

Illinois Community College Board

**344th Meeting
Agenda and Materials**

Business Session

**October 17, 2003
9:00 a.m.**

**Danville Area Community College
Vermilion Hall
Third Floor Board Room
2000 East Main Street
Danville, IL**

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Agenda
 344th Meeting of the
 Illinois Community College Board
Business Session
 Danville Area Community College
 Vermilion Hall - Third Floor Board Room
 2000 East Main Street
 Danville, Illinois
 October 17, 2003
 9:00 a.m.

Committee Meetings

Meeting Site

7:30 a.m. - Adult Education Committee	Vermilion Hall, VH206
8:00 a.m. - Budget and Finance Committee	Vermilion Hall Third Floor Board Room

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1.	Roll Call and Declaration of Quorum	--
2.	Announcements and Remarks by Edward T. Duffy, Chair	--
3.	Remarks by Alice Marie Jacobs, President Danville Area Community College	--
4.	Recognition of Joseph J. Neely for his Service to the Illinois Community College Board	--
5.	Recognition of Delores S. Ray for her Service to the Illinois Community College Board	--
6.	Awards for Excellence in Learning-Centered Instruction	--
7.	Committee Reports	
	7.1 Adult Education & Family Literacy Committee	--
	7.2 Budget and Finance Committee	--
8.	President/CEO Report	--
9.	Advisory Organizations	
	9.1 Presidents Council	--
	9.2 Illinois Community College Faculty Association	--
	9.3 Student Advisory Committee	--
	9.4 Illinois Community College Trustees Association	--
	9.5 Adult Education and Family Literacy Advisory Council	--

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UNAPPROVED

Minutes of the 343rd Meeting of the
Illinois Community College Board
September 19, 2003
Illinois Community College Board Office
Lincoln Land Community College Campus
Workforce Center Classrooms 2 & 3
2450 Foundation Drive
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: Guy Alongi, James Berkel, Edward Duffy, James Frommeyer, Martha Olsson, Rudolph Papa, Judith Rake, Edward Welk, and James Zerkle. Marjorie Cole, Larna Godwin, and Gwendolyn Rogers were absent.

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

Chairman Duffy welcomed Guy Alongi and Rudolph Papa to membership on the Illinois Community College Board. Mr. Alongi replaces former member Joseph Neely, and Mr. Papa replaces former member Delores Ray. James Frommeyer was welcomed as the ICCB student member for fiscal year 2004.

Chairman Duffy remarked on the important mission of community colleges and their role in higher education.

Item #3 - Remarks by Joseph J. Cipfl, President/CEO

Dr. Cipfl welcomed Guy Alongi and Rudolph Papa to the Illinois Community College Board membership and to James Frommeyer, Student Member, to the Illinois Community College Board.

Dr. Cipfl introduced ICCB staff members Virginia McMillan, Sarah Hawker, Tom Ryder, Don Wilske, Ellen Andres, Sarah Aughenbaugh, Steve Morse, and Joyce Chilton. Guests introduced were Libby Roeger of Shawnee Community College, representing the Faculty Association; and President Jon Astroth of Heartland Community College, representing Terry Ludwig, President of the Presidents Council.

Governor Blagojevich appointed Brenda Holmes as Deputy Chief of Staff for Education. Ms. Holmes will report to Alonzo Monk, Chief of Staff. Ms. Holmes formerly served as the Illinois State Board of Education's legislative liaison.

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Statewide enrollments at Illinois community colleges have increased this semester by an average of nearly 5 percent.

Meetings of the Presidents Council and Trustees Association were held on September 12 and 13 in Peoria. The priority of both groups is to seek recovery of the 50 percent loss in "hold harmless" dollars for the community college system's fiscal year 2004 budget.

Dr. Cipfl participated in the presidential installation of Dr. Walter Packard on September 13 at McHenry County College.

He will also participate in the grand opening celebration of the newly renovated facilities at Illinois Valley Community College on September 22.

Item #4 - Election of Illinois Community College Board Vice Chair for Fiscal Year 2004

Chairman Duffy requested Board action to defer the election of ICCB Vice Chair to allow the Governor time to complete the reappointments/appointments of ICCB members whose terms expired on June 30, 2003. Rudolph Papa made a motion, which was seconded by Judith Rake, to defer the election of the ICCB Vice Chair until all reappointments/appointments have been completed by the Governor. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #5 - Illinois Community College Board Appointments to the Joint Education Committee

At the request of Chairman Duffy, James Zerkle made a motion, which was seconded by Rudolph Papa, that Judith Rake represent the Illinois Community College Board on the Joint Education Committee. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #6 - Consent Agenda

Rudolph Papa made a motion, which was seconded by Edward Welk, to approve the following items on the Consent Agenda:

Item #6.1 - Minutes of the June 20, 2003 Meeting

The Illinois Community College Board hereby approves the minutes of the June 20, 2003 meeting.

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Item #6.2 - 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 Valley Community College

- ▶ Forensics Specialist A.A.S. degree (64 semester credit hours)
- ▶ Forensics Specialist Certificate (32 semester credit hours)
- ▶ Therapeutic Massage A.A.S. degree (66 semester credit hours)

Joliet Junior College

- ▶ Process Instrumentation Technology (65 semester credit hours)

Kankakee Community College

- ▶ Construction Craft Laborer Certificate (50 semester credit hours)

Kishwaukee College

- ▶ Emergency Medical Services: EMT-Paramedic A.A.S. degree (68 semester credit hours)
- ▶ EMT-Paramedic Certificate (50 semester credit hours)

McHenry County College

- ▶ Construction Applications Management A.A.S. degree (60 semester credit hours)

Southwestern Illinois College

- ▶ Associate in Engineering Science (A.E.S.) degree (65 semester credit hours)

Spoon River College

- ▶ Medical Coding Certificate (33 semester credit hours)

Waubonsee Community College

- ▶ Paraprofessional Education A.A.S. degree (64 semester credit hours)
- ▶ Paraprofessional Education Certificate (30 semester credit hours)

Wm. Rainey Harper College

- ▶ Paraprofessional Education A.A.S. degree (63 semester credit hours)
- ▶ Paraprofessional Education Certificate (32 semester credit hours)

Item #6.3 - Extension of Courses and Curricula Out-of-State

The Illinois Community College Board hereby approves the out-of-state extension of Lake Land College courses in accounting, e-commerce, computer information systems, management, network administration, office technology skills, professional sales, marketing, office management and telecommunications to be offered to students of the Learning Exchange Organisation Hong Kong LTD and its subsidiaries and affiliates in China, Hong Kong, Taiwan, India, Malaysia and Indonesia.

Item #6.4 - Extension of Credit Courses into another Community College District

The Illinois Community College Board hereby approves extension of credit courses from Richland Community College to Logan and Lincoln Correctional Centers located in the Heartland Community College District.

Item #6.5 - Proposed Amendments to ICCB Rules Concerning Reporting Requirement (Initial Approval)

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 B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

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

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

- January 1 - ~~construction project status reports [see Section 1501.607(a)]~~
- January 31 - certificate of tax levy [see Section 1501.510(I)]
 - = **construction project status reports [see Section 1501.607(a)]**
 - fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(h)]
- February 15 - spring semester enrollment survey [see Section 1501.406(a)]
- May 30 - occupational follow-up study data for specified curricula [see Section 1501.406©)]
- July 1 - ~~annual noncredit course enrollment survey [see Section 1501.406(e)]~~
 - Resource Allocation and Management Plan (RAMP/CC) [see Section 1501.510(b)]
 - **application for recognition for specified colleges [see Section 1501.202(d)]**

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- July 31 - fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(a)]
- August 1 - program review report [see Section 1501.303(d)]
- program review listing [see Section 1501.303(d)]
- annual student enrollment and completion data [see Section 1501.406(a)]
- square footage and acreage (facility information) [see Section 1501.510(c)]
- special initiatives grants report [see Section 1501.519(d)]
- **annual report of Student Identification information [see Section 1501.406(g)]**
- September 1 - ~~application for recognition for specified colleges [see Section 1501.202(d)]~~
~~underrepresented groups report [see Section 1501.406(d)]~~
- unit cost data [see Section 1501.510(d)]
- budget survey [see Section 1501.510(e)]
- **facilities data [see Section 1501.510(f) and 1501.607(c)]**
- October 1 - fall enrollment data [see Section 1501.406(a)]
- fall enrollment survey [see Section 1501.406(b)]
- October 15 - faculty, staff and salary data [see Section 1501.308(a)]
- external audit [see Section 1501.503(a)]
- special initiative grants audit [see Section 1501.503(a)]
- fiscal year budget [see Section 1501.504]
- certificate of chargeback [see Section 1501.503(a)]
- annual fiscal year audited uniform financial reporting system data [see Section 1501.510(f)]
- **audit/ fiscal year audited uniform financial reporting system data reconciliation statement [see Section 1501.510(f)]**
- audit/unit cost reconciliation statement [see Sections **1501.503(c)** and 1501.510(g)]
- unexpended special initiative grant funds [see Section 1501.519(e)]
- November 1** - **annual report on summer graduates (for IPEDS GRS) [see Section 1501.406(f)]**
- December 1 - annual financial statements and notice of publication [see Section 1501.506]
- **underrepresented groups/special populations grant report [see Sections 1501.406(d) and 1501.508(d)]**

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30 days after the end of each term - ~~course resource data and~~ credit hour claims [see Sections 1501.406(b) and Section 1501.507(a)]

~~60 days after the end of the fall term - inventory of facilities [see Section 1501.607(c)]~~

30 days after the end of the fall term - course resource (S6 & S7) data [see Sections **1501.607(b)** 1501.406(b) and Section 1501.507(a)]

SUBPART D: STUDENTS

Section 1501.406 Reporting Requirements

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

- a) Basic characteristics, including sex, date of birth, ethnic classification, and instructional area of enrollment, of each student enrolled in all courses offered for credit during each term within the following schedule:
 - 1) Students enrolled as of the end of regular registration during the fall term shall be reported on or before October 1 of that year.
 - 2) Students enrolled and/or completing a certificate or degree program during the fiscal year shall be reported on or before August 1.
- b) Student headcount and full-time equivalent enrollments as of the end of regular registration for fall and spring/winter term within the following schedule:
 - 1) Fall Term: On or before October 1
 - 2) Winter Quarter: On or before February 15
 - 3) Spring Semester: On or before February 15
- c) Colleges shall conduct a follow-up study of all students who completed specified occupational/career curricula during the previous fiscal year and shall report the results of this study on or before May 30 of that year in a format prescribed by the ICCB. Curricula to be included in the study will be specified in the ICCB Occupational Follow-up Study Manual.
- d) An annual report on underrepresented groups submitted on or before ~~September 1~~ **December 1**.
- e) An annual ~~report on noncredit course enrollment activities submitted~~ **data submission (N1)** on or before July **15**.

- f) **An annual report on summer graduates (for the Integrated Postsecondary Educational Data System Graduation Rate Survey) submitted on or before November 1.**
- g) **An annual report of Student Identification information submitted on or before September 1.**

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

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.

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 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.

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 one of the ~~39~~ 40 public community college districts in which the student resides. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees, and required educational supplies.

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Residency - Applicability-Verification of Status. As part of verification that its credit hours are eligible to receive ICCB grants, each community college district shall **submit its** ~~adopt a process for verifying the residency status of its students and shall file a description of this process with to~~ the ICCB **each year with its certification of credit hours in accordance with 110 ILCS 805/2-16.02 as part of the annual external audit** ~~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.

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.

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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.

Section 1501.503 Audits

a) External Audits.

- 1) ~~Two~~ **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 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 description of the process for verifying residency status, a schedule of the district equalized assessed valuation, 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.

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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.

- b) Confirmation of ICCB Grants. For the purposes of confirming district records, each district shall **provide a copy of the ICCB allocation of grants to its** ~~request that its external auditor request from the ICCB a report of grants received by the district during the fiscal year.~~ Each district shall notify its independent external auditing firm of this **information and** requirement and will instruct that firm to make ~~the any~~ requests **for confirmation directly to the ICCB,** using the format prescribed by the Board.
- c) Upon completion 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.
- d) **Upon completion of the external audit, the district shall reconcile its audited expenditures to the fiscal year audited uniform financial reporting system data. The reconciliation shall be submitted on forms provided by the ICCB.**

Section 1501.510 Reporting Requirements

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

- a) Fiscal year-to date unaudited uniform financial reporting system data by July 31 for the period July 1 - June 30 of the previous fiscal year.
- b) Resource allocation and management planning (RAMP) data by July 1 of each year.
- c) **Construction in progress** ~~Square footage and acreage (facility information)~~ by ~~are due~~ August 1 of each fiscal year.
- d) Unit cost data **in a format prescribed by the ICCB** for the previous fiscal year by September 1 following the end of that fiscal year.

- e) A survey of local budget and tax extensions and collections by September 1 of each year.
- ef) **F3, F6, B3, and R3 facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.**
- fg) Annual fiscal year audited uniform financial reporting system data **and an audit/ fiscal year audited uniform financial reporting system data reconciliation statement** by October 15 following the end of the previous fiscal year.
- gh) ~~An~~ Audit/Unit Cost Reconciliation Statement(s) by October 15 of each year.
- hi) Fiscal year-to-date unaudited uniform financial reporting system data by January 31 for the period July 1 - December 31.
- ij) Certificate of Tax Levy by January 31 of each year.

SUBPART F: CAPITAL PROJECTS

Section 1501.602 Approval of Capital Projects

- a) Notwithstanding any provision to the contrary [see subsection b and Section 1501.604(b)], requests for approval of capital projects shall be submitted to the ICCB on the forms prescribed by the ICCB.
- b) A project requiring the expenditure of state or local funds for purchase, construction, remodeling, or rehabilitation of physical facilities at a primary or secondary site shall have prior ICCB approval, except the following:
 - 1) locally funded projects that meet the definition of a maintenance project as defined in ICCB Rule 1501.601, or
 - 2) locally funded projects that result in no change in room use, or
 - 3) locally funded projects for which the total estimated cost is less than \$250,000.
- c) **An updated** District Site and Construction Master Plan shall be filed with the ICCB by July 1 of the year in which the district undergoes its recognition evaluation ~~January 1, 1991~~. The purpose of the plan is to apprise the ICCB of possible primary site new construction and secondary site acquisition/construction plans for the next ~~five~~ **three** years throughout the district. The plan should be updated, as needed, to ensure that any project submitted for approval has been reflected in the district plan on file with the ICCB at least two months prior to submission of the project. Any primary site new construction or secondary site acquisition/construction projects must be reflected in the

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plan in order to receive consideration for approval. The plan, at a minimum, shall consist of a map of the district showing the location of all facilities owned by the district or leased for a period exceeding five years and a narrative describing the district's:

- 1) Current permanent facilities where additions are planned.
 - 2) General plans for future site acquisition or acquisition/construction of permanent facilities either on the primary site or secondary sites. The location may be identified in terms of the general geographic area within the district.
 - 3) Proposed schedule for acquiring additional sites, constructing additions to existing facilities, or acquiring/constructing new permanent facilities.
 - 4) The intended use of all proposed site acquisitions and facility acquisition/ construction.
- d) The authority to approve locally funded projects is delegated to the President/CEO of the ICCB, who shall in turn report such actions to the ICCB.

Section 1501.603 State-Funded Capital Projects

- f) Construction Standards. The following standards shall be applied in the design and construction of facilities. : Where capital projects involve the Capital Development Board (CDB), then the CDB *Design and Construction Manual* shall be applied in the design and construction of facilities.
- 1) Building Efficiency. Campus wide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
 - 2) Facilities Codes. All construction, remodeling, and rehabilitation of facilities shall be in compliance with the most current version of the following standards:
 - A) Uniform Building Code (~~International Conference of Building Officials, Whittier, California, 1988~~) or BOCA Basic/National Building Code, ~~1987 Edition~~ (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).
 - B) BOCA Basic/National Mechanical Code, ~~1987 Edition~~ (Building Officials and Code Administrators International, Inc., Country Club Hills, Illinois).

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- C) National Electrical Code (National Fire Protection Association, Quincy, Massachusetts, 1988).
 - D) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - E) Illinois Accessibility Code (71 Ill. Adm. Code 400).
 - F) Fire Prevention and Safety (41 Ill. Adm. Code 100).
 - G) National Fire Protection Association 101 Life Safety Code (National Fire Protection Association, Quincy, Massachusetts, 1988).
 - H) ASHRAE 90-80 Energy Conservation in New Building Design (American Society of Heating, Refrigeration, Air Conditioning Engineers, Atlanta, Georgia, 1980).
 - I) Any local building codes that may be more restrictive than the code listed above.
- 3) Illinois Building Related Requirements. To assist the architect in determining which codes might be applicable to a project, the Illinois Building Commission has assembled a *Directory of Illinois Building Related Requirements* that lists all the statutory requirements relative to State construction. It also includes a table of primary codes/standards/specifications for State of Illinois building requirements. This directory is available from the Illinois Building Commission website (www.ibe.state.il.us) or by calling (217) 557-7500.

Section 1501.607 Reporting Requirements

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

- a) Progress reports (as of December 31) of all construction projects by January **31** of each year.
- b) Course resource data (**S6 and S7 data**) showing the facilities used by each course offered for credit during the fall term within thirty (30) days after the end of the term. **Facility identifiers, building identifiers, and room identifiers reported in the course resource data should match identifiers that will be reported in the F3, F6, B3, and R3 records at the end of the current fiscal year.**
- c) An inventory of its facilities and an update of this inventory annually **by September 1 immediately following the end of the fiscal year** as of the fall term within sixty (60) days after the end of the fall term. **Such facilities data (F3, F6, B3, and R3 records) shall be submitted in the format designated by the ICCB and shall represent existing facilities in service at June 30 of the fiscal year just ended.**

Item #6.6 - Proposed Amendments to ICCB Rules Concerning Foundation Matching Grants and the Lincoln's Challenge Scholarship Grants (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

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.

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 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.

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 one of the ~~48~~ 40 public community colleges in the State ~~districts in which the student resides~~. The scholarship grants can be used to cover the cost of education which ~~that~~ includes tuition, books, fees and required educational supplies.

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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.

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:

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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.

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;
 - 3) Enroll at one of the ~~48~~ 49 Illinois public community colleges in a certificate or degree program the next semester following graduation (for example, the June Lincoln's Challenge graduates would have to enroll in college by the fall semester) within one year after graduation from the Lincoln's Challenge Program;
 - 4) Carry an academic load of at least six credit hours in each fall and spring semester. Scholarships for the summer semester will not be awarded ~~term except the summer term;~~ and
 - 5) Present the "notification of award" letter signed by the President/CEO of the Illinois Community College Board to the community college at the time of registration.
- c) The scholarship amount will be awarded up to ~~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 grants can be used ~~shall be applied only~~ to cover the cost of education, which includes 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 vouchers during the semester the student is enrolled or payment cannot be guaranteed. The following information must be submitted to the ICCB for each student:
 - 1) Name;
 - 2) Social Security Number;

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- 3) Program of study;
 - 4) Course schedule (including credit hours);
 - 5) Costs Bill with costs broken out by tuition, fees, books, and required educational supplies; and
 - 6) ICCB initial or renewal approval letters. If a renewal, GPA and course completion from the previous semester are required -if continuing student.
- g) In order to remain qualified for a Lincoln's Challenge Scholarship Grant Grants, each student must:
- 1) Submit GPA, course completion, and the 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. Exceptions to this subsection (g)(2), such as extenuating circumstances, shall be documented by ICCB staff and college contacts. 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
 - 3) Submit documentation showing successful completion of a minimum of 6 credit hours in the last semester and a GPA of 2.0 or higher acceptable academic status and the number of credit hours completed during the last term of enrollment at the college.
- h) Students may can be awarded scholarship funds for the fall and spring semesters of two 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. The distribution of available funds between new and renewed scholarships will be determined by the Illinois Community College Board to maximize use of the funds.

1501.523 Foundation Matching Grants

- a) An eligible community college foundation, as referred to in this Section, is defined as a 501©)(3) entity formed to benefit a community college district, students, and taxpayers of a community college district as provided for in the Public Community College Act and meets the criteria to receive an award as provided for in this Section. A foundation shall establish its eligibility by submitting a copy of its articles of incorporation (the first year of application only), a copy of its most recent signed federal 990 tax return, and a copy of the foundation's most recently completed external audit with the other components of an application.

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- b) Requests for foundation matching grant awards (referred to in this Section as challenge grants) must be submitted in a format prescribed by the ICCB no later than December 1 of each year.
 - c) Each community college foundation shall have the opportunity to apply for a \$25,000 challenge grant. The award amount shall be prorated to a reduced amount if sufficient funds are not available in the State's Academic Improvement Trust Fund to provide an initial grant of \$25,000 to those eligible foundations that submit an application no later than December 1.
 - d) In order to be eligible to receive a challenge grant, the community college foundation board must establish, as part of the application process, that the foundation board has:
 - 1) established an academic improvement trust fund as a depository for private contributions and awarded challenge grants;
 - 2) \$3 of local match available (contributions received after July 1, 1999, for the purpose of matching the State challenge grants) for each \$2 of State funds; and
 - 3) raised a minimum of \$10,000 from private sources and the contributions must be in excess of the total average annual cash contributions made to the community college foundation in the three fiscal years before July 1, 1999 (fiscal years 1997, 1998, 1999).
 - e) Any unmatched excess funds remaining in the State's Academic Improvement Trust Fund, on April 1 of the fiscal year in which an appropriation is received, for community college foundations after the award of the initial \$25,000 challenge grants will be available for matching by any community college foundation. No community college foundation will receive more than \$100,000 in challenge grants in any one State fiscal year.
 - f) The community college foundation board is responsible for determining the use of the proceeds of the challenge grants and such uses may include:
 - 1) scientific equipment;
 - 2) professional development and training for faculty; and
 - 3) student scholarships and other activities appropriate to improving the quality of education at the community college.
- The community college foundation may not use the proceeds of the challenge grant for a capital campaign or program.
- g) Each community college foundation receiving grant funds shall file a report with the ICCB in a format prescribed by the ICCB detailing how the funds were utilized within 60 days after the foundation's fiscal year end and submit a copy of the external audit of the fiscal year just ended as soon as it is completed.

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Item #6.7 - Certification of Eligibility for Special Tax Levy(Chapter 122, Paragraph 3-14.3)

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2003 or fiscal year 2004 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.54 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.54 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
City Colleges of Chicago
Highland Community College
Illinois Central College
Illinois Eastern Community College
Illinois Valley Community College
Kankakee Community College
Kaskaskia College
Lake Land College
Lewis and Clark Community College
Moraine Valley Community College
Prairie State College
Rend Lake College
Richland Community college
Carl Sandburg College
South Suburban College
Southwestern Illinois College
Spoon River College
John Wood Community College

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

Item #7 - A Statement of Commitment to Economic and Workforce Development by the Illinois Community Colleges

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

The Illinois Community College Board hereby accepts from the Executive Committee of the Illinois Council of Public Community College Presidents and approves the *Statement of Economic and Workforce Development by the Illinois Community Colleges* and will transmit this Statement to the Department of Commerce and Economic Opportunity.

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

Item #8 - Information Item

Item #8.1 - Illinois Community College Board Advisory Committee Member Appointments

The Board received a listing of ICCB advisory committee member appointments to the Finance Advisory Committee, MIS/Research Advisory Committee and Program Advisory Committee. These appointments were made by the President/CEO as previously authorized by the Illinois Community College Board.

* * * * *

Chairman Duffy asked James Berkel, as Chairman of the ICCB President/CEO Search Committee, to update the Board on the search process. Mr. Berkel reported the search deadline was extended to September 30, 2003 and mid-November is the target date for announcing the next President/CEO. Mr. Berkel introduced Sarah Aughenbaugh, ICCB Director for Human Resources, who is managing the search process.

Ms. Aughenbaugh distributed adjusted time ine information. She reported that 57 resumes have been received to date. The next meeting of the Search Committee will be held on Thursday, October 16, at Danville Area Community College. Of the applications received, eight to ten candidates will be chosen for interview by the committee. Three to five finalists will be selected. On November 3, the President Council, Trustees Association, Faculty Association, and Student Advisory Committee will each choose two representatives to meet with the three finalists in Springfield. The ICCB's Executive Staff and Senior Directors will also meet with the finalists. A special meeting of the Board may be held on November 4 for the purpose of final interviews.

* * * * *

Item #9 - Work Session

ICCB Chief Financial Officer Don Wilske made a presentation on community college system operating budget issues. An update was presented for fiscal year 2004 and fiscal year 2005 was discussed. The Illinois Community College Board Budget Requests which are normally presented for Board action at its October meeting will be postponed this year until January 2004, or possibly later, as further action is awaited by Governor Blagojevich. However, a "Big Picture" budget discussion meeting will be held with system representatives and the Board of Higher Education representatives on October 30.

Community college capital budget issues were reviewed.

Issues and concerns were reported in regard to Adult Education Grants. The Board will be kept informed of staff's progress in resolving areas of concern.

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Highlights were presented to the Board on the Career and Technical Education Grants.

The Governor's Office has requested that the ICCB review its current equalization funding formula. The ICCB Finance Advisory Council will review the equalization calculation with the assistance of representation from the Office of Management and Budget, the Illinois Board of Higher Education. Terry Bruce, CEO of the Illinois Eastern Community College District and a former member of the Illinois General Assembly and the U.S. Congress will also be on the review team. The review will take place from September to mid-December 2003. Rudolph Papa made a motion, which was seconded by Martha Olsson, that the Illinois Community College Board hereby authorizes the review of the ICCB equalization funding formula. The motion was approved by unanimous voice vote. Student Advisory vote: Yes.

Virginia McMillan reported on the background of the Associate of Arts in Teaching degree models. She also reported on the steering committee's principles which were developed for the AAT degree models. A period of public comment will be made and Board approval will be requested on October 17, 2003 for system implementation.

Ms. McMillan reported on the progress of the paraprofessional initiative. The Board will be kept informed with periodic updates.

Sarah Hawker reported on activities of the Adult Education Funding Study Task Force. The next meeting of the Task Force will be held on September 25 in Springfield and plans are to resolve issues that were presented at a previous meeting, discuss comments received from the public, and establish a new time line for completion of its work.

Ms. Hawker also reported on GED testing issues which includes access, data, and cost of testing. Staff will keep the Board current on the GED issue.

Tom Ryder briefed the Board on bills which were signed by the Governor during the past legislative session. Mr. Ryder also reported on HB3412, the Employees Ethics Act; and Senate Bill 1586, which is an amendment to the Open Meetings Act requiring that all public bodies keep written minutes of their open meetings and a verbatim record of all their meetings in the form of an audio or video recording, effective January 1, 2004.

Item #10 - Adjournment

Edward Welk made a motion, which was seconded by Martha Olsson, to adjourn the meeting at 1:50 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes

Edward T. Duffy, Chairman

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

Illinois Central College

- ▶ Emergency Medical Services A.A.S. degree (64 semester credit hours)

BACKGROUND

Illinois Central College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Emergency Medical Services”. The program will prepare individuals for employment as Emergency Medical Technician-Paramedics (EMT-Ps). The program was developed in cooperation with OSF/Saint Francis Medical Center and the Illinois Department of Public Health (IDPH)-Division of EMS-Highway Safety and prepares graduates for licensure as required by the IDPH for employment in Illinois. The curriculum consists of 16 credit hours of general education requirements, 40 credit hours of career and technical coursework, including anatomy and physiology, emergency medical technician-basic (EMT-B), intermediate (EMT-I) and paramedic (EMT-P) training, basic trauma life support, pediatric healthcare, advanced cardiac life support and an EMT work-based learning practicum, in addition to eight credit hours of career and technical electives. The curriculum meets the National Standard Curriculum for EMTs as outlined by the National Highway Traffic Safety Administration.

Labor market information provided by the college supports the interest in and need for an EMT-Paramedic level training program. The college currently offers an EMT-Basic level training certificate. In Illinois, employment of EMTs is expected to grow faster than the average for all occupations through the year 2010, according to the Illinois Department of Employment Security. The college anticipates an enrollment of four full-time and 10 part-time students the first year, increasing to 12 full-time and 20 part-time students by the third year. The program will require one new part-time, one existing full-time and three existing part-time instructors the first year. Costs for implementing this program will be approximately \$5,250 the first year, \$50,000 the second year, and \$5,500 the third year. Higher second year costs reflect the hiring of a full-time program coordinator.

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TEMPORARY TO PERMANENT PROGRAM APPROVAL

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

College of DuPage

- ▶ Technical Communications Certificate (32 semester credit hours)

Kennedy-King College

- ▶ L'Art de la Patisserie (The Art of French Pastry) Certificate (24 semester credit hours)

Rend Lake College

- ▶ Therapeutic Massage Certificate (24 semester credit hours)

Richard J. Daley College

- ▶ Computerized Commercial Graphics Certificate (31 semester credit hours)

Richland Community College

- ▶ CISCO Certified Network Associate (CCNA) Preparation Certificate (12 semester credit hours)
- ▶ A+ Preparation Certificate (12 semester credit hours)

BACKGROUND

College of DuPage is seeking permanent approval to offer a 32 semester credit hour "Technical Communications Certificate". The program was approved on a temporary basis May 19, 2000, for a period of three years. This program prepares individuals for employment as technical writers and editors for a variety of publications in a variety of industries. Program enrollments have met the college's original benchmarks and job placement rates have been consistently 100%. The college has met its objectives by updating and revising their curriculum to include coursework in technical writing for the internet to better prepare graduates for employment with information technology services.

Kennedy-King College is seeking permanent approval to offer a 24 semester credit hour "L'Art de la Patisserie" (The Art of French Pastry) certificate program. The program was approved on a temporary basis January 21, 2000, for a period of three years. This program prepares individuals for employment as pastry chefs in both large and small, and/or retail and commercial hospitality services. Program enrollments, and job placements have met or exceeded the college's original benchmarks. Program completions have been near or at 100% each year over the last three years. The college has identified several ways for improving their already successful program, including hiring a second master pastry chef, planning additional instructional space, acquiring new baking equipment and adding program support staff.

Rend Lake College is seeking permanent approval to offer a 24 semester credit hour certificate program in "Therapeutic Massage". The program was approved on a temporary basis September 15, 2000 for a period of three years. This program prepares students for employment as massage therapists in a variety of healthcare or entrepreneurial settings. Program enrollments have met or exceeded the college's original benchmarks, completion and job placement rates have increased over the three-year period. Completion rates for the college's last full-time class was 73%, and job

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placement rates were 94 percent. The college's original curriculum has been revised to meet additional clinical requirements for student to obtain their licensure through the Illinois Department of Professional Regulation. The college has met its original program objectives and has recently applied to the National Certification Board for Therapeutic Massage and Bodywork for program accreditation.

Richland Community College is seeking permanent approval to offer 12 semester credit hour "CISCO Certified Network Associate (CCNA) Preparation" certificate program. The program was approved May 19, 2000, for a period of three years. This program prepares students for employment as network associates, specialists or technicians and completion of the CCNA credentialing examination. Program enrollments and completions have exceeded the college's original benchmarks. While not an original benchmark, the college estimates that at least 75 percent of students completing the program have passed the CCNA exam. The college indicates plans to identify better ways of tracking their graduates who complete this exam. The college has met its original program objectives, and revised the curriculum to maintain industry currency.

Richard J. Daley College is seeking permanent approval to offer a 31 semester credit hour "Computerized Commercial Graphics" certificate program. The program was approved September 15, 2000, for a period of three years. This program prepares students for employment as graphic artists, specialists and designers in a variety of settings, but specializing in print and web media. The college has exceeded its original benchmarks for enrollments and experienced a 52 percent completion rate. Student interest and district labor market information continue to support the need for this program and individuals trained in related occupations. The college has identified several minor improvements to the program, including a change in course sequencing and more focus on web-based graphic design.

Richland Community College is seeking permanent approval to offer a 12 semester credit hour "A+ Preparation" certificate program. The program was approved January 21, 2000, for a period of three years. This program prepares students for employment as computer service specialists or technicians and completion of the A+ credentialing examination. The college has experienced slow, but steady, growth in this program over the last three years. A revision of all of the college's Information Technology programs and increased marketing for short-term training certificates has provided the community better access to and awareness of the college's offerings. The college identified several ways they have revised the curriculum to maintain industry currency.

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:

PERMANENT PROGRAM APPROVAL

Highland Community College

- ▶ Nail Technology Certificate (16 semester credit hours)

Illinois Community College Board

**STATUS REPORT ON THE
ADULT EDUCATION FUNDING STUDY TASK FORCE**

For over a year, the Illinois Adult Education System has been reviewing the methodology used to allocate state and federal adult education funds to 107 program providers in all areas of the state. A Task Force of representatives from all types of funding providers — community colleges, community-based organizations, high schools, Regional Offices of Education, and the Illinois Department of Corrections — was established to conduct this review. Tri-chairs representing each major provider group were appointed to lead the group. Illinois Community College Board members Jim Berkel and Judith Rake are working with the Task Force.

The Task Force appointed subcommittees to work in depth in the areas of Need and Access, Base and Competitive Funding, Performance-Based Funding and Data Collection. These subcommittees worked with care and persistence to examine current practices inherited in the transition of the administration of Adult Education to the Illinois Community College Board and to identify new strategies or revisions that would increase equity and stability of funding and at the same time reflect changing demographic and enrollment trends.

A preliminary report of recommendations from each subcommittee has been available for public review since August 2003. Meanwhile, the Task Force has been refining these recommendations based on its intensive consideration of each recommendation, the impact on adult education programs, and on the feedback being received from the field.

Since the last report to the Board, the Task Force has met twice on an accelerated work schedule to complete its work by January 2004. Significant issues related to the allocation of funds to each Area Planning Council (APC) using a 20-year old “Index of Need” was discussed in detail. Dr. David Ault of Southern Illinois University at Edwardsville developed, maintains, and produces the Index each year. Dr. Ault presented the census-based components and weighting factors used to produce a proportional estimation of statewide need for adult education in each APC. The components include age, educational attainment, economic and employment status, public assistance status and primary language spoken.

The Task Force met as a committee of the whole to determine the appropriateness of the current Index given changing economic and demographic conditions in the state. Several recommendations were made to update and to streamline the Index. Because of dramatic changes in public assistance programs and caseloads, the counting of welfare recipients was eliminated. However, research clearly shows a correlation between poverty and the need for adult education services, so the existing definition of poverty used in the Index was updated.

Based on input from the Adult Education Advisory Committee, the Task Force also recommended that the educational attainment and English as a Second Language (ESL) age components of the

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Index be changed. In the current model, persons completing less than a ninth grade education are included in the estimate of need. However, state and federal statute specify that persons obtaining less than a 12th grade education are to be served. Therefore, the Task Force recommended that the Index be changed to be consistent with the statutes.

Persons needing ESL instruction are estimated using U.S. Census data counting the number of persons living in households in which a language other than English is spoken. This definition, however, includes children from the age of five years and up, which is not consistent with program requirements that students must be aged 16 or older. Thus, the Task Force recommended that the age definition used to estimate the need for ESL be changed to most closely mirror the program requirements. The Task Force is still examining the value of including a measure of unemployment in the Index.

As a further step, the Task Force worked with Dr. Ault to review the mathematical weights applied to each component in the calculation of the Index. Several adjusted models were proposed and will be produced for review by the Task Force at its next meeting on October 29, 2003.

The Task Force next reviewed the four components proposed to be used to calculate the “base” or formula-driven component of a new allocation model. Various opinions were expressed about the appropriateness of the proportion of funds to be allocated through each of the components — foundation funding for small programs, program enrollment, units of instruction delivered, and program quality. It became clear that the Task Force needs to come to consensus on a definition of quality. Therefore, a committee was assigned to create a draft definition for the Task Force to consider at its next meeting.

While the level of detail in each of the areas being discussed by the Task Force is daunting, it is necessary if the result of its work is to be the construction of a methodology that reflects current economic and demographic conditions, changes in the necessary services and priorities of adult education, and is designed to carry the Illinois Adult Education and Family Literacy system in to the future.

Illinois Community College Board

STATUS REPORT ON GED TESTING

In the state's fiscal year 2004 budget, over \$1 million appropriated to the Illinois State Board of Education (ISBE) for state coordination and local administration of the General Educational Development (GED) testing program were eliminated. This appropriation had been used to defray part of the costs of GED test rental from the American Council on Education so that student fees would not rise above \$35.00, and to support the Chicago GED Testing Center. In response to the veto of these funds, the ISBE proposed at its August 20, 2003 meeting to raise the test-taking fee charged of students from \$35.00 to \$80.00. Persuasive testimony was given by program providers and adult education advocates that prompted the ISBE to defer a vote on this proposal. The ICCB staff is emphatic that the test fee should be affordable to adult education students who are among the least able to pay. In addition, the ISBE stated that it has funds to continue the GED program only until January 1, 2004.

In Illinois, the operation of the GED program and accountability for student GED success is split between the ISBE and the ICCB. The Illinois School Code (105 ILCS 5/3-15.12) makes local administration of the GED a responsibility of the Regional Offices of Education (ROE) and provides the ISBE authority to establish fees and supervise testing centers. The ISBE also is responsible for coordinating, scoring, and management of GED data. The ISBE reports data to the American Council on Education (ACE), the developer and rental agent of the test, on a calendar year not a fiscal year basis. This is important so that Illinois is included in ACE national reports of GED completions and continues to be able to rent the test. However, with the transfer of administration of Adult Education programs to the Illinois Community College Board, the ICCB became responsible for the programs that prepare students to take the test and for reporting data on GED student success to and by deadlines established by the U.S. Department of Education and the Illinois General Assembly.

This split in responsibility has created significant challenges in ensuring access, affordability, and accountability for Illinois' GED program. The ICCB, as the administrator of local programs, has no ability to review and ensure that testing opportunities are available at times and in locations that are most needed by students. Programs experience varying amounts of local cooperation between themselves and test administrators. Because the ISBE has the authority to set fees, the ICCB is not in a position to institute efficiencies that could limit administrative costs and thus student fees, or to identify funding strategies that could support the testing program. In addition, state and federal funding of Adult Education (FY 2004 combined \$57.2 million) administered by the ICCB requires GED data reporting to both the state and federal governments each fiscal year. The ICCB must meet these requirements and must certify that the data meet standards in the areas of data structure, collection, verification, analysis and reporting, and staff training in its collection and use. Failure to meet these standards results in program audit findings and possible loss of funding. Finally, the ICCB awards performance-based funds to local adult education programs based on, among other factors, the number of GEDs achieved by students within each program.

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Of critical and immediate importance is the need to identify alternative funding sources to maintain the testing program after January 1, 2004, without the necessity of a significant increase in student fees. Second, inconsistencies and discrepancies between ICCB program-reported GED data and ISBE ROE-reported data must be reconciled. For example, at the state level, preliminary fiscal year 2003 data reported by adult education providers shows that 13,748 of their students completed the GED. When these data were matched with the number of GED completions reported by ROEs to the ISBE, only 8,841 could be matched as appearing identically in both databases. Federal reporting requires a data match process so the state is limited to using the 8,841 number when it is only 63 percent of the GEDs actually earned. This will almost assuredly prevent Illinois from meeting its federal GED performance goal.

These matched data are also used to award \$10 million in state funds to programs based on student outcomes. One of many examples of the impact of data discrepancies on services provided to student is that a program recently informed ICCB that only 29 of its 139 GED completers matched with ISBE data. This resulted in a loss to the program of \$62,000 in performance funds.

The ICCB has been in discussion with the ISBE and Governor's staff about the GED for three years without resolution of the identified issues. Initial issues focused on the low GED pass rate in Illinois; the lack of ready access to GED test information for state and federal reporting and program improvement and research; the lack of a pretest to assist prospective test takers in determining their likelihood of success or need for preparation to pass the test; and the lack of consistency between ROE-reported GED completions and the same data reported by program providers. Since that time, further concerns have been added: the fee increase; the elimination of all ISBE staff positions related to GED responsibilities of the ISBE; and the lack of timely and consistent data needed by the ICCB to report to the state and federal governments and to calculate performance awards to programs.

ICCB President/CEO, Joe Cipfl, and Vice President for Workforce Development and Adult Education, Sarah Hawker, are currently in discussion with ISBE Superintendent, Bob Schiller; the Governor's Deputy Chief of Staff for Education, Brenda Holmes; and Office of Management and Budget Education Finance Advisor, Ginger Ostro, about all of the identified issues. Additional information was provided to the Governor's Office on October 7, 2003, and the Governor's staff is analyzing it now. It is the ICCB's sincere hope that a decision regarding the funding, administration, and accountability of this program will be addressed in a positive and effective manner by the Governor. It cannot be allowed to go unsupported financially or administratively because the GED is vital to each individual who earns it and to the development of a skilled and credentialed workforce for Illinois.

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Illinois Community College Board

**UNITED STATES DEPARTMENT OF EDUCATION
STATE PROGRAM REVIEW AND TECHNICAL ASSISTANCE REPORT**

The report will be discussed at the Board meeting on October 17.

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Illinois Community College Board

**STATUS OF FISCAL YEARS 2004 AND 2005
ILLINOIS COMMUNITY COLLEGE BOARD BUDGETS**

The status of fiscal years 2004 and 2005 Illinois Community College Board budgets will be discussed at the Board meeting on October 17.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD APPROVAL
OF THE ASSOCIATE IN ARTS IN TEACHING DEGREE MODELS**

BACKGROUND: In March 2001, the Illinois Community College Board endorsed an initiative to enhance the role of community colleges in teacher preparation and quality improvements. One of many activities undertaken as a result of the Board's endorsement has been the development of Associate in Arts in Teaching degree models to facilitate a smooth transition for and enhanced preparation of community college students as they transfer into university teacher education programs.

Since September 2002, a steering committee has worked with hundreds of faculty, administrators, and agency representatives to propose models in Secondary Science and Secondary Math. Work has also been initiated on a Special Education model. The draft Science and Math models were discussed at the September ICCB work session at which time they were being reviewed by educators across the state. Comments on the models have been received from the field and will have been reviewed by the steering committee prior to the October 17 Board meeting. At the time of release of this agenda, however, the steering committee is still reviewing the comments and determining any revisions that need to be made as a result of the comments. Therefore, the final report of the steering committee will be presented at the Board meeting on October 17.

Illinois Community College Board

**COMMUNITY COLLEGE SYSTEM RESULTS REPORT
FISCAL YEAR 2003**

The Illinois Community College System Results Report for Fiscal Year 2003 is presented as a two-part external attachment: Part I - *Report on College and State-Level Actions in Support of Statewide Goals*, and Part II - *Report on the Fiscal Year 2003 Performance Indicators for Higher Education*. Part I is the fifth annual report to the Illinois Board of Higher Education (IBHE) that summarizes actions taken or planned by Illinois community colleges in support of the statewide goals for higher education as identified in IBHE's *Illinois Commitment: Partnerships, Opportunities and Excellence*. Part II is being submitted to IBHE for the first time this year in response to its request for performance information on outcomes related to the Illinois Commitment goals.

Part I of the Illinois Community College Results Report for Fiscal Year 2003 summarizes the efforts of Illinois community colleges during the past year in support of the statewide goals for higher education as identified in IBHE's Illinois Commitment. The statewide goals address economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. Several years ago the Illinois Community College Board adopted the *Promise for Illinois*, a strategic plan that outlines the role Illinois community colleges should play in building a strong future for the state and its residents. The *Promise* offers seven pledges that form a vision of how the colleges will serve Illinois and its citizens to provide: a competitive workforce, effective course transfer, expanded adult education and literacy programs, universal technology skills, high quality, affordable access, and ethical decision making. The individual college Results Reports continue to provide evidence that each institution is pursuing the statewide goals set forth in the Illinois Commitment in ways that fit the particular needs of the district's citizens and that are consistent with the vision outlined in the *Promise*. Part I of the Illinois Community College System Results Report for Fiscal Year 2003 provides information for each of the six statewide goals identified in the *Illinois Commitment* that identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Many of the state-level initiatives support multiple goals. To reduce repetition, each initiative is included under the goal to which it is most directly applicable. Part I of the report also provides a status report on community college assessment efforts related to general education/transfer programs, career and technical programs, the uses of assessment for the improvement of teaching and learning, and the supports provided for the assessment program.

Part II of the Illinois Community College Results Report for Fiscal Year 2003 is a new component of the report that presents and analyzes data reported by the colleges for common institutional and mission-specific performance indicators. In December 2001, the IBHE passed a motion to establish performance measures that promote and advance implementation of the goals of higher education, as articulated in the *Illinois Commitment*. Subsequently, a Performance Indicator Advisory Committee comprised of representatives from Illinois community colleges, public universities, and private institutions was convened to provide input and guidance in the development of a set of performance indicators. Three levels of indicators were developed: statewide indicators that assess the performance of Illinois' system of higher education as a whole, common institutional indicators

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related to the statewide goals for higher education and reported on by all institutions, and mission-specific indicators that pertain to each institution's unique role and mission within the overall context of higher education. Colleges identified mission-specific indicators in their fiscal year 2002 Results Reports. The fiscal year 2003 reports mark the first time the colleges have reported data for selected common institutional indicators in the goal areas of economic growth, access and diversity, and productivity and accountability and for mission-specific indicators. They also provided information on goal setting strategies that are being developed locally for the common institutional measures. Since this process is new and particular goals have not been set yet, it is difficult to draw meaningful conclusions about the level of performance reported by the colleges on the various indicators. However, Part II of the report provides evidence that for the indicators for which similar benchmarks exist in other states or nationally, Illinois community colleges' outcomes are competitive.

The ICCB recognizes and appreciates the significant effort put forth by community college staff to compile, analyze and submit the performance data for the fiscal year 2003 Results Report. Having been through the initial submission of this performance data has sparked further interest in seeking ways to fine tune and streamline the Results Reports and related performance indicators with the aim of allowing additional time, effort, and emphasis to be placed on program improvement.

Summary and Conclusion

Illinois' 39 community college districts and one multi-community center play a vital role in the state's educational and workforce preparation system by providing access to nearly one million students each year. Individually, the colleges provide programs and services tailored to meet the needs of their districts. Collectively, the colleges provide affordable access to a diverse student population through transfer and career and technical programs, adult education and literacy programs, customized workforce training, and other programs and services that enrich the lives of Illinois' citizens. The Results Reports for fiscal year 2003 provided continuing evidence of the individual and collective accountability the colleges and the Illinois Community College Board demonstrate through their effective use of both human and fiscal capital in a time of declining resources to maintain programs and services that support the statewide goals for higher education in a manner consistent with the vision of the *Promise for Illinois*. As the Illinois Community College System continues to work toward fulfilling the *Promise*, the challenge remains to do more with less. The colleges and the system remain committed to maintaining quality and accountability through increased efficiencies, partnerships, and innovative programs and services that will be documented in future Results Reports.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby accepts and endorses the Results Report for Fiscal Year 2003, Part I - Report on College and State-Level Actions in Support of Statewide Goals and Part II - Report on the Fiscal Year 2003 Performance Indicators for Higher Education, as the official submission by the Illinois Community College System to the Illinois Board of Higher Education.

Illinois Community College Board

**FOLLOW-UP STUDY OF FISCAL YEAR 2002
CAREER AND TECHNICAL EDUCATION PROGRAM GRADUATES**

The externally attached report, *Follow-up Study of Fiscal Year 2002 Career and Technical Education Program Graduates*, is based on results from individuals who completed designated career and technical education programs. Graduates furnished information about the effectiveness of their college experience in preparing them for the workplace and performance outcomes are documented. Every college with completers in the selected programs surveys its graduates to obtain data on employment, continuing education, and compensation. Additionally, information is obtained to assess the extent to which graduates are satisfied with their careers, the programs they completed and college services. Data are used at the state and local levels to review programs and determine needed improvements. Results are also used by college officials to develop new program proposals and keep workforce curricula aligned with the changing job market. Below is the list of programs included in this year's report.

Table 1

**PROGRAM AREAS SURVEYED IN THE
FY 2003 FOLLOW-UP STUDY — BY CIP CATEGORY**

CIP	Title
120301	Funeral Services and Mortuary Science
150702	Quality Control Technology/Technician
150805	Mechanical Engineering/Mechanical Technology/Technician
150810	Computer-Aided Design
151102	Surveying*
200501	Home Furnishings and Equipment Installers and Consultants, General
250301	Library Assistant
470201	Heating, Air Conditioning, and Refrigeration Mechanics and Repairers
480102	Architectural Drafting
480105	Mechanical Drafting
480201	Graphic and Printing Equipment Operators, General*
480205	Mechanical Typesetter and Composer*
480206	Lithographer and Platemaker
480208	Printing Press Operator*
480212	Desktop Publishing Equipment Operator
480501	Machinist/Machine Technologist
480503	Machine Shop Assistant
480506	Sheet Metal Worker
480507	Tool and Die Maker/Technologist
480508	Welder/Welding Technologist
480520	Numerical Control*

Table 1

**PROGRAM AREAS SURVEYED IN THE
FY 2003 FOLLOW-UP STUDY — BY CIP CATEGORY**
(Continued)

CIP	Title
500401	Design and Visual Communications
500402	Graphic Design, Commercial Art and Illustration*
500406	Commercial Photography
511004	Medical Laboratory Technician
511801	Opticianry/Dispensing Optician*
511803	Ophthalmic Medical Technologist*
520302	Accounting Technician
520801	Finance, General*
520803	Banking and Financial Support Services
520807	Investments and Securities*

* Excluded from state report due to low number of graduates or low response rates.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the recommendations contained in the *2003 Follow-up Study of Fiscal Year 2002 Career and Technical Education Program Graduates* and asks its President/CEO to implement these recommendations.

BACKGROUND. Highlights and recommendations from the externally attached report are presented below.

- ▶ 88.8 percent were employed or pursuing additional education or both (Table B-1).
- ▶ 82.0 percent of the occupational completers were employed (Table B-2).

Among working graduates,

- ▶ 83.6 percent held full-time status in their current jobs (Table B-2).
- ▶ 72.6 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- ▶ 69.0 percent obtained their current positions while enrolled or after graduating (Table B-7).

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- ▶ 92.4 percent were employed in Illinois. Of those, nearly two-thirds remained in the district where they received their training (Table B-8).
- ▶ The average salary for all working graduates was \$14.62 per hour.

Graduates from similar program areas were surveyed five years ago and they generally exhibited higher performance than more recent completers. Most variations are generally small. Differences in the overall economic climate explain a portion of the differences.

- ▶ The overall average rate of unemployment (the percent of graduates who were unemployed and seeking work) was higher for recent graduates than it was for the earlier completers (10.4 percent versus 5.2 percent).

Some of the increase can be attributed to differing overall economic conditions at the two points in time. Illinois' economy was more favorable five years ago than it has been this year. Statewide unemployment in Illinois was 5.8 percent in 2003 and 4.7 percent in 1998. State unemployment figures are from March of the respective year which corresponds with the time frame when the surveys were conducted.

- ▶ Among current graduates, 27.4 percent were working in an unrelated field. One in three (34.4 percent) indicated he/she could not find a related position which is up from one in four (26.2 percent) for 1997 graduates. (Table B-5)

A lower percentage of recent graduates who provided a reason for working in an unrelated area indicated that they were doing so as a preference (i.e., better pay, better work hours, decided to change after working in the field, preferred not to relocate, or otherwise preferred another field). Satisfaction levels with employment among individuals working in unrelated positions were higher for earlier graduates.

- ▶ Earnings were up among more recent graduates as the average hourly wage of \$14.62 increased \$2.15 from five years ago for all workers. Current graduates earned 2.8 times minimum wage (\$5.15 per hour). This translates into an annual salary of about \$30,410. (Table B-9).

Minimum wage remained constant since the last graduates were surveyed. Part of the growth in wages for current graduates is attributable to the increase in the proportion of recent graduates (31.0 percent) who held their latest position prior to program entry versus five years ago (27.9 percent). Full-time employment was down among the more recent graduates. The largest programs – 100 full-time workers or more providing salary data – exhibited sizable raises including: Accounting Technician (up \$3.39 over 1997) and Heating, Air Conditioning, and Refrigeration Mechanics and Repairers (increased \$2.64).

- ▶ Current graduates' full-time employment decreased 4.3 percent compared with completers from five years earlier (87.9 percent versus 83.6 percent). (Table B-2)

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- ▶ A decrease of 3.4 percent was noted in the combined proportion of recent graduates who were employed, continuing education, or both (92.2 percent for 1997 versus 88.8 percent for 2002). (Table B-1)
- ▶ In-district employment was 9.9 percent higher among more recent graduates (71.4 percent in 2002 versus 61.5 percent in 1997) (Table B-8).

More than 6 out of 10 graduates from both years were working in the community college district in which they received their training thereby contributing to the local economy. Graduates from 1997 more almost as likely to remain in Illinois for employment as 2002 graduates (91.8 percent in 1997 versus 92.4 percent in 2002) (Table B-8). Community college graduates overwhelmingly remain in Illinois after completing their studies.

- ▶ Job satisfaction reported by the graduates employed in a related field decreased slightly from 4.09/5.00 in 1997 to 3.95/5.00 in 2002. Recent graduates working in related positions had an 86.1 percent satisfaction rating of their employment (Table B-10).
- ▶ Graduate satisfaction with the major program components earned virtually the same scores from the latest group of graduates surveyed as were awarded by those who finished in 1997 (4.26/5.00 in 2002 compared to 4.19/5.00 in 1997). Overall, nearly 89 percent of recent graduates were satisfied with the programs they completed (Table B-11).
- ▶ Likewise, college services were rated about the same from current graduates and those surveyed in 1997 (4.17/5.00 in 2002 and 4.20/5.00 in 1997). Approximately 83 percent of recent graduates were satisfied with college services (Table B-12).

Overall community college graduates reported positive outcomes and high levels of satisfaction.

A total of 10 programs were eliminated from this year's report due to the limited number of graduates reported and/or low number of responses. The numbers of graduates generally contributes to programs falling below the minimum number of responses required for inclusion in the report. In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1) is becoming increasingly important. Graduates from designated programs in the A1 submission form the basis for the Follow-up Study. Moreover, to promote student success each student's achievement should be recognized as it is accomplished. There are individuals attending community colleges who meet certificate and sometimes even degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award and recognition.

Colleges are encouraged to continue utilization of a computerized automated degree and certificate audit system to recognize and promote student success. A number of colleges have computerized degree audit systems where students who have fulfilled degree or certificate requirements are either awarded the designated certificate or degree or are notified that they are eligible to receive a particular degree and/or certificate. In the later case, college officials typically mail these students

the necessary paperwork. Institutions have been challenged to eliminate structural barriers such as the graduation fee which is often removed and replaced by appropriate alternative fees that do not serve as a disincentive to filing for graduation. Similarly, some colleges only charge graduation fees for those individuals who want to participate in the formal commencement ceremony.

Selected colleges also use their degree audit systems to promote certificate and degree completion. These colleges run student records above a specified credit hour threshold against college graduation requirements to help inform students and lead them to appreciate how close they are to meeting graduation requirements. Results are integrated into the college's course scheduling process. College officials follow-up with the student and during the next semester offer the needed courses to allow groups of individuals to complete their certificates or degrees. Elgin Community College, South Suburban Community College, Parkland College Illinois Eastern Community Colleges, Southwestern Illinois Community College are a few of the institutions using computerized degree audits to recognize student accomplishments and help 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. Investing in processes that promote student success and student outcomes are a priority for community colleges.

Recommendations . As a result of the findings in the *Follow-up Study of Fiscal Year 2002 Career and Technical Education Program Graduates*, the following is recommended:

1. *Recommendation: To recognize and promote student success, College officials are encouraged to continue implementing, developing, and refining computerized automated degree and certificate audit systems.*
2. *Recommendation: Colleges are encouraged to offer graduates who when surveyed were not able to locate a position with additional assistance in their job search activities. These are challenging economic times to be in the job market and some graduates may require more assistance than usual in locating suitable employment.*
3. *Recommendation: Colleges with follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer graduates.*

Illinois Community College Board

**ACCOUNTABILITY AND PRODUCTIVITY IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2003**

The externally attached *Accountability and Productivity in the Illinois Community College System* highlights and summarizes accountability activities and initiatives described by Illinois' 48 community colleges in their *Accountability/Program Review Reports for Fiscal Year 2003*. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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 2003* and asks its President/CEO to implement these recommendations.

BACKGROUND. The externally attached report on community college program accountability provides analyses of program reviews in five academic disciplines; 11 occupational program areas; and Adult Education and Family Literacy, English as a Second Language, and Developmental Education. Highlights of the findings of the reports follow:

- Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.
- During fiscal year 2003, colleges reviewed a total of 150 academic disciplines, 54 adult and developmental education and English as a Second Language programs, and 889 career and technical programs.
- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included developing a mentoring program for new faculty, ensuring consistency between full-time and part-time faculty in student assessment, providing alternatives in the delivery of instruction, seeking diversity in faculty recruitment, and continuing to internationalize general education.

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- Reviews of Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs indicated that strong need continues for the programs, with particular growth noted in the need for ESL programs. Most colleges indicated these programs are cost-effective due to the use of part-time instructors and staff and large enrollments. In cases where program costs exceeded the average, colleges still considered them to be cost-effective in relation to the needs of the populations served. Commonly noted program strengths included experienced and dedicated faculty and staff, flexible class schedules and formats, multiple instructional sites, and access to student support services. Commonly noted program concerns included the need for more full-time staff and the need for additional staff to provide more intensive follow-up services for students. A common focus for quality improvements was on providing support to transition students to college-level courses and track their success.
- As a result of reviews of career and technical programs, 668 programs were continued with minor improvements, 63 programs were significantly modified, 109 programs were identified for elimination, and 49 programs were scheduled for further review during the coming year.
- The most commonly identified strengths for career and technical programs were well-qualified faculty, active advisory committees, strong student organizations, external accreditation (where applicable), industry and local partnerships, and placement of program completers. The most common weaknesses were low enrollments, low completions, the need to continually upgrade and/or replace curricula and equipment to keep pace with changing technologies, and the need to provide more flexible scheduling options.

Program review has been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. However, the demand for institutional accountability for student learning outcomes has intensified at the state and national level, leading to the development of external systems to measure the performance and effectiveness of postsecondary programs and services. For example, the Department of Education, Office of Vocational and Adult Education, requires colleges to report annual progress toward meeting performance goals for career and technical programs, and this year, the Illinois Board of Higher Education has implemented a system of performance indicators as part of the annual *Results Report* as well as a requirement that all academic programs systematically assess student learning and use the results to improve programs. Program review needs to be the mechanism that brings all of this information together for use in an evaluation of programs and services that leads to continuous improvement.

Conclusion. The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services. As enrollments increase and fiscal constraints continue, the colleges have

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implemented strategies to maintain their level of service to their districts. The content of the reports affirms that Illinois community colleges continue to play an essential role in preparing the well-educated, high-skilled citizenry the state must have to strengthen the economy and support a desirable living environment.

Recommendations: As a result of the findings in the report *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003*, the following is recommended:

Recommendation: An assessment component that provides evidence of student learning and use of that information for continuous program improvement should be added to program review summaries that are submitted to ICCB, beginning in fiscal year 2004.

Recommendation: To ensure that the program review process continues to be a major accountability tool for Illinois community colleges, during fiscal year 2004 ICCB staff should convene a work group to examine the process and make recommendations enhance the process to provide increased accountability and to reduce duplicative reporting. Particular attention should be given to inclusion of key data required for multiple accountability initiatives and the identification of additional measures of student success.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD/
DEPARTMENT OF CHILDREN AND FAMILY SERVICES INTERAGENCY
AGREEMENT FINAL REPORT FOR FISCAL YEAR 2003**

In fiscal year 2002, the Illinois Community College Board (ICCB) entered into an Interagency Agreement with the Illinois Department of Children and Family Services (DCFS) to sponsor a tuition payment program for eligible wards of the state. The contract was approved in October 2001. The DCFS contracted with ICCB to disperse \$150,000 to cover tuition costs for these students. In fiscal year 2003 funding was reduced to \$100,000, but demand for the program exceeded the available grant amount for this program. Therefore, the contract was amended raising total funding to \$163,000. By the end of fiscal year 2003, \$127,526 was expended in grants to students and \$18,820 was expended for ICCB administrative costs.

The intent of the program is to offer youth, ages 18-21, an opportunity to obtain a community college education as they move from the DCFS foster home care programs to independent adults. The program helps these students reach their educational and career goals. The grant is offered for a maximum of four semesters in tuition payments toward the completion of a certificate or degree program. Although other financial aid opportunities currently exist for wards through DCFS, most are restricted. Wards typically are eligible for federal financial aid; however, many are not aware of these resources or apply too late to take advantage of them. This agreement allows more students to enter into higher education institutions. Approximately 289 tuition payment vouchers have been requested by students participating in this program.

Several initiatives have been implemented to establish stronger communication and to strengthen the collaboration among ICCB, DCFS, and community college staff as they support students who are wards of the state. These include:

- **College Contacts.** A contact person for this program has been designated at each community college. A list of contacts is available in a directory along with other appropriate contacts and distributed to DCFS case managers and agency personnel. Establishing the directory has increased communication among the students, case managers, community colleges, ICCB, and DCFS staffs. Upon entrance into the program, students have access to community college academic and financial aid advisors to help them secure available funding.
- **Monthly Meetings.** Financial and student data are compiled and exchanged monthly between ICCB and DCFS staffs. The information exchange has resulted in more accurate reporting. In addition to concerns, program information and student progress are discussed during the meetings.
- **Data Collection.** A data collection method was established by the ICCB to track student and financial information. This information is compared and reconciled with DCFS data on a monthly basis.

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- **Communication.** A listserv was established to keep the contact persons and staff at both agencies informed on policies and to exchange information.

Challenges that have been noted and will be addressed in the upcoming fiscal year include:

- **Orienting students to a college environment.** Many students are first generation attendees and do not understand what preparations and skills are needed to succeed in college. An orientation session is needed to acclimate students to what is expected of them, such as good study habits and timely submission of classroom assignments.
- **Explaining the financial aid requirements and Free Application for Federal Student Aid (FASFA) for students, parents, and case managers.** Many students are not aware of the financial aid monies for which they can be eligible or procedures and deadline dates for submitting applications. Financial aid workshops sponsored on a frequent basis will help students understand the resources available to them and how to access them.
- **Keeping case managers updated on other available DCFS resources to help students with fees, book purchases, or other instructional materials not covered under this agreement.** Enhanced communications between DCFS, ICCB and community college personnel can ensure that students receive the most current information on additional college requirements (i.e., books, supplies, dates for adding and/or dropping classes, etc.).

For fiscal year 2004, DCFS has approached ICCB staff with a Book Reimbursement Agreement under their Youth in College and Youth Scholarship Programs — two programs that serve wards of the state who are attending community colleges, but not participating in the tuition payment program. Community colleges would submit book purchase invoices for wards of the state to ICCB staff who would issue payment reimbursements to the colleges. Funding for the agreement is \$40,000 to serve approximately 80 students.

Conclusion. Prior to this agreement, many wards of the state could not avail themselves of the educational opportunities in community college because of the limited number of scholarships offered by DCFS. Still, many were unaware of financial aid support provided by the MAP grants or other scholarships under the Illinois Student Assistance Commission. Through the implementation of the ICCB and DCFS agreement, students have been given opportunities to enter higher education and to pursue academic and career goals. This program fulfills one of the action items under Pledge Six in the Illinois Community College Strategic Plan, *Promise for Illinois* — to increase financial aid opportunities for the neediest students.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
LINCOLN'S CHALLENGE SCHOLARSHIP PROGRAM
FINAL REPORT FOR FISCAL YEAR 2003**

The Lincoln's Challenge Academy (LCA) initiated operations in July 1993 with the intent to help students who have dropped out of high school to improve their likelihood of academic and personal success. During two classes within an academic year, the program offers 16-18 year old young men and women the social and employment skills necessary to be contributing members of their communities. The Lincoln's Challenge Academy includes a 17-month program starting with a 22-week residential experience where students learn self discipline, leadership, and responsibility. While enrolled, students are encouraged to pursue their GED certificate. Following the residency, the graduates enter a second phase, which includes returning to their respective communities to seek employment or pursue educational opportunities. Prior to the second phase, each student is matched with a mentor who advises him or her on employment and educational matters. To date, 6,973 students have graduated from the resident phase of the program, and approximately 76 percent (5,276) of the students admitted to the program have earned their GEDs.

The Illinois Community College Board is a partner with Lincoln's Challenge through an annual state appropriation to provide scholarships for graduates of the Academy. These scholarships give students an opportunity to continue their education at one of the 48 community colleges in Illinois. The scholarship award is \$1000 per semester for the fall and spring semesters and is offered for a maximum of two consecutive years. Recipients of the scholarship must meet specific qualifications, including completion of the Lincoln's Challenge Academy's eight core values program and earning their GED certificate. To date, 1,886 students have received scholarship awards from this program.

Funding for the program has varied. In fiscal years 1995 to 1998, the state allocation was \$150,000 with a subsequent increase to \$175,000 for fiscal years 1999-2001. In fiscal year 2002, the allocation was reduced to \$125,000 and further reduced to \$120,100 in fiscal year 2003 due to state budget constraints. The allocation for fiscal year 2004 is to remain level at \$120,100. Expenditures for fiscal year 2003 were \$101,257 serving 133 students.

A major challenge for scholarship recipients is their attrition in college. The Academy offers potential high school drop outs an opportunity to succeed in an educational setting. Many students who received their GED certificates and expressed a desire to pursue a college education need intensive support services and mentoring. While a concerted effort is made at colleges to help these students, a significant number find the experience overwhelming for a variety of reasons and decide not to re-enroll the following semester. Completion of their selected program of study is a primary concern for this student population. Due to the "at risk" nature of this population, renewal for enrollments are approximately 35 percent of the total scholarships issued each semester. Several initiatives have been implemented to encourage stronger communications

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between the ICCB, the Lincoln's Challenge Academy, and the colleges in an effort to support Lincoln's Challenge Academy graduates. Each initiative is described as follows:

- **College Contacts.** A community college contact has been designated at each community college. A list of these contacts is available in a directory along with other appropriate Academy contacts. The directory has been shared among the three partners, as well as placed in Lincoln's Challenge Academy student graduation packets. Establishing the directory has been a significant benefit to students as they have a specific person who can be easily contacted at each college. The other benefit of the directory has been the increased communication among the students and the staffs of community colleges, the Academy, and the Illinois Community College Board.
- **Data Base.** A Lincoln's Challenge data base was created to track pertinent student and program information. Items in the data base indicate student information; i.e., new and returning enrollees, expenditures, college attended, semesters attended, grade point average, and graduation date. Reports generated from this information show program strengths and areas of needed improvement.
- **Dual Credit Enrollment.** Plans are underway for creating a dual credit experience for students between the Academy and Parkland College. It is proposed that a dual credit course in computer technology and a psychology or sociology course be developed to equal three semester credit hours each for students who wish to pursue an associates degree. This dual credit experience is being introduced as a pilot project with the possibility of statewide expansion once the articulation agreement has been approved. Spring semester of 2004 is the projected start date.

The above initiatives have been undertaken to strengthen student retention; other activities identified below have been established to enhance communication:

- **Regional Workshops.** Three regional workshops with ICCB staff, Lincoln's Challenge Academy, and community college staff were held to discuss Lincoln's Challenge rules and brainstorm ideas to make the program more effective and efficient. Approximately 20-25 persons attended each workshop.
- **Advisory Committee.** Discussions at the three workshops resulted in the creation of the Lincoln's Challenge Scholarship Program Advisory Committee. This committee is composed of representation from the ICCB, the Academy, and five community colleges. Its purpose is to create stronger communication among the three partners, thus improving services and the transition from the Academy to the community colleges for Lincoln's Challenge graduates. The committee meets quarterly via teleconferences to review, develop, and discuss the implementation of goals and objectives of the program. Input from the committee has been instrumental in adopting methods and strategies to enhance the program.

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- **Listserv.** In addition to the directory, a listserv was established to keep the partners informed on policies and to exchange information and ideas. This, too, has strengthened the communication process among the partners and enhanced services to students.
- **Marketing Plan.** In order to create more program awareness among local school districts, communities, and legislators, the community college Chief Students Services Officers began discussions about marketing strategies to support the Lincoln's Challenge Academy. Meetings involving public relations staffs from the Academy, ICCB, and community colleges are planned. It is anticipated that these activities will increase program awareness and support.

Conclusion. Annually, more than 34,000 Illinois students drop out of high school. Many of these students do not have the family support and encouragement needed to succeed in school. Several are faced with the challenges of gangs, substance abuse, and an environment of violence. The Lincoln's Challenge Academy offers students an opportunity to reorient their lives. The ICCB's Lincoln's Challenge Scholarship Program offers these graduates an opportunity to continue their education, reach their career goals, and become successful and productive residents of Illinois. In addition, the program fulfills Pledge Six identified in the Illinois Community College Strategic Plan, *Promise of Illinois*, to increase financial aid opportunities for the neediest students. These scholarships provide academic and career opportunities for a population that might otherwise be overlooked. This program prevents the tragedies and statistics seen when young men and women are not encouraged or supported and offers hope and opportunities to those who participate.