the future to further this cause.

Item #6.3 - Presidents Council

Mike Murphy's address to the Board included recommendations to better prepare students in the future by focusing on more occupational program areas. Dr. Murphy noted that upcoming retirements in these areas will open employment opportunities for many citizens in the state.

Item #6.4 - Illinois Community College Faculty Association

Leo Welch complimented Oakton Community College for their attractive campus grounds.

The Faculty's Teaching/Learning Conference is scheduled for November 14-15 in Springfield. Registration forms have been mailed.

Mr. Welch attended the Economic Impact Study news conference on September 24, and he emphasized the important role of community colleges in the higher education system.

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Comments were made on the 2002 Higher Education Report Card and college preparedness. Mr. Welch encourages the increase of high school requirements.

Item #7 - Illinois Community College System Funding Study Task Force Report

This report will be withheld for action until January 17, 2003.

Item #8 - Fiscal Year 2004 Illinois Community College System Budget Requests

Don Wilske presented the fiscal year 2004 budget requests for the Illinois Community College System.

Judith Rake made the following motions, which were seconded by Gwendolyn Rogers:

Item #8.1 - Fiscal Year 2004 Community College System Operating Budget Request

The Illinois Community College Board hereby:

1. Approves the Fiscal Year 2004 Community College System Operating Budget Request for grants to colleges and other community college grants administered by the ICCB office as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based on information received subsequent to approval of this budget request.

Item #8.2 - Fiscal Year 2004 Capital Budget Request

The Illinois Community College Board hereby:

1. Approves the Fiscal Year 2004 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

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Item #8.3 - Fiscal Year 2004 Adult Education and Family Literacy System
Operating Budget Request

The Illinois Community College Board hereby:

1. Approves the Fiscal Year 2004 Adult Education and Family Literacy System Operating Budget Request for grants to approved adult education providers administered by the ICCB as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based upon information received subsequent to approval of this budget request.

Item #8.4 - Fiscal Year 2004 Community College Career and Technical Education System
Operating Budget Request

The Illinois Community College Board hereby:

1. Approves the Fiscal Year 2004 Community College Career and Technical Education System Operating Budget Request for grants to community colleges as presented in the attached Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocations based upon information received subsequent to approval of this budget request.

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

Item #9 - Accountability and Productivity in the Illinois Community College System - Fiscal Year 2002

Virginia McMillan provided comments on the Accountability and Productivity and Occupational Follow-up Reports.

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

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The Illinois Community College Board hereby endorses the recommendations contained in the report entitled *Accountability and Productivity in the Illinois Community College System - Fiscal Year 2002* and asks its President/CEO to implement these recommendations.

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

Item #10 - Follow-Up Study of Fiscal Year 2001 Occupational Program Graduates

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

The Illinois Community College Board hereby endorses the recommendations contained in the *2002 Follow-up Study of Fiscal Year 2001 Occupational Program Graduates* and asks its President/CEO to implement these recommendations.

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

Item #11 - Consent Agenda

James Berkel made a motion to approve the following items, which was seconded by Gwendolyn Rogers:

Item #11.1 - Minutes of the September 20, 2002 Meeting

The Illinois Community College Board hereby approves the minutes of the September 20, 2002 meeting as recorded.

Item #11.2 - 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

Illinois Central College

- Culinary Arts Management A.A.S. degree (64 semester credit hours)

Kaskaskia College

- Carpentry Occupations A.A.S. degree (69 semester credit hours)

Richland Community College

- Energy Distribution Technology A.A.S. degree (62 semester credit hours)

TEMPORARY to PERMANENT PROGRAM APPROVAL

The following colleges were approved to offer programs on a temporary basis for a period of three years and now request permanent approval of their programs.

Parkland College

- Diesel Power Equipment Technology A.A.S. degree (67 semester credit hours)

Southwestern Illinois College

- Massage Therapy Certificate (36 semester credit hours)

TEMPORARY PROGRAM APPROVAL

College of DuPage

- Aviation Maintenance Technology-Airframe Certificate (48 semester credit hours)

INFORMATION ITEM - Temporary to Permanent Approval Recommendation

The following college(s) received temporary approval for their program(s) in 1999, for a period of three years, and have subsequently notified ICCB of their intent to discontinue their program(s) based on a review of the program's performance:

Lincoln Land Community College

- Air Conditioning, Refrigeration & Heating Certificate (15 semester credit hours)

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

The 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:

Kaskaskia College

- Basic Carpentry Certificate (25 semester credit hours)

Lincoln Land Community College

- Computer Aided Drafting Technician Certificate (24 semester credit hours)

Item #12 - Information Items

Item #12.1 - Fiscal Year 2002 Financial Statements (Final Expenditures)

Financial Statements are provided for Board information.

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Item #12.2 - Fiscal Year 2003 Financial Statements

Financial Statements are provided for Board information.

Item #12.3 Illinois Community College Board Advisory Committee Member Appointments

Finance Advisory Committee

1. J. P. Barrington - Vice President, Business Services, John A. Logan College - At Large (2003)
2. Bruce Conners - Vice President of Educational Services, Kaskaskia College (Chief Academic Officers) (2003)
3. Gary Davis - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
4. Abe Eshkenazi - Vice Chancellor, Finance, City Colleges of Chicago (2003)
5. Javier Gonzalez - Student, South Suburban College - Student Advisory Committee Member - Ex Officio
6. Charles Guengerich- President, Wilbur Wright College - Chair, Presidents Council Finance Committee - Ex Officio
7. Barry Hancock - Associate Dean, Community Education, John A. Logan College - Illinois Council of Community College Administrators (ICCCA) (2003)
8. Brad McCormick - Dean, Business Affairs -Southeastern Illinois College - At Large (2005)
9. Rick Radeke - Executive Vice President, Finance and Operations, Waubensee Community College - At Large (2004)
10. Libby Roeger - Faculty, Shawnee Community College - Illinois Community College Faculty Association (ICCFA) (2004)
11. Tom Ryan - Vice President, Administrative Affairs - College of DuPage - Chair, Illinois Community College Chief Financial Officers (ICCCFO) - Ex Officio
12. Thomas Schmidt - President, Carl Sandburg College - Vice Chair, Presidents Council Finance Committee - Ex Officio
13. Roger Tuttle - Trustee, Heartland Community College - Illinois Community College Trustees Association (ICCTA) (2004)
14. Josh Wallace - Student, Kishwaukee College - Student Advisory Committee Member - Ex Officio

MIS/Research Advisory Committee

1. Pamela Allmendinger - Manager, MIS/Research, Black Hawk College - At Large (2004)
2. Ann Coats - Student, Lincoln Land Community College - Student Advisory Committee Member - Ex Officio
3. Laura Crane - Interim Director, Institutional Research, William Rainey Harper College - At Large (2004)
4. Mary Lou De' Allegro - Dean, Institutional Effectiveness, Joliet Junior College - At Large (2005)

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5. Lon Feuerhelm - Production & Operations Manager, Southwestern Illinois College - At Large (2005)
6. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2003)
7. Michael Monaghan - Director, Government Relations, Illinois Community College Trustees Association (ICCTA) - (2005)
8. Cory Musgrave - Student, Illinois Eastern Community Colleges - Student Advisory Committee Member - Ex Officio
9. Frankie Santos Laanan - Assistant Professor of Community College Leadership, University of Illinois at Urbana-Champaign - At Large (2003)
10. Padriac Shinville - Division Chair, Alternative Learning/Education Programs, Heartland Community College, - At Large (2004)
11. Aimee Wood - Institutional Research, Illinois Central College - Illinois Council of Community College Administrators (ICCCA) - At Large (2003)
12. TBA - President - Presidents Council (2003)
13. Clay Baitman - Vice President for Instruction, Southwestern Illinois College- Chief Academic Officers (CAO) (2003)
14. Frank Papke - Vice President Business Services and Finance, Illinois Valley Community College - Illinois Community College Chief Financial Officers (ICCCFO) (2003)
15. TBA - Illinois Community College Faculty Association (ICCFA) (2005)

Program Advisory Committee

1. Harriet Custer - Vice President, Academic Affairs, Illinois Valley Community College - Chief Academic Officers/Illinois Council of Community College Administrators (CAO/ICCCA) - Ex Officio
2. Isiah Dalton - Student, City Colleges of Chicago-Wilbur Wright College - Student Advisory Committee member - Ex Officio
3. Bernard Ferreri - Associate Vice Chancellor, City Colleges of Chicago - At Large (2003)
4. Greg Florian - Vice President, Finance and Administration - Illinois Community College Chief Financial Officers (ICCCFO) (2003)
5. Robert Gaffner - Trustee, Kaskaskia College - Illinois Community College Trustees Association (ICCTA) (2003)
6. Earl Godt - Faculty, Spoon River College, Illinois Community College Faculty Association (ICCFA) (2005)
7. Matt Landrus - Faculty, Lake Land College, Illinois Community College Faculty Association (ICCFA) (2005)
8. Paul McCarthy - President, Prairie State College - Chair, Presidents Council Curriculum and Transfer Committee - Ex Officio
8. Kathy Pampe - Associate Dean, Education to Careers, Illinois Eastern Community Colleges - At Large (2004)

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9. Lavon Pettis - Student, Joliet Junior College - Student Advisory Committee Member - Ex Officio
10. Mary Reaves - Vice President, Student Life & Multicultural Affairs, Prairie State College - At Large (2004)
11. Julia Schroeder - Vice President, Instructional Services, John A. Logan College - At Large (2003)

Item #12.4 - Status Report on the Plan for Enhancing the Role of Community College Teacher Preparation/Quality

Dr. Cipfl reported on the progress and accomplishments of the Board's goals to enhance the role of community colleges in teacher preparation. Three goals were identified to guide implementation as follows:

Goal 1: Capitalize on the accessibility of the statewide community system to tap new pools of students, particularly in communities with large minority populations and/or those located in hard-to-serve areas.

Goal 2: Provide incentives to community colleges to support further involvement in teacher preparation and professional development.

Goal 3: Develop additional teacher preparation programs in the state that build on existing related community college programs.

Item #12.5 - Status Report on the Statewide Leadership and Core Values Initiative

The Board received a status report on the affects that this initiative has provided to the Illinois Community College System over the past five years. State funding for Leadership and Core Values was not continued for fiscal year 2003; however, community colleges have pledged their commitment to continue with this initiative.

Item #13 - Executive Session

At 11:20 a.m., Laurna Godwin made a motion which was seconded by Inez Galvan, to go into executive session for the purpose of discussing personnel issues.

The Board reconvened into open session at 12:05 p.m.

James Zerkle made a motion, which was seconded by Laurna Godwin, to deny the grievance of Barbara Risse. The motion was approved by roll call vote. Voting aye were James Berkel, Inez Galvan, Laurna Godwin, Martha Olsson, Judith Rake, Delores Ray, Gwendolyn Rogers, James Zerkle, and Edward Duffy. There were no dissenting votes.

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James Zerkle made a motion, which was seconded by Inez Galvan, to deny the grievance of Carol Burnett. The motion was approved by roll call vote. Voting aye were James Berkel, Inez Galvan, Lurna Godwin, Martha Olsson, Judith Rake, Delores Ray, Gwendolyn Rogers, James Zerkle, and Edward Duffy. There were no dissenting votes.

Item #15 - Adjournment

Inez Galvan made a motion, which was seconded by Gwendolyn Rogers, to adjourn the meeting at 12:15 p.m.. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy, Chair

Joseph J. Cipfl, President/CEO

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REVIEW OF EXECUTIVE SESSION MINUTES

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

The last review of executive session minutes was held on June 14, 2002, and the next Board review of executive session minutes will take place on June 20, 2003.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002, September 20, 2002 and October 18, 2002 will remain confidential. All prior minutes of executive sessions have been made available for public inspection.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

College of Lake County

< CAD/Drafting Technology A.A.S.degree-Architectural/Civil Option (66 semester credit hours)

Heartland Community College

< Radiologic Technology A.A.S. degree (65 semester credit hours)

Joliet Junior College

< Process Operations Technology A.A.S. degree (64 semester credit hours)

< Process Operations Technology certificate (39 semester credit hours)

Lincoln Land Community College

< Electrical Lineman Distribution A.A.S. degree (61 semester credit hours)

Parkland College

< Customized Career Preparation A.A.S. degree (60 semester credit hours)

Shawnee Community College

< Medical Coding Specialist Certificate (36 semester credit hours)

John Wood Community College

< Emergency Medical Technology A.A.S. degree (64 semester credit hours)

BACKGROUND

The **College of Lake County** is seeking approval to offer a 66 credit Associate in Applied Science degree in Computer Aided Drafting (CAD)/Drafting Technology–Architectural/Civil Option. This degree option is the third specialty in which students can focus their CAD/Drafting Technology coursework. Students can also select from previously approved Mechanical or Graphics specialties. The Architectural/Civil Option will prepare individuals for entry-level employment as CAD drafting technicians working under the supervision of a professional engineer or architect creating and

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preparing drawings using a variety of computer applications. The proposed curriculum consists of coursework in computer aided drafting and manufacturing concepts, CAD animation and rendering, AutoCAD applications, architectural graphics, design, illustrations and working drawings, architectural applications, surveying, site planning, construction materials and methods, and a required work-based learning experience in CAD/Drafting Technology in addition to general education studies.

The college projects an enrollment of 10 full-time and 20 part-time students each year for the first three years. While current labor market information supports the need for training programs in CAD/Drafting Technology, this proposal also results from the college combining two existing specialty options into one, which will better prepare students for work in the field. The program will require one new full-time and one new part-time faculty the first year in addition to two existing full-time and seven existing part-time faculty. Costs of implementing this program will be approximately \$7,400 per year in each of the first three years.

Heartland Community College is seeking approval to offer a 65 credit Associate in Applied Science (A.A.S.) degree in “Radiologic Technology”. The program is designed to prepare students for employment as radiologic technologists in general and for specialized medical imaging, supervision and sales. The program is being offered in conjunction with the Bloomington-Normal School of Radiography (BNSR).

The curriculum consists of coursework in anatomy and physiology, introductory radiography, radiographic exposure, radiographic procedures, radiation biology, radiation physics, radiographic pathology, diagnostic imaging modalities, radiographic film evaluation, and patient care methods. General education coursework includes mathematics, psychology, composition, interpersonal communications, humanities and computer literacy. The college will offer the general education instruction while BNSR will provide the technical education and clinical practica. The Joint Review Committee on Education in Radiologic Technology (JRCERT) currently accredits the BNSR program. Graduates of this program will be eligible to sit for the American Registry for Radiologic Technologists (ARRT) certification exam, a requirement for entry-level employment in radiologic technology. Graduates of other radiologic technology programs will also be considered for admission.

Labor market information provided by the college indicates a need for trained radiologic technologists within the college’s district and supports the need for additional educational opportunities beyond the certificate level. The college anticipates an enrollment of five part-time students the first year increasing to eight full-time and 15 part-time students by the third year. Two existing full-time faculty will be reassigned to this program the first year so no incremental costs are anticipated in the first three years.

Joliet Junior College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program and a 39 semester credit hour certificate program in “Process Operations Technology”. Process operations technology is an occupational field covering a variety

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of manufacturing industries including chemical processing, petroleum refining, gas production, power generation, and food processing. Graduates of the degree program will be prepared for employment as process operators, control room operators or field operators, while certificate program graduates will be prepared for entry-level employment as process technicians. Individuals employed in process operations technology are responsible for the monitoring, control and regulation of various electronic, mechanical and pneumatic sensing devices and instrumentation that control the processes involved in industrial production.

This curricula was developed with input from the district's local manufacturer's association, Three Rivers Manufacturer's Association, and serves as the second half of a Tech Prep (2+2) initiative between Wilco Area Career Center and Joliet Junior College. The certificate curriculum consists of coursework in process control technology, process technology equipment, systems, operations and troubleshooting, process quality, mechanical skills for process operators, hazardous materials, basic wiring and circuit design in addition to a communications and technical mathematics course. The degree curriculum builds on the certificate to include process control instrumentation, computer skills, occupational health and safety management in addition to general education coursework. Work-based learning is also integrated into technical coursework at both certificate and degree program levels.

Labor market information provided by the college supports the need for a training program related to process operations technology. The college anticipates a combined enrollment of 20 full-time and twelve part-time students the first year increasing to 40 full-time and 24 part-time students by the third year. The program will require three existing full-time, two existing part-time, and four new part-time instructors the first year. Costs of implementing these programs will be approximately \$70,356 the first year, \$37,238 the second year, and \$70,100 the third year. First year costs reflect the initial purchase of equipment for the programs, while third year costs reflect the hiring of a full-time program coordinator.

Lincoln Land Community College is seeking approval to offer a 60.5 semester credit hour "Electrical Distribution Lineman" Associate in Applied Science (A.A.S.) degree program. Electrical linemen are responsible for installing new electrical power lines, utility poles, towers and trenches that carry wires and cables, and for wire and cable maintenance and repair. Graduates of this program will be prepared for employment in electrical maintenance with an electrical distribution or power company. This curriculum was developed with input from the district's local Association of Electrical Cooperatives, an organization representative of numerous electrical cooperatives statewide. Coursework consists of principles of electricity, batteries, DC circuits, transformers and AC circuits, electrical distribution theory and practice, electrical distribution hardware safety and use, hand tools and devices, electrical rubber gloving, lineman climbing, underground residential electrical distribution, and commercial drivers license training, in addition to first aid and general education studies. This degree program builds upon the college's existing certificate program to provide more technical coursework in specialized electrical distribution practical experience and truck driver training.

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Labor market information provided by the college supports the need for and interest in an electrical distribution lineman program within the district. The college anticipates an enrollment of five full-time students the first year increasing to 20 full-time students by the third year. The program will require three existing part-time faculty the first year and no new costs will be incurred for the implementation of this program.

Parkland College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Customized Career Preparation”. The program will allow individuals to pursue postsecondary education in an area specific to their personal needs and the needs of their employers where existing career and technical education programs do not exist. The program is designed to allow students to design a customized program of study that meets their and their employers unique educational needs.

The curriculum will consist of a minimum number of general education requirements, a series of career and technical courses directly related to the students career goal(s), a customized career preparation portfolio, work-based learning experience as appropriate and elective coursework supportive of the student’s educational and career goals. The portfolio course will allow students to present prior learning gained through work experience and non-collegiate education and training experiences for assessment as college-level credit. Career and technical coursework will be jointly determined by the student, college personnel and the employer, where applicable, to ensure the successful completion of the program and to ensure that the course work furthers the student’s learning objectives.

This program was developed in response to local business and industry support for a two-year career and technical degree program tailored to meet their needs across a range of employment fields. The college anticipates three part-time students the first year increasing to two full-time and five part-time students by the third year. No new faculty are required and no new costs will be incurred for the implementation of this program.

Shawnee Community College is seeking approval to offer a 36 semester credit hour “Medical Coding Specialist” certificate program. This program will prepare individuals for entry-level employment as medical coding specialists. The curriculum consists of coursework in introductory and advanced medical terminology, anatomy and physiology, introductory health information technology, introductory and intermediate medical coding, principles of insurance, medical office procedures and business computer systems in addition to a required medical coding internship. This curriculum was developed according to guidelines established by the American Health Information Management Association (AHIMA) and will prepare students for completing the Certified Coding Associate (CCA) exam. The college projects an enrollment of 10 full-time and six part-time students the first year, increasing to 18 full-time and 12 part-time students by the third year. Labor market information provided by the college supports the need for formalized training for medical coders both within the district and statewide. The program will require one current full-time and one current part-time faculty member the first year. Cost of implementing this program will be approximately \$3,050 the first year, \$2,626 the second year, and \$2,704 the third year.

John Wood Community College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Emergency Medical Technology”. This program will prepare individuals for employment as Emergency Medical Technician (EMT) - Paramedics. EMT-Ps are responsible for initial patient assessment and management of care from the pre-hospital to emergency or hospital care environment. This curriculum was developed with input from Blessing Hospital and the Quincy Fire Department, and addresses the National Standard Curriculum for EMT-Paramedics as outlined by the National Highway Traffic Safety Administration. Coursework consists of anatomy and physiology, psychology, general patient assessment, pre-hospital care management, pharmacology, trauma and shock assessment, medical conditions and behavioral emergencies, infectious disease, allergic reactions, developmental conditions (including obstetrics and geriatrics), and clinical experience, in addition to a required work-based learning component and general education studies. Graduates of this program will be prepared to sit for the EMT-P licensing exam offered through the Illinois Department of Public Health. Graduates are also eligible for the optional National Registry of Emergency Medical Technicians exam.

Labor market information provided by the college supports the need for emergency medical technicians both within the college’s district and statewide. The college anticipates approximately eight full-time and eight part-time students enrolled the first year increasing to 16 full-time and 16 part-time by the third year. The program will require one existing part-time faculty person the first year and no new costs will be incurred for the implementation of this program.

TEMPORARY PROGRAM APPROVAL

Parkland College

< Electrical Construction Journeymen A.A.S. degree (64 semester credit hours)

Shawnee Community College - *Information Item Only*

< A.A.S. in Corrections for IDOC employees (statewide model curriculum)
Corrections Officer/Youth Supervisor option (67 semester credit hours)
Parole Officer option (68 semester credit hours)

BACKGROUND

Parkland College is seeking temporary approval to offer a 64 semester credit hour “Electrical Construction Journeyman” Associate in Applied Science (A.A.S.) degree program for a period of three years. This program is a cooperative effort proposed by Parkland College, the National Electrical Contractors Association (NECA), and the Joint Apprenticeship and Training Committee (JATC) of the International Brotherhood of Electrical Workers (IBEW) Local Union 601 for the purpose of broadening the educational opportunities for individuals admitted into the Electrician Apprenticeship program. The program will prepare students for employment as journeymen electricians in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum consists of technical course work in electrical code and theory, lighting and transformers, motors and wiring systems, DC and AC systems, electronics circuitry, motor control, power control and advanced studies in specialty electrical systems, in addition to general education

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studies. Temporary approval is requested to allow the college to substantiate the long-term needs of the program. The college anticipates 13 students per year with at least 32 students enrolled at the end of the three year period. Furthermore the college anticipates a 90 percent placement rate at the end of the five-year apprenticeship program. *Permanent approval for this program will be considered at the end of a period of three years based upon program outcomes.*

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 its President/CEO since the last Board meeting:

Illinois Valley Community College

< Heating, Ventilation & Air Conditioning Certificate (29.5 semester credit hours)

Sauk Valley Community College

< Computer Network Analyst Certificate (15 semester credit hours)

South Suburban College

< Massage Therapy Certificate (28 semester credit hours)

Waubensee Community College

< Geographic Information Systems Certificate (12 semester credit hours)

William Rainey Harper College

< Phlebotomy Certificate (13 semester credit hours)

Illinois Community College Board

**ADJUSTMENTS NECESSARY
FOR THE FISCAL YEAR 2004 BUDGET**

The Illinois Board of Higher Education has approved the Board's proposed fiscal year 2004 budget. Previous appropriations bills were submitted to the General Assembly at the Illinois Board of Higher Education's recommended funding level. With the change in administration this year, the Governor may request the Board to adjust the funding level before submitting the bill to the General Assembly.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO, with concurrence of the Board Chair, to make any necessary adjustments to the funding levels included within the ICCB fiscal year 2004 appropriations bill.

BACKGROUND

The appropriations bills introduced in the General Assembly reflect the recommended level of funding outlined in the Governor's budget address. If the Governor requests the ICCB to make changes to the IBHE level, the President will need authorization to make adjustments to the current Board approved fiscal year 2004 funding level.

Illinois Community College Board

PARAPROFESSIONAL TASK FORCE REPORT

BACKGROUND. The reauthorization of the federal Elementary-Secondary Education Act, titled “No Child Left Behind” (NCLB), was enacted on January 8, 2002, and had a significant impact on teacher aides/assistants in Illinois and throughout the nation. Under NCLB, education paraprofessionals hired after January 8, 2002, to assist in schools and/or programs that receive Title I funds must have either completed two years of study at an institution of higher education, obtained an associate’s degree or higher, or met a rigorous standard of quality through a formal state or local assessment. Paraprofessionals who are currently employed have until 2006 to meet these requirements. Currently in Illinois, paraprofessionals are required to have completed 30 semester credit hours of higher education. While endorsement of a state assessment is being discussed by the Illinois State Board of Education (ISBE), it is believed that college coursework will be widely pursued by paraprofessionals in the state to meet the requirements set forth in NCLB.

Numerous community colleges in Illinois offer programs to prepare paraprofessionals. The majority of programs are at the certificate level, since state requirements have not generated a demand for the associate degree. Recognizing the large role community colleges could play in assisting paraprofessionals to meet the new requirements of NCLB, staff from ISBE and the Illinois Community College Board (ICCB) met several times during the summer of 2002 to discuss the development of a statewide model associate degree curriculum. On August 12, 2002, the boards jointly hosted a focus group meeting comprised of representatives from the K-12 community and higher education. The purpose of the focus group was to discuss the issues and needs surrounding the NCLB legislation and seek input on the best way to meet those needs. The group unanimously recommended that a model for an Associate in Applied Science degree be developed, as well as a transfer option for those wishing to pursue a baccalaureate degree in teacher preparation. Participants also recommended that consideration be given to the development of shorter preparation programs for paraprofessionals who already have some college credit. Developing a mechanism to award credit for prior learning for individuals with significant professional experience was identified as an important component, as well.

Based on this input, ICCB and ISBE staff convened a Paraprofessional Task Force. The draft report of the Task Force will soon be distributed for comment from the system prior to finalizing the report. It is anticipated that the final report and recommendations will be presented to the ICCB for endorsement at its February 2003 meeting.

INFORMATION ONLY

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM - FISCAL YEAR 2002**

The externally attached annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 2002 data for students as provided by the colleges at the close of the fiscal year. For comparison with past enrollments and completions, summary data for the four previous fiscal years (1998-2002) are also presented. Detailed tables comparing fiscal year 2001 and fiscal year 2002 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. In this year's report, for the third time, selected percentage information on the characteristics of students participating in noncredit courses are also furnished. The following background material includes highlights from the report.

BACKGROUND. Annual student enrollment and completion (A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for students who graduate, but are not officially enrolled during the fiscal year. As in last year's report, completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded, but will be provided in the 2003 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 2002 is the fourth year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course specific information on the wide range of noncredit instruction the colleges provide. Between fiscal years 1994 and 1998, only aggregate noncredit enrollment data were gathered through the use of a yearly survey. For fiscal year 2002, the N1 was exclusively used for noncredit data.

Overview of Student Enrollments

- < The Illinois Community College System recorded a total of 945,661 students in credit and noncredit courses in fiscal year 2002, a decrease of 3.5 percent since fiscal year 2001.
- < Credit-generating students accounted for 71.5 percent of the overall fiscal year 2002 headcount.
- < During fiscal year 2002, the 48 public community colleges in Illinois enrolled 676,412 students in instructional credit courses. This is an increase of 1.5 percent from the previous year. The full-time equivalent (FTE) enrollment was 228,089, an increase of 4.2 percent since fiscal year 2001.
- < Statewide, 27,154 noncredit course sections were conducted during fiscal year 2002.

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- < From fiscal year 2001 to fiscal year 2002, the number of individuals receiving instruction through noncredit course offerings decreased 14.0 percent to 269,249 students.
- < Statewide, 34,944 students of the 945,661, enrolled in both credit and noncredit courses during fiscal year 2002 (A1 and N1). While there is some overlap these data suggest that credit and noncredit courses are meeting largely different student and community needs.

Credit Enrollments. Students enrolled in courses that are eligible for state credit hour reimbursement grants include baccalaureate/transfer, occupational, vocational skills, remedial/ developmental, adult basic education, adult secondary education, and English as a Second Language. These courses must meet state standards as defined by the ICCB.

- < Females comprised 55.4 percent of the fiscal year 2002 student population enrolled in credit-generating programs.
- < Minority (non-white) students accounted for 35.9 percent of the credit students enrolled, up 0.6 percent over 2001. Black student representation rose slightly from the previous year to 14.1 percent. Participation by Hispanic students increased by more than 3 percent. Asian student participation increased by 1.2 percent while foreign/non-resident alien participation was up 3.8 percent.
- < The median age of credit-generating students was 26.7 during fiscal year 2002, slightly younger than the previous year. Likewise, the average age decreased slightly to 31.1 years.
- < Baccalaureate/transfer remained the largest credit instructional program area enrolling 36.2 percent of fiscal year 2002 Illinois community college system students. Enrollments in Baccalaureate/transfer programs increased 5.0 percent from last year.
- < Statewide, occupational credit program enrollments accounted for more than one-quarter of all credit students (26.9 percent). Enrollments in occupational programs increased 2.4 percent from the previous year.
- < Although 36.2 percent of the fiscal year 2002 credit student population was enrolled in the baccalaureate/transfer area, only 27.8 percent of all students indicated an intent to transfer.
- < Students enrolled in adult education courses in community colleges comprised 19.8 percent of the credit generating students. Enrollment in adult education increased by 1.9 percent over fiscal year 2001.
- < Of the students in adult education, nearly 56 percent were enrolled in English as a Second Language (ESL) courses. This is down slightly from 57.6 percent in fiscal year 2001.

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- < More than one-half (56.4 percent) of the fiscal year 2002 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college with a focus on taking courses instead of degree or certificate completion decreased by 0.3 percent over last year.
- < About three out of four credit students attended on a part-time basis during both the fall (72.6 percent) and spring (74.5 percent) semesters in fiscal year 2002.
- < Over 17 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 34,778 who earned a bachelors degree or higher which is an increase of 427 over last year.
- < Illinois community college students were enrolled in 6,842,707 credit hours throughout fiscal year 2002 and earned 69 percent of those hours.
- < Accumulated credit hours were available for 67.4 percent of the fiscal year 2002 student population. Of that percentage, 32.4 percent had accumulated 30 or more college-level hours (sophomore level).
- < Cumulative grade point average data was reported for 64.5 percent of the fiscal year 2002 students. Over 46 percent (46.2) held an A-B average.

Noncredit Enrollments. Noncredit courses are not eligible for state credit hour reimbursement grants and include those designed for and funded by special groups such as a specific business or industry as well as those offered for social and personal development for the general public. Noncredit course enrollment figures in the report for fiscal year 2002 come from the Noncredit Course Enrollment Data submission (N1).

- < Fiscal year 2002 unduplicated noncredit headcount decreased 14.0 percent over last year. Similarly, the duplicated headcount or “seatcount” was 6.8 percent lower than the previous year.
- < Reasons for the recent declines in noncredit activity and participation vary by locality. Part of the reason for these declines may be traced to the economy. The state and national economy has been in a recessionary period over the last two years. Some individuals and businesses have fewer discretionary funds and are searching for ways to cut their expenses. Additionally, selected colleges may still be encountering some resistance from participants in noncredit courses about providing complete information. Likewise, noncredit coursework is offered by multiple entities within each college and some parts of the college may not have begun collecting the necessary information and are therefore missing from the counts in fiscal year 2002. Records were not added to the noncredit database unless category of activity information was supplied – business/industry contract; professional/vocational

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development; personal/social development; and youth programs. Overall, the noncredit database is a movement toward more stringent and detailed reporting.

- < Female students accounted for 57.2 percent of 2002 noncredit enrollments for which gender data were reported.
- < Minority students accounted for just under one-quarter of the individuals enrolled in noncredit programs who supplied racial/ethnic data.
- < One-half of the noncredit students were 40 years of age or above based on the individuals who supplied this information.
- < Fifty- six percent of the noncredit offerings (duplicated) were in the personal and social development category of activity. Nearly 30 percent of the noncredit coursework were dedicated to developing workplace skills: professional/vocational (20.1 percent) and business and industry contractual training (9.8 percent). The remaining 14 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, etc.).
- < Across all categories of activity, seven programs (two-digit CIP) had over 10,000 noncredit students enrolled. These seven program areas accounted for approximately 64 percent of the students enrolled in noncredit courses where CIP data were reported. Twenty-seven percent of these enrollments are in work related programs: business management (13.2 percent), transportation workers (7.2 percent), health professions (3.6 percent) and computer information systems (3.3 percent).
- < Instructional site information shows that 60.1 percent of the noncredit courses offered in 2002 were held on main college campuses.

Student Completions. Students who graduated/completed the requirements of degree and/or certificate programs.

- < A total of 38,946 collegiate level degrees and certificates were awarded to students at Illinois community colleges in fiscal year 2002, 1.4 percent more than in fiscal year 2001.
- < Nearly 12,800 baccalaureate/transfer degrees were earned during the fiscal year. This was down slightly (-0.6 percent) from a year ago. Baccalaureate/transfer degrees accounted for 32.8 percent of all completions.
- < Approximately 65 percent of all fiscal year 2002 collegiate degrees and certificates were earned through completion of occupational programs.
- < Students successfully completed nearly 25,366 occupational degrees and certificates in Illinois community colleges during fiscal year 2002, a 3.0 percent increase from the previous year.

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- < About 32 percent of the occupational degrees and certificates awarded in fiscal year 2001 were associate in applied science degrees.
- < Females accounted for 58.6 percent of all completions during fiscal year 2002. A similar proportion was reflected in the baccalaureate/ transfer and occupational program areas.
- < The largest number (5,704) of male completers of a specific degree or certificate was in the category of occupational certificates of less than one year program. However, the majority of those receiving these certificates (54.0 percent) were female.
- < Although small in number (93), the Associate in Engineering Science program had the highest proportion of male graduates (81.7 percent).
- < Minority students earned nearly 28 percent of the collegiate-level degrees and certificates granted in the Illinois community college system during fiscal year 2002. Black students achieved 14.2 percent, Hispanic students earned 8.0 percent and Asians earned 4.6 percent of the degree and certificates.
- < Minorities accounted for 16.7 percent of the total baccalaureate/transfer degree recipients. Black students accounted for 7.3 percent, 6.0 percent were Hispanic, and 2.8 percent were of Asian origin.
- < A larger number of minority graduates was found in the occupational area (8,278) than in the baccalaureate/transfer area (2,133).
- < Among the largest minority groups, Black students completed 2,427 more collegiate-level programs than Hispanic students.
- < Fourteen percent of the students who were awarded degrees and certificates during fiscal year 2002 were less than 21 years of age. The age groups with the largest percentages of graduates were the 21 to 24 (31.7 percent), 25 to 30 (17.8 percent), and 40 to 55 year olds (17.3 percent).
- < The proportion of occupational graduates increased as age advanced.
- < Over 73 percent of the students who successfully completed baccalaureate/transfer degrees in fiscal year 2002 indicated an intent to transfer to a four-year institution.
- < Nearly 17 percent (16.7) of the fiscal year 2002 AAS degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

Community colleges as a whole experienced a slight increase in completions (1.4 percent). Of the 38,946 completions during fiscal year 2002, 55.8 percent were associate degrees and 44.2 percent were certificates. The incidence of more associate degrees being awarded than certificates has persisted over the past five fiscal years, despite the fact that by definition acquiring a certificate

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always involves a shorter program of study. An additional effort to encourage students to obtain the certificates they earn once they have completed the required coursework would benefit students.

In an era of increased accountability, fully capturing and reporting graduates through the Annual Enrollment and Completion Submission (A1) is becoming increasingly important. At the same time, it is recognized that there are individuals served by community colleges who attend with an exclusive interest in completing particular courses to provide specific skills for success in their chosen field. Fiscal year 2002 data show that 56.4 percent of all students identify themselves as not pursuing a formal award. Nearly 38 percent of the occupational students reported attending to complete one or several courses. Yet, there are individuals attending community colleges who meet certificate and sometimes degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award. To promote student success each achievement should be recognized as it is accomplished.

Systemwide during the remainder of the current fiscal year and into fiscal year 2004 community colleges are undertaking projects to develop, implement, or expand upon local computerized automated degree and certificate audit systems. Results of these systemwide efforts are expected to be most noticeable in fiscal year 2004. Computerized certificate and degree audits are useful in recognizing student accomplishments and helping students reach their goals. The implementation of automated degree audits has an up front cost and requires an ongoing commitment to keep the system updated as degree and certificate requirements change frequently and the permitted electives tend to be extensive. Investing in processes that promote student success and student outcomes are a priority for community colleges.

The large number of students served through either credit and/or noncredit courses affirms that the Illinois Community College System continues to adapt to the evolving educational needs of the communities the colleges serve. Efforts to promote degree and certificate completion for students with an interest in earning a formal academic award should pay dividends for students, area employers, and the colleges.

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