

Illinois Community College Board

348th Meeting Agenda and Materials

Work Session

January 16, 2004
9:00 a.m. - 3:00 p.m.

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



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Agenda
348th Meeting of the
Illinois Community College Board
Work Session
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, Illinois

January 16, 2004
9:00 a.m. - 3:00 p.m.

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Illinois Community College Board

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

The ICCB is required each year to appoint/reappoint one of its members to served on the Midwestern Higher Education Commission. Martha Olsson served as the ICCB's representative to the Commission. Ms. Olsson's term has ended and a new appointment is recommended in the following action.

RECOMMENDED ACTION

(Oral nominations will be received from the Board.)

BACKGROUND. The Midwestern Higher Education Commission is composed of ten states (Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Wisconsin) with five resident members from each state. The Commission's purpose is to provide greater higher education opportunities and services in the Midwestern region. Under Chapter 45 of the Illinois Compiled Statutes Act 155 Section 2, Illinois is represented by a member of the Illinois Community College Board, a member of the Illinois Board of Higher Education, a member of the Illinois House of Representatives, a member of the Illinois State Senate and the Governor of Illinois.

Illinois Community College Board

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

By Statute, the Joint Education Committee (JEC) is composed of two members each of the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, and the Illinois Workforce Investment Board.

Judith Rake currently serves as one member representing the Illinois Community College Board at the Joint Education Committee meetings. One additional member is requested to be named on January 16, 2004, to replace former ICCB Chair Ed Duffy who served on the JEC.

Additionally, one alternate member is requested to be named to represent the Illinois Community College Board in the event the two regular members are unable to represent the ICCB.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

(Oral appointments of one regular member and one alternate members will be recommended to the Board.)

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

The Joint Education Committee serves as the state’s official P-16 Partnership governing body. The three constituent boards have endorsed the goals and directions the P-16 Partnership should take; and, the Joint Education Committee sets the state-level P-16 agenda and coordinates strategies for its implementation. The Joint Education Committee is the formal mechanism for recommending new or revised P-16 Partnership policies, goals and directions to the individual boards when individual board action is needed. It also serves as the forum for developing consensus among agencies when disagreements arise.

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Minutes of the 344th Meeting of the
Illinois Community College Board
October 17, 2003
Danville Area Community College
Vermilion Hall - Third Floor Board Room
2000 East Main Street
Danville, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Edward Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Marjorie Cole, Edward Duffy, James Frommeyer, Martha Olsson, Gwendolyn Rogers, Edward Welk, and James Zerkle. Laurna Godwin, Rudolph Papa, and Judith Rake were absent.

Item #2 - Announcements and Remarks by Chairman Duffy

Chairman Duffy thanked Danville officials for hosting the meeting and made welcoming remarks.

Chairman Duffy introduced Representative Bill Black and Senator Rick Winkel. Representative Black and Senator Winkel addressed the Board.

Item #3 - Remarks by Dr. Alice Marie Jacobs, President, Danville Area Community College

President Jacobs made welcoming remarks in her address to the Board and guests.

Dr. Jacobs also thanked Representative Black and Senator Winkel for their services and support to the Danville Area Community College District.

Also introduced were Illinois Eastern Community Colleges Executive Officer Terry Bruce and Lake Land College President Robert Luther.

Item #4 - Recognition of Joseph J. Neely for his Service to the Illinois Community College Board

Former Board member Joe Neely is unable to attend today's meeting; therefore, ICCB's recognition of Mr. Neely will be delayed until the January 16 meeting of the Illinois Community College Board.

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Item #5 - Recognition of Delores S. Ray for her Service to the Illinois Community College Board

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

We, the members of the Illinois Community College Board, express our enduring appreciation of Delores S. Ray for her singular service to the students, parents, taxpayers, and the entire community college system during her 23 years on the Illinois Community College Board.

Ms. Ray's service has extended over a period of unprecedented growth and change in the Illinois Community College System. Her thoughtful voice, hard work, and dedication to her position as a member of the ICCB, especially in her long-lived term since initial appointment in 1980. Ms. Ray has been a forthright champion of community college students and of securing the funding necessary for community colleges to properly service their communities.

During her tenure on the ICCB, Ms. Ray was a member of the Board's Accountability and Cost Effectiveness Committee and Funding Study Equity Committee. She also served as a member of a previous Executive Director Search Committee. Ms. Ray has brought deliberative thinking and sound judgement to her role as a Board member and all the endeavors in which she was involved in that capacity.

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

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

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

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

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Item #6 - Awards for Excellence in Learning-Centered Instruction

Awards for Excellence in Learning-Centered Instruction were presented to Harry S Truman College of the City Colleges of Chicago, Lake Land College and Moraine Valley Community College.

Item #7 - Committee Reports

Item #7.1 - Adult Education Transition Committee

James Berkel provided background information on the Adult Education and Family Literacy Funding Task Force and on the Adult Education and Family Literacy Advisory Council. Reports from the Adult Education and Family Literacy Advisory Council will be included with other reporting from advisory organizations at future ICCB meetings.

Sarah Hawker, ICCB Vice President for Workforce Development and Adult Education, and Jennifer Foster, ICCB Senior Director for Adult Education, will report on adult education initiatives later in the agenda.

Item #7.2 - Budget and Finance Committee

Martha Olsson reported the Committee met this morning and reviewed fiscal years 2003 and 2004 financial statements. The fiscal year 2004 Illinois Community College Board office administration expenditures were reviewed in more detail. Administrative dollars are down 2 percent, but the Board has implemented cost saving measures. State agencies under direct administration of the Governor have been required by the Governor's Office to hold 2 percent of their budgets in reserve. The ICCB was not required to do so at this time, but is closely monitoring its expenditures in the event we are asked to reserve the funds.

Item #8 - President/CEO Report

Joe Cipfl reported on his presentation to a Latino Caucus Hearing held on October 16 at Triton College. Dr. Cipfl provided highlights of his presentation which addressed various community college cooperative efforts.

Chairman Duffy and Joe Cipfl met with Director of the Office of Budget and Management John Filan and Ginger Ostro of the Governor's staff on October 14 to discuss the Illinois Community College System budget. The needs and priorities of the community college system in regard to operation and capital were presented. The higher education budget process will be delayed until after January 2004.

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Also on October 16, the Illinois House Higher Education Appropriations Committee, chaired by Representative Ricca Sloane, held a hearing in Chicago on capital priorities in Illinois higher education. Tom Ryder, Vice President for External Affairs, represented the Illinois Community College System, along with Steve Morse, Director for Marketing and Public Information, and Ed Smith, Senior Director for System Finances. Tom Ryder briefed the Board on the process used by the ICCB in its recommendation for prioritizing capital projects. Another hearing is anticipated in November during Veto Session.

Joe Cipfl will meet with the Faculty Executive Committee next week prior to the October 24 Teaching/Learning Conference.

ICCB Member Marjorie Cole will represent the ICCB at the College of DuPage's upcoming Installation of President Sunil Chand.

Item #9 - Advisory Organizations

Item #9.1 - Presidents Council

Dr. Alice Jacobs reported on behalf of Dr. Terry Ludwig, president of the Presidents Council. Issues discussed at the Council's Retreat held on October 9 and 10 at Rend Lake College including finance and allocation of resources, transition, legislation and workforce development were reported.

On September 12, the Presidents Council nominated Joe Cipfl to receive the American Association of Community Colleges Leadership Award.

Item #9.2 - Illinois Community College Faculty Association

Libby Roeger reported on the itinerary and schedule of events for the Teaching and Learning Excellence Conference which will be held on October 24 at the Springfield Renaissance Hotel.

Item #9.3 - Student Advisory Committee (SAC)

James Frommeyer reported on current SAC activities. Planning is underway for Student Lobby Day in 2004.

The SAC will have two representatives participate in the advisory groups meeting with candidates for the next ICCB President/CEO search on November 13.

The next meeting of SAC is scheduled for November 14 in Chicago.

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Item #9.4 - Illinois Community College Trustees Association

Mike Monaghan reported 39 new trustees have recently been elected. This evening a new trustee seminar will be held in Springfield and Joe Cipfl will participate. In April 2005, a new trustee election process will be initiated.

The Trustees will continue to promote findings in the Economic Impact Study, as well as promote community colleges.

The next Trustees Association meeting will be held at the Swissotel in Chicago on November 14.

Item #9.5 - Adult Education and Family Literacy Advisory Council

ICCB Senior Director for Adult Education Jennifer Foster represented Kathy Lively, the current chair of the Council. Expressions of appreciation were made that the Adult Education and Family Literacy Advisory Council will be placed on future ICCB agendas to report with other advisory organizations.

The charge of the Council is to advise the ICCB of issues related to adult education. The Council is representative of community-based organizations, community colleges, regional offices of education, school districts, corrections and members of state agencies.

A report to the Board included activities and initiatives of the Council. On September 18, the Council reviewed its vision and goals document. Issues on the November 6 upcoming meeting agenda were reported.

Item #10 - Consent Agenda

Gwendolyn Laroche made the following motion, which was seconded by Guy Alongi:

Item #10.1 - Minutes of the September 19, 2003 Meeting

The Illinois Community College Board hereby approves the minutes of the September 19, 2003 meeting as recorded.

Item #10.2 - New Units of Instruction

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

PERMANENT PROGRAM APPROVAL

Illinois Central College

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

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)

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

Item #11 - Adult Education

Item #11.1 - Status Report on Adult Education Funding Task Force

Sarah Hawker reported on the progress of the Adult Education Funding Task Force and commended system colleagues for their support. A report was made on several key issues that are being reviewed following system feedback.

ICCB members Judith Rake and James Berkel are members of the Task Force. Mr. Berkel expressed hope that the Task Force can complete its work by the end of this year. The next meeting of the Task Force is scheduled for October 29.

Item #11.2 - Status Report on GED Testing

Sarah Hawker provided the Board an update to the September 19 report on GED testing issues. State Board of Education funds for the GED testing will be exhausted on January 1, 2004, so there is an immediate need to identify alternative funding to maintain

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testing after that date. The ISBE seeks to increase the GED testing costs from \$35 to \$80. The primary number of testing sites are located in community colleges; therefore, the ICCB is pursuing the transfer of GED testing to the ICCB office. The ICCB is committed to keeping the cost affordable and opposes the increase in testing costs.

Chairman Duffy asked the Board to address two issues. One, the issue of data collection, and two, the proposed increases in GED test fees. Gwendolyn Rogers made a motion which was seconded by James Berkel to draft a Resolution to be sent immediately to the Illinois State Board of Education and a copy to the Governor's Office to correct the data collection issues and limit increases in GED test fees. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #11.3 - United States Department of Education State Program Review and Technical Assistance Report - Illinois Community College Board - July 28 - August 1, 2003.

Sarah Hawker reported that, for the first time in 15 years, a federal adult education and program review and technical assistance visit was held at the ICCB in August. The review visit is typically held on a five-year schedule. The review visit occurred after only two years of the ICCB's assuming administration of adult education, but the experience was very positive.

Jennifer Foster reported on the review visit and Sarah Hawker summarized the recommendations the ICCB received from the review team. The key issues and overall findings were positive. Staff have 45 days to analyze the report and respond with comments and proposed actions to address recommendations.

Item #12 - Status of Fiscal Year 2004 & 2005 Illinois Community College Board Budget

Don Wilske reported that budget issues for the Illinois Community College System remain consistent as reported at the September 19 Board meeting. Staff are recommending that community colleges hold back 2 to 5 percent of state funds for fiscal year 2004. Additional communication on the budget will be provided as information becomes available. Revenues for fiscal year 2005 may be lower than this fiscal year.

Item #13 - ICCB Approval of the Associate in Arts in Teaching Models

Chet Gardner and Charles Evans of the University of Illinois were introduced to the Board as partners in the successful accomplishment of the ICCB's AAT initiative. Dr. Gardner addressed the Board.

Virginia McMillan reported on the AAT Model and the path taken to this successful completion. Gwendolyn Rogers made the following motion which was seconded by James Berkel:

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The Illinois Community College Board hereby accepts and endorses the *Report of the Illinois P-16 Education Initiative Community College/University Partnerships Associate of Arts in Teaching Steering Committee* and directs the President/CEO to take the necessary steps to implement its recommendations.

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

Item #14 - Illinois Community College Accountability

Virginia McMillan, Carol Lanning, and Brian Erdman presented the following annual accountability reports.

Edward Welk made a motion, which was seconded by Martha Olsson, to approve the following motions:

Item #14.1 - Results Report - Fiscal Year 2003

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.

Item #14.2 - ICCB Approval of Report on Follow-Up of FY 2002 Career and Technical Education Graduates

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.

Item #14.3 - Accountability and Productivity in the Illinois Community College System - Fiscal Year 2003

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.

The motions were approved by unanimous voice vote. Student advisory vote: Yes.

Item #15 - Information Items

Item #15.1 - Fiscal Year 2003 Financial Statements (Final Expenditures)

Financial Statements are provided for Board information.

Item #15.2 - Fiscal Year 2004 Financial Statements

Financial Statements are provided for Board information.

Item #15.3 - FY 2003 Final Report on ICCB/Department of Children and Family Services Interagency Agreement

This report is provided for Board information on the fiscal year 2003 activities and initiatives.

Item #15.4 - FY 2003 Final Report on ICCB's Lincoln's Challenge Scholarship Program

This report is provided for Board information on fiscal year 2003 activities and initiatives.

Item #17 - Adjournment

Edward Welk made a motion, which was seconded by Marjorie Cole, to adjourn the meeting at 12:15 p.m.. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi, Chair

Joseph J. Cipfl, President/CEO

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Minutes of the 345th Meeting of the
Illinois Community College Board
Business Session
November 13-14, 2003
Illinois Community College Board Office
Second Floor Conference Room
401 East Capitol Avenue
Springfield, Illinois

November 13, 2003
6:30 - 8:30 p.m.

Item #1 - Roll Call and Declaration of Quorum

Acting Chairman James Berkel called the meeting to order at 6:30 p.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Rudolph Papa, Judith Rake, and Edward Welk. Edward Duffy, James Frommeyer, Hermene Hartman, and Suzanne Morris were absent.

Item #2 - Announcements and Remarks by Acting Chairman Berkel

Mr. Berkel made opening remarks and described the process to be used for this evening in interviewing one candidate for the position of the next ICCB President/CEO.

At 6:40 p.m., Edward Welk made a motion, which was seconded by Laurna Godwin to go into Executive Session for the purpose of conducting the interview. The motion was approved by unanimous roll call vote. Voting aye were: Guy Alongi, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Rudolph Papa, Judith Rake, Edward Welk, and James Berkel. There were no dissenting votes.

At 7:50 p.m., Guy Alongi made a motion which was seconded by Laurna Godwin to return to open session. The motion was approved by unanimous voice vote.

Rudolph Papa made a motion which was seconded by Edward Welk to adjourn the meeting at 7:55 p.m. The motion was approved by unanimous voice vote.

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January 16, 2004

November 14, 2003
8:00 a.m. - 4:30 p.m.

Item #1 - Roll Call and Declaration of Quorum

Chairman Edward Duffy called the meeting to order at 8:00 a.m. Roll call was taken with the following members present: Guy Alongi, James Berkel, Marjorie Cole, Edward Duffy, Laurna Godwin, Marylou Lowder Kent, Rudolph Papa, Judith Rake, and Edward Welk. James Frommeyer, Hermene Hartman and Suzanne Morris were absent.

Item #2 - Announcements and Remarks by Chairman Duffy

Chairman Duffy made opening remarks and described the process to be used for today's interviewing of candidates for the position of the next ICCB President/CEO.

At 8:05 a.m., Guy Alongi made a motion, which was seconded by Edward Welk, to go into Executive Session for the purpose of conducting interviews. The motion was approved by unanimous roll call vote. Voting aye were: Guy Alongi, James Berkel, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Rudolph Papa, Judith Rake, Edward Welk, and Edward Duffy. There were no dissenting votes.

At 3:50 p.m., Rudolph Papa made a motion, which was seconded by Laurna Godwin, to return to open session. The motion was approved by unanimous voice vote.

Rudolph Papa made a motion, which was seconded by Guy Alongi, to adjourn the meeting at 3:55 p.m. The motion was approved by unanimous voice vote.

Guy H. Alongi, Chair

Joseph Cipfl, President/CEO

Agenda Item #7.3
January 16, 2004

UNAPPROVED

Minutes of the 346th Meeting of the
Illinois Community College Board
Business Session
November 18, 2003
Illinois Community College Board Office
401 East Capitol Avenue
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Edward Duffy called the meeting to order at 12:00 noon. Roll call was taken with the following members present via in person or on conference call: Guy Alongi, James Berkel, Marjorie Cole, Edward Duffy, James Frommeyer, Laurna Godwin, Hermene Hartman, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, and Edward Welk. All members were present.

Item #2 - Announcements and Remarks by Chairman Duffy

Chairman Duffy made opening remarks and reported the purpose of today's meeting was to discuss the final candidates and select the next President/CEO of the Illinois Community College Board.

At 12:05 p.m., Rudolph Papa made a motion, which was seconded by Laurna Godwin, to go into Executive Session for the purpose of discussing the final candidates and select the next President/CEO of the Illinois Community College Board. The motion was approved by unanimous roll call vote. Voting aye were: Guy Alongi, James Berkel, Marjorie Cole, Laurna Godwin, Hermene Hartman, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, Edward Welk, and Edward Duffy. Student advisory vote: Yes. There were no dissenting votes.

At 12:35 p.m., Edward Welk made a motion which was seconded by Marylou Lowder Kent to return to open session. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Rudolph Papa made a motion, which was seconded by Marylou Lowder Kent, to nominate Geoffrey Obrzut as the next President/CEO of the Illinois Community College Board.

James Berkel made a motion, which was seconded by Marjorie Cole, to nominate Marguerite Boyd as the next President/CEO of the Illinois Community College Board.

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A roll call was taken. As the names of Board members were called, responses were made with the name of the candidate they supported for the next President/CEO of the Illinois Community College Board. Voting for Geoffrey Obrzut were Guy Alongi, Rudolph Papa, Hermene Hartman, Marylou Lowder Kent, Suzanne Morris, Edward Welk, and Edward Duffy. Voting for Marguerite Boyd were James Berkel, Marjorie Cole, Laurna Godwin, and Judith Rake. Geoffrey Obrzut received seven votes and Marguerite Boyd received four. Student Advisory Vote: Marguerite Boyd.

Marylou Lowder Kent, made a motion, which was seconded by Guy Alongi, that the vote for Geoffrey Obrzut be unanimous. The motion stood without approval.

Rudolph Papa made a motion, which was seconded by Marylou Lowder Kent, that Chairman Edward Duffy would be the negotiator of a contract to be offered to Geoffrey Obrzut as President/CEO of the Illinois Community College Board. The motion was approved by unanimous roll call vote. Voting aye were Guy Alongi, James Berkel, Marjorie Cole, Laurna Godwin, Hermene Hartman, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, Edward Welk, and Edward Duffy. Student advisory vote: Yes. There were no dissenting votes.

Chairman Duffy reported that the contract he would negotiate would be a two-year contract with a two-year option. Included would be a standard benefit package to include a four-week annual vacation, 12 sick days annually, medical and dental insurance paid for the employee portion only, life insurance of one-time annual salary, and an intermediate size vehicle provided by the state. In addition, the annual cap in compensation would be suggested not to exceed \$140,000 per year.

Guy Alongi made a motion, which was seconded by Edward Welk, that Chairman Edward Duffy would negotiate these contractual offerings to Geoffrey Obrzut as President/CEO of the Illinois Community College Board. The motion was approved by unanimous roll call vote. Voting aye were Guy Alongi, James Berkel, Marjorie Cole, Laurna Godwin, Hermene Hartman, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, Edward Welk, and Edward Duffy. Student advisory vote: Yes. There were no dissenting votes.

Chairman Duffy will inform Mr. Obrzut that this contract is contingent upon approval of his employment pending successful outcome of the contract negotiation. This discussion will take place in the near future and a full Board meeting will be held to ratify the contract. A Special Board meeting via conference call will be scheduled to approve the contract in the near future.

Chairman Duffy thanked the Board members who served on the President/CEO Search Committee for their work.

Rudolph Papa made a motion, which was seconded by Marylou Lowder Kent, to adjourn the meeting at 12:50 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi, Acting Chair

Joseph J. Cipfl, President/CEO

Agenda Item #7.4
January 16, 2004

UNAPPROVED

Minutes of the 347th Meeting of the
Illinois Community College Board
Business Session
December 8, 2003
Illinois Community College Board Office
401 East Capitol Avenue
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Acting Chairman Guy Alongi called the meeting to order at 11:15 a.m. Roll call was taken with the following members present via conference call: Guy Alongi, James Berkel, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, and Judith Rake. Hermene Hartman and James Frommeyer were absent.

Item #2 - Announcements and Remarks by Acting Chairman Alongi

Acting Chairman Alongi opened the meeting and asked for a motion to adjourn into Executive Session for the purpose of approving the contract for the President/CEO of the Illinois Community College Board.

At 11:17 a.m., Rudolph J. Papa made a motion, which was seconded by Marylou Lowder Kent, to go into executive session for the purpose of discussing the contract for the next President/CEO of the Illinois Community College Board. The motion was approved by roll call vote. Voting aye were James Berkel, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. There were no dissenting votes.

At 11:25 a.m., Rudolph J. Papa made a motion, which was seconded by Marylou Lowder Kent, to return to open session. The motion was approved by roll call vote. Voting aye were James Berkel, Marjorie Cole, Laurna Godwin, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. There were no dissenting votes.

In the ICCB President/CEO's First Employment Agreement under Compensation and following "July 19, 2004," in the second sentence, Jim Berkel recommended to add "performance will be appraised and" prior to "consideration will be given...."

Rudolph J. Papa made a motion, which was seconded by Marylou Lowder Kent, to approve the two-year contract with Mr. Berkel's recommended language addition for the next President/CEO of the Illinois Community College Board.

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The motion was approved by roll call vote. Voting aye were James Berkel, Marjorie Cole, Laura Godwin, Marylou Lowder Kent, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. There were no dissenting votes.

At 11:30 a.m., Rudolph J. Papa made a motion, which was seconded by Judith Rake to adjourn the meeting. The motion was approved by unanimous voice vote.

Guy H. Alongi, Chair

Joseph J. Cipfl, President/CEO

Illinois Community College Board

REVIEW OF EXECUTIVE SESSION MINUTES

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

The last review of executive session minutes was held on June 20, 2003, and the next Board review of executive session minutes will take place on June 18, 2004.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002, September 20, 2002, October 18, 2002, January 17, 2003, May 15, 2003, November 13-14, 2003, November 18, 2003 and December 8, 2003, will remain confidential. All other executive sessions minutes had been made available for public inspection.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Wm. Rainey Harper College

- ▶ Maintenance Technology A.A.S. degree (65 semester credit hours)

Illinois Eastern Community Colleges (Lincoln Trail College, Olney Central College, Wabash Valley College, and Frontier Community College)

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)

Kankakee Community College

- ▶ Medical Assistant A.A.S. degree (63 semester credit hours)
- ▶ Medical Assistant Certificate (34 semester credit hours)

Kaskaskia College

- ▶ Paraprofessional Educator A.A.S. degree (63 semester credit hours)

College of Lake County

- ▶ Paraprofessional Educator A.A.S. degree (63 semester credit hours)
- ▶ Paraprofessional Educator Certificate (36 semester credit hours)

Lake Land College

- ▶ Horticulture Production and Landscape A.A.S. degree (68 semester credit hours)

Moraine Valley Community College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- ▶ Paraprofessional Educator Certificate (31 semester credit hours)

Oakton Community College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)

Olney Central College

- ▶ Network Support Specialist A.A.S. degree (60 semester credit hours)

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Southeastern Illinois College

- ▶ Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- ▶ Paraprofessional Educator Certificate (34 semester credit hours)

Harry S Truman College

- ▶ Automotive Technology A.A.S. degree (66 semester credit hours)

BACKGROUND

Wm. Rainey Harper College is seeking approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Maintenance Technology”. This program will prepare individuals for employment as maintenance supervisors and general maintenance workers in both public and private, commercial and industrial settings. This curriculum consists of 19 credit hours of required general education coursework, 35 credit hours of required career and technical education coursework, and 11 credit hours of related technical electives. Career and technical coursework includes instruction in basic carpentry, plumbing, and welding, electrical wiring, commercial carpentry and plumbing, basic heating and refrigeration, fire prevention principles, prints and schematics, maintenance troubleshooting and principles of supervision. This curriculum was designed using the Illinois Occupational Skill Standards and Credential Council’s (IOSSCC) standards for Industrial Maintenance cluster occupations. The college was also recently approved to offer three certificate programs in maintenance technology (Basic Maintenance, Commercial Maintenance, and Supervisory Maintenance) that may serve as an educational ladder for students of the A.A.S. degree program.

The college anticipates an enrollment of five (5) full-time and five (5) part-time students the first year, increasing to five (5) full-time and 10 part-time students by the third year. Labor market information provided by the college supports the need for general maintenance workers both district and statewide. Alternate documentation provided by the college supports the need for formally trained general maintenance workers and supervisors within the college’s district. The college anticipates four(4) existing full-time and four (4) new part-time faculty will be required the first year. Costs for implementing this program will be approximately \$43,000 the first year, \$53,000 the second year, and \$55, 000 the third year.

Kankakee Community College is seeking approval to offer a 63 semester credit hour “Medical Assistant” Associate in Applied Science (A.A.S.) degree program and a 34 semester credit hour “Medical Assistant” certificate program. These programs will prepare individuals for employment as medical assistants capable of performing both administrative and basic clinical functions in a variety of health care settings, including private physician’s offices and group practices. The A.A.S. curriculum consists of 20 credit hours of required general education coursework, 40 credit hours of required career and technical education coursework, and four (4) credit hours of related career and technical electives. The certificate program includes 34 credit hours of career and technical coursework. Both curricula include technical coursework covering instruction in medical terminology, human biology, nursing assistant training, phlebotomy, basic ICB-9CM and basic CPT coding, insurance procedures, voice recognition, and introductory word processing, documentation

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procedures and spreadsheets. These programs incorporate the Illinois Occupational Skill Standards and Credentialing Council's (IOSSCC) standards for Medical Office occupations, as well as pieces of the Clinical Laboratory standards. These program will prepare students for optional certifications of "Certified Coding Associate" and the "Certified Coding Specialist" through the American Health Information Management Association (AHIMA). The college plans to seek optional program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The college anticipates an enrollment of four (4) full-time and eight (8) part-time students the first year, increasing to six (6) full-time and 16 part-time students by the third year. Labor market information provided by the college supports the need for and interest in formal training programs for medical assistants district wide. The programs will require seven existing full-time and three new part-time instructors the first year. Costs for implementing these programs will be approximately \$4,300 the first year, and \$4,250 the second and third years.

Lake Land College is seeking approval to offer a 68 semester credit hour "Horticulture Production and Landscape" Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for employment in greenhouse management, turfgrass management, nursery management, and landscape design, construction and maintenance. The curriculum consists of 17 credit hours of required general education coursework, 37.5 credit hours of required career and technical education coursework, nine (9) credit hours of work-based learning, and four and a half (4.5) credit hours of related technical electives. Technical coursework includes instruction in introductory horticulture, turf management, greenhouse management, landscape design, landscape construction and maintenance, woody plants, evergreens, vines and groundcover, herbaceous landscape plants, soil science, and marketing and sales for agriculture. This curriculum was developed using the Illinois Occupational Skill Standards and Credentialing Council's (IOSSCC) Horticulture and Landscape Technician standards.

The college anticipates an enrollment of eight (8) full-time and six (6) part-time students the first year, increasing to eight (8) full-time and 20 part-time students by the third year. Labor market information provided by the college supports the need for horticulture and landscape workers both district and statewide. The program will require two (2) existing and two (2) new part-time faculty members the first year. Costs for implementing this program will be approximately \$6,750 the first year, \$34,750 the second year, and \$36,110 the third year. Higher second and third year costs reflect the addition of one full-time faculty coordinator for the program.

Olney Central College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 60 semester credit hour "Network Support Specialist" Associate in Applied Science (A.A.S.) degree program. This program will prepare students for employment as network specialists or technicians in a variety of information technology environments. The curriculum follows guidelines established by the CISCO Network Academy for Network Associates and Network Professionals and consists of 15 credit hours of required general education coursework, 36 credit hours of required career and technical education coursework, and eight (8) credit hours of related technical electives. Career and technical coursework includes introductory computer science, programming, networking

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fundamentals, local and wide area networks, router theory and technology, network and desktop operating systems, Internet and web-based programming, and network management. Graduates of this program will be eligible for optional certifications through CISCO, CISCO Certified Network Associate (CCNA) and CISCO Certified Network Professional (CCNP).

The college anticipates an enrollment of 10 full-time and five (5) part-time students each year during the first three years. Labor market information provided by the college is supportive of the need for additional training of network professionals both locally and statewide. The college currently offers a networking certificate program for entry-level network occupations. The program will require two existing full-time faculty members the first year. No new costs will be required for implementation of this program.

Harry S Truman College, one of the City Colleges of Chicago, is seeking approval to offer a 66 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Automotive Technology”. This program will prepare students for employment as automotive service technicians in small automotive repair services, automotive dealership services, and as entrepreneurs. The curriculum consists of 18-20 semester credit hours of general education coursework, and 24 semester credit hours of required career and technical coursework, including introductory automotive technology, electrical systems and power accessories, automotive brakes, temperature control systems, steering and suspension systems, and engine concepts. The curriculum also allows 14 semester credit hours of additional career and technical coursework in one of two areas: fuel systems and manual drive trains, or fuel and garage management. The first option prepares students more for employment in automotive repair services, while the second option prepares students more for self-employment. In addition, there are 10 semester credit hours of career and technical electives, including an optional work-based learning experience. The curriculum meets all National Automotive Technicians Education Foundation (NATEF) standards and will prepare students for completing various components of the National Institute for Automotive Service Excellence (ASE) certification exam. The college currently offers a NATEF accredited certificate program in automotive technology that will serve as a ladder program into the A.A.S. degree program.

Labor market information provided by the college supports the interest in and need for a training program in automotive technology both within the college’s district and statewide. According to the Illinois Department of Employment Security, employment of automotive service technicians is expected to increase faster than average within Cook County and the State of Illinois through the year 2010. The college anticipates an enrollment of 145 students the first year, increasing to 155 students by the third year. The program will require two existing full-time faculty members the first year. No new costs will be incurred during the first year of implementation for this program. Second and third year costs will be approximately \$8,400 each year.

Paraprofessional Educator A.A.S. and Certificate programs. The following colleges have submitted applications to offer the Associate in Applied Science (A.A.S.) degree and/or Certificate programs of the “Paraprofessional Educator” Statewide Model Curriculum. All proposals meet the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. The Board

indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required. Proposals will be recommended for action at the next available meeting of the Illinois Board of Higher Education.

- ▶ **Illinois Eastern Community Colleges:** Lincoln Trail College, Olney Central College, Wabash Valley College, and Frontier Community College
- ▶ **Kaskaskia College**
- ▶ **College of Lake County**
- ▶ **Moraine Valley Community College**
- ▶ **Oakton Community College**
- ▶ **Southeastern Illinois College**

TEMPORARY PROGRAM APPROVAL

Moraine Valley Community College

- ▶ IT Security Specialist A.A.S. degree (62 semester credit hours)

BACKGROUND

Moraine Valley Community College is seeking temporary approval for a 62 semester credit hour “IT Security Specialist” Associate in Applied Science (A.A.S.) degree program for a period of three years. This program will prepare individuals for employment in the emerging field of information technology security and lead to occupations such as IT security specialists, data assurance specialists, IT systems investigators, and cryptologists. The curriculum consists of 18 credit hours of required general education coursework, 44 credit hours of required career and technical education coursework. Technical coursework includes instruction in security awareness, IT hardware essentials, IT operating systems, managing LAN hardware, internetwork connectivity, introductory routers, IT and data assurance, managing messaging services, web servers, and database services, network security and network security design. The proposed curriculum was developed as a part of a National Science Foundation (NSF) Grant the college co-received to develop an IT Security Training Academy. The college currently partners with CISCO and is one of only three CISCO Security Training Centers in the world.

The college proposes this program on a temporary basis to address the urgent need for IT security training personnel within their district. Temporary approval will allow the college to assess the program’s success based on enrollment, completion and job placement data, as well as student pass rates on certification exams. *Temporary approval is requested for a period of three years after which permanent approval will be based on program outcomes.*

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

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

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Permanent Program Approval

Joliet Junior College

- ▶ Library Technical Assistant Certificate (26 semester credit hours)

Kankakee Community College

- ▶ Coding Specialist Certificate (24 semester credit hours)

College of Lake County

- ▶ Emergency Disaster Management Certificate (15 semester credit hours)

Lake Land College

- ▶ Nail Technology Certificate (8 semester credit hours)

Temporary Program Approval

College of DuPage

- ▶ Network Professional Certificate (24 quarter / 16 semester credit hours)

Illinois Community College Board

**THE ILLINOIS ARTICULATION INITIATIVE
RECOMMENDATION FOR PHYSICS**

The Illinois Community College Board is requested to endorse the transferable major field recommendation for physics that was developed by the articulation panel and endorsed by the Illinois Articulation Initiative (IAI) Steering Panel on November 7, 2003.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the transferable major field program in physics developed by the faculty panel and endorsed by the Illinois Articulation Initiative Steering Panel as shown in the attachment and requests that community colleges begin to implement this recommendation.

BACKGROUND. The Illinois Articulation Initiative (IAI) was launched in January 1993 to ease the transfer of students among Illinois public and independent, associate and baccalaureate degree-granting institutions with the objective of increasing baccalaureate degree completion. Two key concepts provided the basic foundation of IAI policy: that “associate and baccalaureate degree-granting institutions are equal partners” in educating freshman and sophomore students, and that “faculties should take primary responsibility for developing and maintaining program and course articulation.” To date, five general education panels and 28 major panels have developed and implemented recommendations of courses that will be accepted in transfer statewide at participating institutions.

Major panel recommendations were designed to help students complete appropriate prerequisites, support courses in other disciplines, and other lower division coursework to prepare them for advanced work in the major discipline. When a panel reaches consensus and completes a draft of its recommendation, the draft is disseminated for comment to all participating colleges and universities. Following field input, the panel reviews the comments received, makes any appropriate changes, and submits its recommendation to the Steering Panel. After the Steering Panel endorses the panel’s recommendation, it forwards it to the Illinois Board of Higher Education and the Illinois Community College Board for endorsement and promulgation.

The most recent panel to complete its recommendation is physics. The Physics Panel held its first meeting on February 1, 2002. The panel disseminated a draft recommendation for comment in October 2003 and finalized its recommendation in November 2003. This item requests the endorsement of this articulated major field program which was approved by the IAI Steering Panel

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at its November 7, 2003 meeting. The panel's recommended curriculum and course descriptions are attached, as well as a list of panel members.

PHYSICS

Bachelor's programs in physics are based on an in-depth foundation of sequential coursework in science and math, while upper-division coursework provides the preparation necessary for graduate studies and/or work in industry. Multiple tracks are often available. For example, some institutions offer a specialty in applied physics or certification for high school teaching. To transfer as a junior into a bachelor's physics program students must complete a minimum of 60 semester credits. Students should be aware that because of differences among schools in the number of credits for which various courses are offered and the possible need for prerequisite courses, it may be difficult to complete an Associate in Science degree without taking more credits than will be accepted in a transfer. Students planning on a physics major should select courses in consultation with an advisor.

General Education Core Courses¹	38-41 semester credits
Communication	9 semester credits
Mathematics (select Calculus I: M1 900)	4-5 semester credits
Physical Science (select General Chemistry I with lab: CHM 911)	4-5 semester credits
Life Sciences	3-4 semester credits
Humanities and Fine Arts	9 semester credits
Social and Behavioral Science	9 semester credits

¹ General education courses are described in the Illinois General Education Core Curriculum.

Required Courses	
Supporting Courses	10-15 semester credits
Calculus II	3-5 semester credits
Calculus III	3-5 semester credits
General Chemistry II (with lab)	4-5 semester credits
Physics Core Courses²	12-18 semester credits
Calculus-based Physics I - Mechanics (with lab)	4-5 semester credits
Calculus-based Physics II - Electricity and Magnetism (with lab)	4-5 semester credits
<i>either</i> Introductory Quantum Physics and Other Topics and Introductory Thermal Physics and Other Topics	2-4 semester credits
<i>or</i> Calculus-based Physics III - Thermal and Quantum Physics (with lab)	4-5 semester credits

² Some schools will accept General Physics I and II instead of Calculus-based Physics I and II, but require the student to take a special course to bridge the gap in material that would be covered in Calculus-based Physics I and II. Students should consult the requirements for the specific school and an academic advisor.

Other Prerequisite Courses³	
Differential Equations	3-4 semester credits
Introduction to Linear Algebra	3-4 semester credits
Computer Programming for Science and Engineering	3-4 semester credits

³ Some schools require completion of one or more of these courses before students may begin junior-year required courses. Students entering college with Advanced Placement (AP) or proficiency credit are advised to consider taking these courses as electives. Students entering without advanced credit who know they will transfer to a school that requires any of these courses before beginning junior-year courses may consider taking these courses and not completing all of the General Education Core Curriculum (and the Associate in Science degree). This decision should be made in close consultation with an academic advisor to understand the implications it has on the transfer of coursework.

Supporting Course Descriptions

MTH 901, 902, 903 — Calculus I, II, III (10-15 semester credits)

Topics include (but are not limited to) the following: limits and continuity; definition of derivative: rate of change, slope; derivatives of polynomial and rational functions; the chain rule; implicit differentials; approximation by differentials; higher order derivatives; Rolle's theorem: mean value theorem; applications of the derivative; anti-derivative; the definite integral; the fundamental theorem of calculus; area, volume, other applications of the integral; the calculus of the trigonometric functions; logarithmic and exponential functions; techniques of integration, including numerical methods; indeterminate forms: L'Hopital's rule; improper integrals; sequences and series, convergence tests, Taylor series; functions of more than one variable, partial derivatives; the differential, directional derivatives, gradients; double and triple integrals: evaluation and applications. Prerequisite for Calculus I: College Algebra and Trigonometry with a grade of C or better.

MTH 911 — Introduction to Linear Algebra (3-4 semester credits)

A first course in vectors, matrices, vector spaces, and linear transformations. The ideas in this course serve not only as an introduction to more abstract mathematics courses at the junior-senior level, but also have many useful applications outside mathematics. The course is not intended to replace a more complete linear algebra course at the junior-senior level. The course should be taken concurrently with, but not replace, the last course in the calculus sequence. It should cover the following topics: vectors, operations on matrices; matrices; inverse of a matrix; solution of systems of linear equations; rank of a matrix; vector spaces and subspaces; linear dependence and independence; basis and dimension; linear transformations; sums, composites, inverses of linear transformations; range and kernel of a linear transformation. Further topics could include: determinants; eigenvalues and eigenvectors; orthogonality and inner product spaces; and quadratic forms. Prerequisite: MTH 902, Calculus II.

MTH 912 — Differential Equations (3-4 semester credits)

The course must cover linear equations of the first order; linear equations with constant coefficients; the general linear equation; variation of parameters; undetermined coefficients; linear independence; the Wronskian; exact equations; separation of variables; and applications. In addition, the course must cover at least two or three of the following topics: systems of linear differential equations; boundary value equations; numerical methods; and stability of solutions. Prerequisite: MTH 902 Calculus II.

MTH 922 — Computer Programming for Science and Engineering (3-4 semester credits)

A computer programming course (in a structured higher-level language) with a Calculus I prerequisite. The course should emphasize the use of programming in problem analysis and problem solving and will include applications in mathematics. The course should include topics identified in the Illinois Mathematics and Computer Science Articulation Guide prepared by IMACC-ISMAA Joint Task Force, as follows: syntax of language; control structures; numerical methods (Newton root finder, average slope, arc length, Riemann, trapezoidal, Simpson sums); use of arrays (single

dimensional as linear regression; two dimensional as matrix sum, product or inverse); subroutines and functions; simulation; curve fit (least squares criteria and estimation of models); and data types (complex, double precision, logical). Prerequisite: MTH 901, Calculus I.

CHM 911, 912 — General Chemistry I and II (8-10 semester credits)

Topics include the periodic table of the elements, atomic structure, basic concepts of quantum theory, bonding, stoichiometry of compounds and reactions, thermochemistry, the gaseous state, basic concepts of the liquid and solid states, solutions, acids and bases, equilibrium, acid-base equilibria, solubility equilibria, kinetics, thermodynamics, electrochemistry, coordination compounds, nuclear chemistry and descriptive topics in inorganic chemistry. Laboratory required. Prerequisite: One year of high school chemistry. Students should complete CHM 911 and 912 at the same school, since topics are covered in different order by different schools.

Physics Course Descriptions

PHY 901, 902 — General Physics I and II (8-10 semester credits)

A sequence of courses in physics using algebra and trigonometry. Topics include mechanics (kinematics; Newton's three laws; work and energy; conservation of linear momentum; angular momentum; rotational dynamics; gravitation and Kepler's laws; and harmonic motion), electricity and magnetism (charge; electric field and potential; resistance, capacitance, and inductance; RLC circuits; laws of Gauss, Ampere, and Faraday; magnetic properties; and electromagnetic waves), heat and fluids (laws of thermodynamics; ideal gases and thermal properties; kinetic theory of gases; and fluid mechanics), and modern physics (wave motion and sound; optics; and introduction to modern physics). Laboratory required, but may be a separate course. Students should complete PHY 901 and PHY 902 at the same school before transfer since topics are covered in different order by different schools.

PHY 903, 904, 905 — General Physics I, II and III (10-13 semester credits)

A sequence of courses in physics using algebra and trigonometry. Topics include mechanics (kinematics; Newton's three laws; work and energy; conservation of linear momentum; angular momentum; rotational dynamics; gravitation and Kepler's laws; and harmonic motion), electricity and magnetism (charge; electric field and potential; resistance, capacitance, and inductance; RLC circuits; laws of Gauss, Ampere, and Faraday; magnetic properties; and electromagnetic waves), heat and fluids (laws of thermodynamics; ideal gases and thermal properties; kinetic theory of gases; and fluid mechanics), and modern physics (wave motion and sound; optics; and introduction to modern physics). Laboratory required, but may be a separate course. Students should complete PHY 903, PHY 904 and PHY 905 at the same school before transfer since topics are covered in different order by different schools.

PHY 911 — Calculus-based Physics I - Mechanics (4-5 semester credits)

A first course in mechanics using calculus. Topics must include, but are not limited to, kinematics; Newton's laws; work and energy; conservation of linear momentum; angular momentum; rotational dynamics; and harmonic motion. Laboratory required, but may be a separate course.

PHY 912 — Calculus-based Physics II - Electricity and Magnetism (4-5 semester credits)

A first course in electricity and magnetism using calculus. Topics must include, but are not limited to, charge; electric field and potential; resistance, capacitance, and inductance; dc and ac circuits; magnetic field; laws of Gauss, Ampere, and Faraday; Maxwell's equations and electromagnetic waves. Laboratory required, but may be a separate course. Students should complete PHY 911 and PHY 912 at the same institution.

PHY 913 — Introductory Thermal Physics and Other Topics (2-4 semester credits)

A first course in thermodynamics and statistical physics using calculus. Topics must include the concept and measurement of temperature; the first and second laws of thermodynamics; entropy; ideal gases and thermal properties; and the kinetic theory of gases. At least two of the following topics must also be included: gravitation; fluid statics and motion; waves; sound; geometrical optics; physical optics; relativity.

PHY 914 — Introductory Quantum Physics and Other Topics (2-4 semester credits)

A first course in quantum physics using calculus. Topics must include quantization; the atom; solid state physics and conduction; nuclear physics; and elementary particle physics. At least two of the following topics must also be included: gravitation; fluid statics and motion; waves; sound; geometrical optics; physical optics; relativity.

PHY 915 — Calculus-based Physics III - Thermal and Quantum Physics (4-5 semester credits)

A single course in physics including the topics listed for both PHY 913 and PHY 914. Laboratory required, but may be a separate course

Illinois Community College Board

ROCK VALLEY COLLEGE RECOGNITION STATUS

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. An evaluation of Rock Valley College commenced in fiscal year 2001 and was extended into fiscal year 2002 with written and verbal communication with the college district. During that period it was found that the district was not in compliance with numerous standards. The evaluation was again extended into 2003 at which time the college had made improvements in several areas. However, the Illinois Community College Board still had significant concerns about the district’s finance area. As a result of these concerns in February 2003, the Board placed the Rock Valley College district on a “recognition continued- with conditions” status. It further indicated that a follow-up evaluation should be scheduled no sooner than three nor later than nine months from the date of that action. The ICCB staff has completed that follow-up evaluation and recommends that the Board take the following action.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby grants a status of “recognition continued” to Rock Valley College with a financial audit to be conducted by the Illinois Community College Board in fiscal year 2005 and a full recognition evaluation to be conducted in fiscal year 2006 to determine if this status should continue.

BACKGROUND. Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110 ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, the recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) the determination of a district’s compliance with the Public Community College Act and ICCB Administrative Rules; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

Based on a five-year cycle, the ICCB staff conducts recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB makes an assessment on each individual standard and on a

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global basis. On individual standards, districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is “out of compliance” or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

Recognition Continued - The district generally meets ICCB standards. A district which has been granted a status of “recognition continued” is entitled to receive ICCB grants for which it is otherwise entitled and eligible.

Recognition Continued-with Conditions - The district generally does not meet ICCB standards. A district which has been assigned the status of “recognition continued-with conditions” may continue to receive ICCB grants for which it is otherwise entitled and eligible, but it is given a specified time to resolve the conditions which led to the assignment of that status. A follow-up evaluation is scheduled no sooner than three nor later than nine months after ICCB action on the assignment to determine the district’s progress in resolving the conditions.

Recognition Interrupted - The district fails to take corrective action to resolve the conditions placed upon it under “recognition continued-with conditions” within a prescribed time period. A district which has been assigned a status of “recognition interrupted” may apply for recognition at such time as all requirements set forth by the ICCB have been satisfied. A district will have state funding suspended on a pro rata, per diem basis for the period of time for which such status is in effect.

Standards for focused review during the fiscal years 2001 through 2005 were selected from the following categories: accountability, finance/facilities, instruction, workforce development, and technology/telecommunications. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

When Rock Valley College’s initial evaluation was conducted in 2001, it had multiple compliance recommendations in each of the five categories. By 2003, the only area remaining with compliance issues was the finance/facilities area. In February 2003, the Illinois Community College Board placed the college district on “recognition continued-with conditions” based on these finance area concerns. Specifically, from fiscal year 1999 through 2002, the college was late in submitting its External Audit. For fiscal years 1998 through 2002, the college was late completing and submitting its unit cost reports. The Audit/Unit Cost Reconciliation was not received in fiscal year 2000, was received more than five months late in fiscal year 2001, and was received four months late in fiscal year 2002. For fiscal years 2001 and 2002, the college was late in submitting its published financial statements. Adding to these concerns was the fact that the college had been without the services of a permanent chief financial officer for nearly two years. The Board concluded that in considering these factors together, there was sufficient evidence of systemic financial problems warranting conditional recognition of the college.

In December 2003, the ICCB staff concluded its follow-up evaluation of Rock Valley College. In doing so, it examined all reports and data submitted by the college to ICCB over the past year. The

college provided a self-study report which was also reviewed by the staff. On December 11, 2003, a staff recognition team visited the Rock Valley campus in Rockford. The purpose of that visit was to evaluate the college's ability to 1) maintain accurate, consistent, and timely data submissions to the ICCB and other users of college data; 2) provide regular and accurate financial information to the appropriate college staff and the Board of Trustees that facilitates effective and meaningful administrative decision making; 3) continue to maintain and improve services and programs to students of the district; and 4) instill confidence in the students, faculty, staff, and community regarding the college's finances and operations. Members of the team included Joe Cipfl, President/CEO; Virginia McMillan, Executive Vice President; Don Wilske, Chief Financial Officer; Ed Smith, Senior Director for System Finances; and Bruce Bennett, Assistant Director for System Finances. During the visit, the team members met with the college's external auditors, representatives of the board of trustees, college personnel. Additionally, they reviewed board minutes, internal account reconciliations, unit cost and credit hour claims submission processes, and the college's financial planning model.

Conclusion

The ICCB staff concluded that the college is making systematic progress in the finance area. The college has generally been able to meet reporting deadlines since placed on "recognition continued-with conditions" status. The college has employed a full-time permanent chief financial officer who serves a dual role as the college finance officer and as the board's treasurer. It was clear from staff observations as well as conversations with external auditors, board members, and college personnel that this individual is taking the steps to stabilize the college's financial processes. Processes have been or are being developed to help ensure that improvements will become permanent. A process was developed to keep board members informed of the college's progress in the financial area. The chief financial officer has conducted training sessions for internal budget managers. Internal communication has improved but still appears to be of concern. Much has been accomplished, but the college's ability to sustain those improvements remains to be seen.

The college administration has recently implemented a quarterly internal financial reporting procedure to the board of trustees. While this is an improvement over the past practice, it is strongly recommended that monthly financial reports be presented to the board of trustees. This recommendation was also strongly supported by the college's external auditors in their discussions with ICCB staff.

Although significant progress has been made, areas of concern still exist. A review of credit hour claims revealed a problem with the college claiming reimbursement for ineligible credit hours generated by students who were repeating courses. It appears that a manual check for ineligible repeats has not been taking place. Additionally, in all adult education courses reviewed, students withdrawn at midterm were being claimed for full reimbursement.

A second major area of concern is that as the college began to get better control of its financial information, the college in fiscal year 2003 went from an original budgeted operating surplus of approximately \$500,000 to an actual operating deficit of approximately \$3.7 million. For fiscal

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year 2004, the college has budgeted an operating deficit of approximately \$1.8 million. The local board of trustees has instructed college staff to develop a balanced operating budget for fiscal year 2005. Significant cost overruns have been encountered in recent capital construction projects amounting to \$8 to \$9 million. The college has not requested, as required by ICCB rules, budgetary approval from the ICCB for these increased costs. Due to these cost overruns, the college may encounter difficulty meeting its local match requirements on future state-funded projects.

Considering the progress that has been made and the remaining problem areas, the ICCB staff is recommending that the college's recognition status be returned to "recognition continued," but that the college undergo a complete reevaluation over the next two years. A financial audit should be conducted in fiscal year 2005, and a complete recognition evaluation conducted in fiscal year 2006.

Illinois Community College Board

**FISCAL YEAR 2005
ILLINOIS COMMUNITY COLLEGE BOARD
SYSTEM BUDGET REQUESTS**

The Illinois Community College Board fiscal year 2005 operating budget request, presented in Table 1, includes funding for all grants appropriated to the ICCB for the community college system, as well as other community college grants administered by the ICCB office. The operating grants are presented in total in Table 1. The concepts and/or amounts included in the budget request were discussed with the Presidents' Council and with the Trustees' Association.

The total fiscal year 2005 operating budget request for the community college system totals \$307.2 million. This is a \$15.9 million (5.4 percent) increase over fiscal year 2004 appropriated grants of \$291.3 million. This includes a \$15.8 million (5.5 percent) increase in direct grants to colleges. This also includes an increase of \$8.3 million (3.0 percent) in unrestricted grants to colleges.

Increases in the operating budget request are due to increases in enrollment in the community college system and a need to ensure a quality education with the increase in student demand. Included in this request is the Special Populations grant of \$7.1 million. The requested amount is in response to requests from the community college system. The amount is less than that vetoed in the fiscal year 2003 budget.

The Illinois Community College System's *Promise for Illinois* was considered in developing the fiscal year 2005 operating budget request. The seven pledges outlined in the document are:

- Pledge 1. Address workforce development needs with flexible, responsive and progressive programs.
- Pledge 2. Offer rigorous courses and programs designed for college and university transfer.
- Pledge 3. Expand adult education and literacy programs necessary for individuals and families to have high quality work and life in Illinois.
- Pledge 4. Equip Illinois residents with the technology skills they need to be successful in the 21st century.
- Pledge 5. Emphasize high quality in all programs, services, and operations.
- Pledge 6. Deliver affordable learning opportunities to the doorstep of Illinois residents.
- Pledge 7. Model and promote leadership and ethical decision-making.

Also, significant consideration was given in developing the fiscal year 2005 operating budget request to the Illinois Board of Higher Education's *The Illinois Commitment: Partnerships, Opportunities, and Excellence*. The goals outlined in this document are:

- ▶ Help Illinois business and industry sustain strong economic growth,
- ▶ Joining elementary and secondary education to improve teaching and learning at all levels,

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- ▶ Assure that no Illinois citizen is denied an opportunity for a college education because of financial need,
- ▶ Increase the number and diversity of citizens completing training and educational programs,
- ▶ Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning, and
- ▶ Continually improve productivity, cost-effectiveness, and accountability.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. approves the fiscal year 2005 community college system operating budget request for grants to community college districts and other community college grants administered by the ICCB office as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education;
and
3. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocation based on information received subsequent to approval of this budget request.

BACKGROUND. Submission of higher education budget requests are due to the Illinois Board of Higher Education (IBHE). In order to comply, the ICCB budget request must be approved by the Board. Table 1 presents the total dollar amount requested for grants to community college districts, as well as other community college grants administered by the ICCB office. Recommendations contained in this item have been developed by ICCB staff in conjunction with the Presidents' Council and Trustees' Association.

Following is a discussion of issues and preliminary recommendations for each of the categorical grants.

Base Operating Grant. In fiscal year 2004, \$191.8 million was appropriated for the base operating grant. Recommendation for the fiscal year 2005 base operating grant is \$197.6 million, an increase of \$5.8 million, or 3.0 percent.

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The major portion of this grant is allocated to districts based upon credit hour enrollment in six instructional funding categories. In fiscal year 2004, a new funding formula was implemented that allocates the credit hour grant using only those credit hours funded with 50 percent or more unrestricted funds. The unit cost data used in the calculation only includes unrestricted costs (50 percent or more that is unrestricted funded). After unit cost and enrollment information is finalized, any rate adjustment dollars needed are allocated proportionally among the six funding categories based on the unrestricted unit costs for those respective categories. The rate adjustment is used to generate the recommended funding amount.

In fiscal year 2004, \$2.3 million was allocated based on gross square footage and student enrollment at the district. For fiscal year 2005, it is recommended that \$2.4 million be distributed on this basis.

- ▶ The Base Operating Grant works to achieve all seven pledges of the Promise For Illinois.

Small College Grant. The Small College Grant is distributed to districts with less than 2,500 noncorrectional full-time equivalent students. This grant is intended to assist small colleges with the fixed costs of operating a community college. Grants of \$60,000 are distributed to qualifying colleges. Included in the fiscal year 2005 request is an additional amount needed to award an additional small college grant of \$60,000 to those colleges that meet the following criteria; (1) receive an equalization grant in fiscal year 2005, (2) have an equalized assessed valuation less than \$850 million, and (3) have less than 2,000 noncorrectional full-time equivalent students. The additional grant is a result of funding formula changes adopted in fiscal year 2004, but not implemented until fiscal year 2005. No increase is recommended for fiscal year 2005, leaving the total budget request for the Small College Grant at \$900,000. No increase is needed due to four districts experiencing enrollment growth and therefore no longer qualify for the small college grant.

- ▶ The Small College Grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Funding Formula Impact Grant. The Funding Formula Impact Grant is distributed to districts that experience a decrease in the Credit Hour Grant due to the change in the funding formula methodology beginning in fiscal year 2004. The Funding Formula Impact Grant will fund decreases in the Credit Hour Grant using the difference between the funding formula prior to the change in fiscal year 2004 and the revised method implemented in fiscal year 2004. This grant was funded last year and will be requested again in fiscal year 2005 and 2006. The amount requested for fiscal year 2005 is \$7,638,700.

- ▶ The Funding Formula Impact Grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Equalization Grant. The fiscal year 2004 appropriation included \$76.6 million in the Equalization Grant. The Final Equalization Grant appropriation for fiscal year 2004 was at 96 percent of fully funding the equalization formula. Recommendation for fiscal year 2005 include an equalization grant of \$78.9 million, an increase of 3.0 percent. This represents funding the formula at an estimated 95 percent level. While it has been the goal to reach 100 percent funding level, the system will not be able to meet the desired goal given the current economic climate.

The Equalization Grant is based on the difference between a district's available local tax revenue per student and the statewide average amount available per student. This grant attempts to reduce the disparity among districts in local property tax available per student. In fiscal year 2004, 31 out of the 39 districts qualified for equalization funding. It is currently anticipated that 32 districts will qualify for equalization funding in fiscal year 2005.

- ▶ The Equalization Grant is designed to help the colleges deliver affordable learning opportunities to the doorstep of Illinois residents. (Pledge 6)

Workforce Development Grant. The workforce development area consists of three grant components: business/industry services, education-to-careers, and welfare/low income support services. Districts have the authority to transfer up to 50 percent of any Workforce Development Grant component to another Workforce Development Grant component. This allows local districts to make the determination of the best use of these funds given the individual needs of their district.

The recommended funding for fiscal year 2005 is \$7.7 million.

Business/Industry Services. Recommendation for fiscal year 2005 is \$3.4 million. The business/industry services component provides funding for a business/industry center and/or involvement with state and local economic development efforts. This funding enables the community college system to assist local business, associations, labor, government and others to develop and enhance a qualified, well-trained labor force. The flat grant per district is provided to enable districts to maintain the business/industry center.

Basis for Allocation: \$35,000 flat grant per district with the remaining funds distributed on the basis of occupational and vocational credit hours.

Education-to-Careers. Included is \$2.2 million for the education-to-careers component in fiscal year 2005. The education-to-careers component is intended to allow the community college system to develop a fully integrated education/employment system in order to assure that students can move easily from education to work and from work to continuing education.

Basis for Allocation: \$45,000 flat grant per district with the remaining funds distributed on the basis of (1) number of district residents in labor force and (2) the unemployment rate of the district.

Welfare/Low Income Support Services. A total of \$2.1 million is recommended for the welfare-to-work component. This component is intended to provide funds to be used in conjunction with existing federal funds to develop an infrastructure necessary to work with welfare recipients and the working poor at each community college to provide employment training and job placement assistance services.

Basis for Allocation: \$35,000 flat grant per district with the remaining funds distributed on the basis of the number of welfare caseloads in the district.

- ▶ The Workforce Development grant allows colleges to address workforce development needs with flexible, responsive, and progressive programs. (Pledge 1)

P-16 Initiative. The fiscal year 2005 recommendation is \$1.3 million. This component allows community colleges to expand their services to high school students desiring to take college-level classes while still in high school. This component will be used to subsidize the cost to the college of offering courses to high school students without charging tuition and fees. This component will also allow the implementation and/or expansion of programs and services that relate to teacher preparation (certification) and professional development (re-certification).

Basis for Allocation: The number of junior and senior high school students in the district. A minimum grant of \$15,000 will be distributed to each district.

- ▶ The P-16 Initiative grant will address workforce development needs with flexible, responsive, and progressive programs and offer rigorous courses and programs designed for college and university transfer. This grant will also emphasize high quality in all programs, services, and operations. (Pledge 1, 2, and 5)

Special Populations. This component is used to provide special or extra services to assist special population students to initiate, continue, or resume their education and to offer courses designed to provide the academic skills necessary to remedy or correct educational deficiencies. The fiscal year 2005 recommendation is \$7.1 million.

Basis for Allocation: \$20,000 flat grant per college. Remaining funds are distributed on the basis of adult basic/secondary education and remedial credit hours.

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- ▶ The Special Populations Grant allows colleges to expand adult education and literacy programs necessary for individuals and families to have high-quality work and life in Illinois while also delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledge 3 and 6)

Deferred Maintenance Grant. This grant provides districts with flexible funding for facility needs that are not covered by capital renewal or protection, health, and safety funding. This grant is intended to help reduce the backlog of previously neglected or accumulated maintenance projects needed in existing buildings and structures. In fiscal year 2004, this grant was allocated only to City Colleges of Chicago. The fiscal year 2005 request will be allocated to all districts. The fiscal year 2005 recommendation is \$3.1 million.

Basis for Allocation: \$10,000 flat grant per district with the remaining funds distributed on the weighted gross square footage of the college (same gross square footage used in the base operating grant)

- ▶ The Deferred Maintenance grant allows the colleges to emphasize high quality in all programs, services, and operations. (Pledge 5)

Retirees Health Insurance Grant. The requested fiscal year 2005 amount for this grant is \$645,400. Only the City Colleges of Chicago participates in this program. All other districts are eligible to participate in the College Insurance Program administered by Central Management Services.

Statewide Initiatives and Other Grants

East St. Louis Community College Center (ESLCCC). \$2.2 million is included in the fiscal year 2005 request.

- ▶ The ESLCCC grant will help to emphasize high quality in all programs, services, and operation. It will also assist in delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledge 5 and 6)

Lincoln's Challenge Grant. The Lincoln's Challenge Program is a military style boot camp for at-risk teenagers who have not completed high school. Students successfully completing the program are eligible to receive a scholarship to attend a community college. Recommendations for fiscal year 2005 include \$123,700 in funding.

- ▶ The Lincoln's Challenge Grant will help to emphasize high quality in all programs, services, and operation. It will also assist in delivering affordable learning opportunities to the doorstep of Illinois residents. (Pledge 5 and 6)

Illinois Community College Board
Table 1
Fiscal Year 2005 Operating Grants

<u>Grants</u>	<u>FY 2004 Final Allocations</u>	<u>FY 2005 ICCB Request</u>	<u>Difference from FY2004</u>	<u>Percent Difference</u>
Base Operating Grant	\$ 191,837,100	\$ 197,592,200	\$ 5,755,100	3.0%
Credit Hour Allocation	\$ 189,487,100	\$ 195,171,700	\$ 5,684,600	3.0%
GSF Allocation	\$ 2,350,000	\$ 2,420,500	\$ 70,500	3.0%
Small College Grant ⁽¹⁾	\$ 900,000	\$ 900,000	\$ 0	0.0%
Funding Formula Impact Grant	\$ 7,416,200	\$ 7,638,700	\$ 222,500	3.0%
Equalization Grant	\$ 76,617,500	\$ 78,916,000	\$ 2,298,500	3.0%
Unrestricted Grants	\$ 276,770,800	\$ 285,046,900	\$ 8,276,100	3.0%
Workforce Development Grant (Includes the Business and Industry Services, Education to Careers, and Welfare/Low Income Support Services components)	\$ 7,475,200	\$ 7,699,500	\$ 224,300	3.0%
P-16 Initiative	\$ 1,279,000	\$ 1,317,400	\$ 38,400	3.0%
Special Populations Grant	\$ 0	\$ 7,128,100	\$ 7,128,100	-
Deferred Maintenance Grant ⁽²⁾	\$ 2,984,600	\$ 3,074,100	\$ 89,500	3.0%
Retirees Health Insurance Grant	\$ 626,600	\$ 645,400	\$ 18,800	3.0%
Restricted Grants	\$ 12,365,400	\$ 19,864,500	\$ 7,499,100	60.6%
TOTAL GRANTS	\$ 289,136,200	\$ 304,911,400	\$ 15,775,200	5.5%
Statewide Initiative & Other Grants				
East St. Louis Higher Education Center	\$ 2,089,100	\$ 2,151,800	\$ 62,700	3.0%
Lincoln's Challenge Grant	\$ 120,100	\$ 123,700	\$ 3,600	3.0%
Total Statewide Initiatives & Other Grants	\$ 2,209,200	\$ 2,275,500	\$ 66,300	3.0%
GRAND TOTAL	\$ 291,345,400	\$ 307,186,900	\$ 15,841,500	5.4%

⁽¹⁾ The requested amount includes the additional small college grant award for those districts that qualify.

⁽²⁾ In FY 2004 this grant was allocated to City Colleges of Chicago. In FY 2005 this grant will be allocated to all districts.

**Illinois Community College Board
Table 1A
Fiscal Year 2005 Operating Grants**

<u>Grants</u>	<u>FY 2004 Final Allocations</u>	<u>FY 2005 ICCB Request</u>	<i>Difference from <u>FY2004</u></i>	<i>Percent <u>Difference</u></i>
Workforce Development Grant	\$ 7,475,200	\$ 7,699,500	\$ 224,300	3.0%
Business and Industry	\$ 3,311,300	\$ 3,410,600	\$ 99,300	3.0%
Education to Careers	\$ 2,166,800	\$ 2,231,800	\$ 65,000	3.0%
Welfare to Work	\$ 1,997,100	\$ 2,057,100	\$ 60,000	3.0%

Illinois Community College Board

FISCAL YEAR 2005 CAPITAL BUDGET REQUEST

The Illinois Community College Board fiscal year 2005 capital budget request has three components:

1. Enhanced Construction Program
2. Capital Renewal Grants
3. Specific Institutional Projects

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

1. approves the fiscal year 2005 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education;
and
3. authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

1. Enhanced Construction Program. The Illinois community colleges have been successful the last three legislative sessions in gaining a commitment from former Governor George Ryan, current Governor Rod Blagojevich, and the General Assembly for \$250 million in capital funding over a five-year period (\$50 million per year for fiscal year 2002 through fiscal year 2006). The system received \$50 million in appropriations in fiscal years 2002, 2003, and 2004. The major emphasis of the administration and the General Assembly for these funds is to reduce the community college system's reliance on temporary facilities. The appropriations were in addition to normal higher education capital appropriations, however, specific institutional project funding off the community college capital list was minimal. As we look to the next two years, it is anticipated that the \$50 million of capital funding for the replacement of temporary facilities also will be provided in addition to normal higher education capital appropriations provided for both community college and university projects. The \$250 million commitment will provide much needed relief to campuses dealing with temporary structures that have been used beyond their useful life due to necessity.

2. Capital Renewal Grants. The General Assembly appropriated \$9.107 million in fiscal year 2004 for the capital renewal program. This was the same level of funding as the previous year and was at the Governor's recommended funding level. Funding for this initiative needs to be increasing to adequately address the deferred maintenance backlog. An additional \$4 million was appropriated in lieu of the use of deferred maintenance operational funding which was all given to City Colleges of Chicago for fiscal year 2004. The total capital renewal funding for fiscal year 2004 amounted to \$12.107 million.

Since the inception of the capital renewal grant program, formerly called the repair and renovation grant program, funds have been distributed to universities and community colleges based on the amount of owned gross square footage for each institution. With over 23 million gross square feet of facilities, community colleges comprise approximately 30 percent of all public higher education space. The base fiscal year 2005 capital renewal grant request is \$12 million.

3. Specific Institutional Projects. Annual requests for state funding for construction projects were received in the fiscal year 2005 RAMP (Resource Allocation and Management Plan for the Community Colleges) Community College Capital Requests. One hundred and six project requests were received with an estimated cost of \$1.409 billion and requiring \$1.057 billion in state funding to fully fund the requests. Projects were evaluated using the criteria established in ICCB rules. The result of this staff evaluation process is a selection of projects for inclusion in the capital budget request and the establishment of a priority ranking assignment for each project.

Table 1 presents the community college fiscal year 2005 capital budget request. Included in this table is the total budget for each project recommended, as well as breakdown of the funding sources of local and state funds. Total state funding for the 51 specific projects recommended for inclusion in the fiscal year 2005 capital budget request is \$477.8 million.

An RFP (Request for Proposal) process was utilized to obtain temporary building replacement or upgrade projects for consideration in conjunction with the five year \$50 million per year commitment to fund a capital initiative to either replace existing temporary buildings or to make modifications to such buildings that would make them permanent structures. The RFP's were due to the ICCB office November, 2001 and were a one time request process. As part of this RFP process, certain projects identified on the regular capital list (Table 1 attached) may, in fact, qualify to be funded by this capital initiative for fiscal years 2005 through 2006. Further, there may be some projects on the list presented in table 1 that may be totally or partially funded from the allocation of the fiscal year 2004 funds.

**Table 1
Illinois Community College Board
Fiscal Year 2005 Capital Budget Recommendation**

Statewide Initiatives

	State Funding	Cumulative State Funding
Capital Renewal Grants	12,000.0	12,000.0
Enhanced Construction Program	50,000.0	62,000.0

Specific Project Initiatives (in thousands)

Rank	District	Project Title	Proposed Funding			State Construction Credits Applied	Adjusted for Eligible State Credits State Funding	Local Funding	Cumulative State Funding
			State	Local	Total				
1	Triton	Rehabilitation of Technology Building	8,226.8	2,742.3	10,969.1		8,226.8	2,742.3	8,226.8
2	Joliet	Utilities Renovation	3,368.0	1,123.0	4,491.0		3,368.0	1,123.0	11,594.8
3	Rock Valley	Arts Instructional Center	15,700.4	5,233.4	20,933.8		15,700.4	5,233.4	27,295.2
4	Elgin	Spartan Drive Extension	1,768.9	589.9	2,358.8		1,768.9	589.9	29,064.1
5	Parkland	Student Services Center	11,606.6	3,868.8	15,475.4		11,606.6	3,868.8	40,670.7
6	Harper	Engineering & Technology Center Renovation	15,267.0	5,089.0	20,356.0		15,267.0	5,089.0	55,937.7
7	Rend Lake	Art Program Addition	356.1	118.5	474.6		356.1	118.5	56,293.8
8	Lake Land	Rural Development Technology Center	5,597.9	1,866.0	7,463.9		5,597.9	1,866.0	61,891.7
9	DuPage	Instructional Center Noise Abatement	1,128.6	376.2	1,504.8	113.0	1,241.6	263.2	63,133.3
10	Harper	Campus Life/One Stop Admissions Center	27,805.7	9,268.5	37,074.2	3,015.7	30,821.4	6,252.8	93,954.7
11	Illinois Valley	Community Instructional Center Building	12,172.6	4,057.6	16,230.2		12,172.6	4,057.6	106,127.3
12	Lake Land	Center for Technical Education (Tech Blding West Ph II)	5,552.5	1,850.8	7,403.3		5,552.5	1,850.8	111,679.8
13	Lake County	Student Services Building	33,370.4	11,123.5	44,493.9		33,370.4	11,123.5	145,050.2
14	Heartland	Workforce Development Center	12,749.0	4,249.7	16,998.7		12,749.0	4,249.7	157,799.2
15	Richland	Student Success Center and Addition	2,643.0	881.0	3,524.0		2,643.0	881.0	160,442.2
16	IECC Lincoln Trail	Center for Technology	5,270.0	1,756.0	7,026.0	540.3	5,810.3	1,215.7	166,252.5
17	Joliet	Student Support Center and Remodeling of Classrooms	18,425.6	6,141.5	24,567.1		18,425.6	6,141.5	184,678.1
18	Spoon River	Educational Buildings Remodeling and Expansion	3,537.2	1,179.0	4,716.2		3,537.2	1,179.0	188,215.3
19	CCC Kennedy King	Planning and Land Acquisition	12,792.6	4,264.2	17,056.8		12,792.6	4,264.2	201,007.9
20	Moraine Valley	College Center Renovation and Expansion	8,746.9	2,915.6	11,662.5		8,746.9	2,915.6	209,754.8
21	Lincoln Land	Project Outreach: Regional Center Expansion	2,176.9	725.6	2,902.5		2,176.9	725.6	211,931.7
22	Southeastern	Carmi/White County Vocational Building Addition	966.8	322.3	1,289.1		966.8	322.3	212,898.5
23	Sauk Valley	Remodel Natural Sciences Laboratories	1,903.8	634.6	2,538.4		1,903.8	634.6	214,802.3
24	Illinois Valley	Classroom/Library Remodeling/Addition	6,236.9	2,079.0	8,315.9		6,236.9	2,079.0	221,039.2
25	Danville	Addition/Remodeling of Mary Miller Center	2,368.2	111.4	2,479.6		2,368.2	111.4	223,407.4
26	IECC Olney Central	Applied Technology Center	1,068.0	356.0	1,424.0	343.0	1,411.0	13.0	224,818.4
27	Carl Sandburg	Parking Lot Paving	444.4	148.1	592.5		444.4	148.1	225,262.8
28	DuPage	Grounds and Retention Pond Improvements	1,846.8	616.2	2,463.0		1,846.8	616.2	227,109.6
29	Rend Lake	Science and Nursing Building	5,787.9	1,929.3	7,717.2		5,787.9	1,929.3	232,897.5
30	Parkland	Applied Technology Addition	9,121.2	3,040.2	12,161.4		9,121.2	3,040.2	242,018.7
31	Joliet	City Center Construction	14,565.0	4,855.0	19,420.0		14,565.0	4,855.0	256,583.7
32	Elgin	Health Careers Center	11,051.8	3,684.0	14,735.8		11,051.8	3,684.0	267,635.5
33	Lake Land	Agriculture Industry Center (Tech Blding West Ph III)	3,098.6	1,032.9	4,131.5		3,098.6	1,032.9	270,734.1
34	Lewis & Clark	Regional Industrial Training/Education Center (N.O. Nelson Ph II)	4,562.5	587.5	5,150.0		4,562.5	587.5	275,296.6
35	Morton	Parking Lot, Roadways, and Walkway Replacements	4,676.2	1,558.7	6,234.9		4,676.2	1,558.7	279,972.8
36	Lake County	Grayslake Campus Classroom	21,686.2	7,228.7	28,914.9		21,686.2	7,228.7	301,659.0
37	IECC Wabash Valley	Technology/Student Support Expansion to Main Hall (and Renovation)	4,358.3	1,452.8	5,811.1		4,358.3	1,452.8	306,017.3
38	McHenry	Satellite Facility	9,452.8	3,150.9	12,603.7		9,452.8	3,150.9	315,470.1
39	CCC- Malcom X	College Mechanical Systems	16,092.2	5,364.1	21,456.3		16,092.2	5,364.1	331,562.3
40	Oakton	Addition/Remodeling Des Plaines Campus	20,699.4	6,899.8	27,599.2		20,699.4	6,899.8	352,261.7
41	Triton	Installation of Backflow Preventors	1,040.9	347.0	1,387.9		1,040.9	347.0	353,302.6
42	Shawnee	Cairo Regional Education Center	1,155.0	385.0	1,540.0		1,155.0	385.0	354,457.6
43	Southwestern	Academic Building w/Bookstore	10,096.9	3,365.6	13,462.5		10,096.9	3,365.6	364,554.5
44	Danville	Clock Tower Center & Ornamental Horticulture Rehab/Remodeling	2,121.7	707.2	2,828.9		2,121.7	707.2	366,676.2
45	Richland	Community Education Center and Infrastructure Connection	9,579.1	3,193.0	12,772.1		9,579.1	3,193.0	376,255.3
46	Moraine Valley	Rehab/Remodeling of Buildings A,B,G, & L	22,393.4	7,464.5	29,857.9		22,393.4	7,464.5	398,648.7
47	Kaskaskia	Vandalia Education Center	4,871.8	3,747.9	8,619.7		4,871.8	3,747.9	403,520.5
48	Lake Land	Learning Resource Center	22,214.9	7,405.0	29,619.9		22,214.9	7,405.0	425,735.4
49	Lake County	Classroom Building (Southlake Center)	12,995.3	4,331.8	17,327.1		12,995.3	4,331.8	438,730.7
50	Rock Valley	Classroom Building III	11,682.6	3,894.3	15,576.9		11,682.6	3,894.3	450,413.3
51	South Suburban	Allied Health Addition	25,181.3	8,393.8	33,575.1	2,220.2	27,401.5	6,173.6	477,814.8
Project Specific Totals			471,582.6	157,706.7	629,289.3	6,232.2	477,814.8	151,474.5	

DESCRIPTIONS OF PROPOSED FISCAL YEAR 2005 CAPITAL PROJECTS

1. Triton - Rehabilitation of Technology Building. Since construction of the Triton campus was first completed, serious defects have emerged. Structural deterioration has occurred in the Technology Building as well as the Science, Liberal Arts, and Fine Arts Buildings; Learning Resources Center; College Center; and the Cernan Earth and Space Center. All of these buildings have shown evidence of floors heaving — floor surfaces have cracked and have a hilly or wobbly appearance. The interior nonbearing walls have been forced upward, causing damage to utilities, door jambs, and windows. Severe cracks and crevices have developed where these interior walls join bearing and exterior surfaces. The utility tunnel, which is connected to the building, has also suffered deterioration at sections between the buildings. The deterioration of the buildings has been so massive that concern has arisen for the safety of employees and students who occupy them. Consulting engineers and soil testing services have been given contracts to analyze the cause of the problem. Their conclusion is that the upheaval is caused by the expansive characteristics of the fill material, namely foundry sand, which was used to backfill the interior spaces. Expansion of the fill material is expected to continue. The Science and Fine Arts Buildings, the College Center, and the Learning Resources Center have been rehabilitated. The college also received a fiscal year 2000 appropriation for the rehabilitation of the Liberal Arts Building.

The Technology Building contains classrooms and offices that house the Land Rover and Saab automotive programs which are highly unique nationally. The condition of the facility jeopardizes the continuation of these programs on campus. Further, immediate steps must be taken to stop additional building deterioration before it causes irreparable structural damage and danger to employees and students. The college has been assured that the buildings are currently safe for occupancy; however, it is uncertain how long they will remain so. The necessary repairs include: removal of all interior first floor walls, new below slab utilities, replacement of first floor windows, revision of fire alarm system (first floor only), and HVAC distribution system, new ceilings and lighting.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Remodeling/Rehabilitation	\$ 10,969.1

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 8,226.8	\$ 2,742.3	\$ 10,969.1
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 8,226.8	\$ 2,742.3	\$ 10,969.1

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2. Joliet Junior College - Utilities Renovation. The Joliet Junior College campus was constructed in the early 1970s. The college's steam distribution system, high voltage distribution system, and chilled water distribution system are all in need of major improvements. The campus consists of ten adjoining buildings with steam furnished for heating by a remote boiler plant. The steam lines are poorly insulated, direct buried in rocky soil, and are exposed to corrosive soil conditions. In addition to energy waste, numerous leaks have occurred over the years and, as the piping continues to age, it is likely to become more frequent with severe leaks occurring. The age of the high voltage distribution system has resulted in a number of power outages to sections of the campus.

The college's chilled water loop system does not provide redundancy for the system and, therefore, does not provide energy efficient operation. Replacing four 25 year old chillers which use the ozone depleting R-11 and R-12 refrigerants and reconfiguring the water loop distribution would make much needed improvements and provide efficiencies not now realized. Further, it is proposed that a 1,600 linear foot concrete underground tunnel be constructed to run the steam distribution system, high voltage electrical cables, and the chilled water distribution system between buildings.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Utilities	\$ 4,491.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 3,368.0	\$ 1,123.0	\$ 4,491.0
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 3,368.0	\$ 1,123.0	\$ 4,491.0

3. Rock Valley College - Arts Instructional Center. The college does not have adequate facilities to house its instructional arts programs and is restricted in recruitment and growth due to the limited space available. The college proposes to build a 113,526 gross square foot facility for the music, visual arts, and drama programs. Music programs have been located in a variety of space on campus, and the college feels it is losing enrollment growth to other institutions prior to attaining their associates degrees because of the variety and frequency of course offerings. The visual arts programs lack the facilities for their special needs of space, lighting, disposal of chemicals and paints, and storage which was largely ignored in the original campus construction. New art areas for computerized art, ceramics, sculpture, and painting would be created, as well as an appropriate art exhibit space. The drama program has operated out of a 100+ year old barn with no dedicated

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drama classrooms, no adjoining scene shop, and no improved technical theater instruction areas for students. The proposed new building would provide much needed appropriate space and accommodate high enrollment growth in the drama program (873 percent since 1985), as well as provide space for growth in the music and visual arts programs that are currently limited due to space constraints. The college received appropriations of \$250,000 in fiscal year 1999; \$300,000 in fiscal year 2000; \$800,000 in fiscal year 2002; and \$8,777,800 with the allocation of fiscal year 2003 capital funding. This project would require that all 56,019 gross square feet of space in eleven temporary buildings be razed since the Arts Instructional Center would be situated on the land which is currently occupied by those temporary facilities.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	3,200
Laboratories	41,860
Offices	3,680
Other General Use	5,400
Assembly and Exhibition	<u>12,400</u>
 Total NASF	 66,540
Total GSF	113,526

The proposed budget (in thousands) for this project is:

<u>Budget Category</u>	<u>Prior Years</u>	<u>Current Year Request</u>	<u>Total Project Cost</u>
Buildings, Additions, Structures	\$ 12,168.7	\$ 15,422.4	\$27,591.1
Equipment		3,473.6	3,473.6
Utilities		692.7	692.7
Site Improvements		1,345.1	1,345.1
Planning	<u>1,335.0</u>	<u>- 0-</u>	<u>1,335.0</u>
Total	<u>\$13,503.7</u>	<u>\$ 20,933.8</u>	<u>\$ 34,437.5</u>

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Total Costs	\$25,828.1	\$8,609.4	\$ 34,437.5
Eligible Credits	-0-	-0-	-0-
Prior Year's Appropriation	<u>(10,127.8)</u>	<u>(3,375.9)</u>	<u>(13,503.7)</u>
Current Year Recomm.	\$15,700.3	\$5,233.5	\$20,933.8

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4. Elgin Community College - Spartan Drive Extension. The college has identified this roadway extension as a high priority project. The college has entered into an intergovernmental agreement with the City of Elgin to provide access to Randall Road. All three current entrances are off highly traveled U.S. Highway 20 which experiences a several mile traffic jam at the college off ramp exit each morning. The proposed fourth entrance would connect with Randall Road, the major north/south road in the district,. The project would include a 3,900 foot extension of Spartan Drive to Randall Road with a new entrance. This entrance would provide an alternate route and help alleviate traffic delays to students and staff traveling to and from the college each day. It is understood these costs reflect only the share of the costs the district would incur in relation to the intergovernmental agreement. The total costs of the roadway improvements are estimated at \$3.352 mil with Elgin Community College responsible for 54% (\$1.676 mil) and an additional \$.684 mil to redesign and construct a 2nd Street and Spartan Drive intersection and install a sanitary sewer connection.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Site Improvements	\$ 2,358.8

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,768.9	\$ 589.9	\$ 2,358.8
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,768.9	\$ 589.9	\$ 2,358.8

5. Parkland College - Student Services Center. Parkland College continues to grow and space originally allocated for student activities has been converted to instructional areas or office space and student services offices were distributed throughout campus wherever space permitted. Parkland College contracted with the National Center for Higher Education Management Systems in 1996 to assess the space needs of the college. It was determined that there is a deficit of student lounge and service space, food service space, and administrative services space. A lack of adequate space has created problems in the areas of providing new student orientation, staff development, and student activities which is virtually nonexistent. There is an inadequate amount of space available to ensure student confidentiality when it comes to student records and counseling.

A Student Services Center addition with approximately 60,406 gross square feet of new space will house instructional, student service and office areas and provide space for a student center, testing and assessment space, a food service area, meeting facilities, book store, computer labs, and

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support area. The project also includes alteration of sidewalks, drives, and the addition of parking spaces. The new structure would use existing utilities but the power supply will be enhanced and an additional chiller will be added to meet increased cooling demand.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	2,175
Laboratories	2,300
Offices	10,385
Study/Library	2,275
General Use	12,796
Special Use	1,500
Support	<u>4,600</u>
Total NASF	36,031
Total GSF	60,406

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 11,600.1
Equipment	668.5
Utilities	495.0
Site Improvements	275.0
Planning	<u>2,436.8</u>
Total	\$ 15,475.4

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 11,606.6	\$ 3,868.8	\$ 15,475.4
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 11,606.6	\$ 3,868.8	\$ 15,475.4

6. William Rainey Harper College - Engineering and Technology Center Renovations. The college has completed a Facilities Study and Master Plan for the district. That master plan gathered responses through a survey instrument from the campus community which identified a need for new space and for renovation and rehabilitation of existing space. Advancements in technology have

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greatly impacted the classroom and laboratory instructional experience. This project will allow the college to renovate and create flexible and adaptable classrooms and laboratories to maximize the use of new technology and developing new teaching methods. Increased enrollment and space demands have increased the need for electrical power, communication lines, computer network infrastructure, and heating and cooling throughout the Engineering and Technology center. Approximately 78,538 gross square feet of space will be renovated in buildings G & H to create a more modern learning space for the environment. The proposed renovation would create instructional, office and storage space to accommodate programs and general instructional space for architecture, fashion design/merchandising, fire science, interior design, maintenance technology, refrigeration and air conditioning, division offices, classrooms and labs, and faculty and staff office spaces. The proposed project will also make improvements to the fire protection system, electrical system, HVAC, Plumbing and restrooms for ADA compliance, where necessary.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Equipment	\$ 7,560.6
Remodeling/Rehabilitation	<u>12,795.4</u>
 Total	 \$ 20,356.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 15,267.0	\$ 5,089.0	\$ 20,356.0
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 15,267.0	\$ 5,089.0	\$ 20,356.0

7. Rend Lake College - Art Program Addition. The college has restricted space for the expansion of a growing art program enrollment (50 percent growth primarily in the studio art class in 1997 and 1998). The art program has expanded over the years to include jewelry, ceramics, printmaking, and sculpting. In the past, the college has temporarily solved these space problems by limiting the size, reducing enrollments or discontinuing programs, such as the music major and theater programs. However, with growing enrollments in the art programs and re-institution of the music and theater programs, the ability to shuffle programs between areas has been diminished. Certain existing space is designed for certain programs such as the backstage area for theater productions, which is currently used for ceramics, print making, and sculpting. This project will allow the college to meet enrollment demands and growth in the programs, as well as using existing space for its intended purpose.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Laboratories	<u>1,808</u>
Total NASF	1,808
Total GSF	2,200

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 380.6
Equipment	18.6
Planning	<u>75.4</u>
Total	\$ 474.6

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 356.1	\$ 118.5	\$ 474.6
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 356.1	\$ 118.5	\$ 474.6

8. Lake Land College - Rural Development Technology Center. Lake Land College responded to the need for a presence in the southern portion of their district by locating and building the Kluthe Center in Effingham, Illinois, in 1995. This has served the needs of the college, community, and businesses very well.

The center's success can be measured by the 1,000 students who enroll at the Kluthe Center each semester. The college can not enroll more students in the existing facilities. In order to expand program offerings in the areas of Speech Language Pathology Assistant;, Desktop Publishing; and Heating, Ventilation, Air Conditioning and Refrigeration and to create a Hands On Training (HOT) Laboratory, general education classrooms space, and maintenance area, the college proposes to expand the Kluthe Center by building a new building on the same location in Effingham as the existing Kluthe Center.

A Rural Development Technology Center Building addition consisting of a multi-story structure with approximately 36,000 gross square feet will provide additional permanent space to meet the demands of a growing student population and allow expansion and growth of services to the southern region of the district. The project includes additional parking lot space, sidewalks, lighting and landscaping, water connection and plumbing work, HVAC and electrical work to accommodate the new building.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	7,800
Laboratories	8,000
Offices	2,100
Study	2,300
General Use	3,000
Support	<u>2,000</u>
 Total NASF	 25,200
Total GSF	36,000

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 4,776.4
Land	177.7
Equipment	984.1
Utilities	50.9
Site Improvements	894.2
Planning	<u>580.6</u>
Total	\$ 7,463.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 5,597.9	\$ 1,866.0	\$ 7,463.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 5,597.9	\$ 1,866.0	\$ 7,463.9

9. College of DuPage - Instructional Center Noise Abatement. The Instructional Center was completed in 1971 and is a 475,000 gross square feet main teaching facility located on the main campus. Since 1971, headcount increased from 8,705 to the 36,322 range. It is estimated that over 40% of the students who attended COD were enrolled in classes that met in the Instructional Center. The college used local funds to meet the growing demand for new instructional space; therefore, the college did not make renovations to the original buildings on campus as needed. The Instructional Center contains two 655 foot corridors and four 205 foot cross halls with nine foot ceilings. The structure is mostly brick with some wallboard ceilings, brick floors, and some glass and doorways. The structural design and materials combined with the long hallways make these spaces, classrooms, and office spaces very noisy with foot traffic, conversations, and rolling carts. The college has taken measures in an attempt to reduce noise levels but the problem persists. The college proposes to

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install acoustical ceilings (ACP Snap Tight System) and wall mounted acoustical panels in all public corridors and lounge areas of the Instructional Center in order to reduce noise levels and disruptions in classrooms and offices.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Remodeling/Rehabilitation	\$ 1,389.4
Planning	<u>115.4</u>
Total	\$ 1,504.8

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,128.6	\$ 376.2	\$ 1,504.8
Eligible Credits	<u>+ 113.0</u>	<u>- 113.0</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,241.6	\$ 263.2	\$ 1,504.8

10. William Rainey Harper College - One Stop/Admissions and Student Life Center. Due to original decentralized design, access to student services is difficult on the 200 acre main campus with offices distributed randomly across five of its 18 buildings. This fragmentation causes prospective students to search for needed services, such as the Admissions Office located in an inner campus building without ease of access to parking. Growth and change in student population over the years has given rise to needed services without additional space. For example, the college has experienced a large growth in ethnic minority students now representing 33 percent of the student population. Important retention services, such as multicultural affairs and financial aid, have long outgrown their original space. College staff have done their best to accommodate student needs, but the practice of trying to create needed space within the existing structure has resulted in reduced quality of the spaces actually utilized. The campus recognizes the need for a more centralized student service facility to assist with student acclimation and retention, as well as one stop convenience for needed assistance. Further, demographic information gathered from the public school districts project a 20 percent increase in traditional age students through 2008. This projected growth with other changes in student demographics require a new approach to campus life allowing ease of access to campus services, activities, and social spaces that are appealing and welcoming. The college proposes to construct a two story 44,174 gross square foot One Stop/Admissions Center building that would be more centralized and in an area less disruptive to classroom instruction and a two story 64,608 gross square foot Campus/Student Life Center. These two structures will total 108,782 gross square feet. Existing parking spaces are thought to be adequate for increased enrollments but the project does include some visitor parking spaces. While the project budget does not reflect necessary site improvements in preparation for the construction of these buildings, such site improvements will be necessary and would include extending the utilities tunnel for fiber, steam,

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and a chilled water loop. The site improvements will be completed as part of a separately funded project with Capital Development Board coordination. The college is pursuing the funding to support this portion of the project.

The scope of the project is:

<u>Room Use Category</u>	<u>One Stop Admissions NASF</u>	<u>Campus Life NASF</u>
Classrooms	1,800	2,450
Laboratories	3,160	1,125
Offices	11,656	17,745
Special Use		250
General Use	5,529	16,900
Support	5,434	705
Health Care		1,175
Unclassified	<u>30</u>	<u>30</u>
 Total NASF	 27,609	 40,380
Total GSF	44,174	64,608

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 32,914.2
Equipment	<u>4,160.0</u>
Total	\$ 37,074.2

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 27,805.7	\$ 9,268.5	\$ 37,074.2
Eligible Credits	<u>+3,015.7</u>	<u>(3,015.7)</u>	<u>-0-</u>
Current Year Recomm.	\$ 30,821.4	\$ 6,252.8	\$ 37,074.2

11. Illinois Valley Community College - Community Instructional Center. In February 1998, a College Master Plan (CMP) was completed which thoroughly examined space utilization of campus buildings, programmatic needs in conjunction with the college mission, future curricular and academic student support needs, and current and future technology considerations. Students, faculty, and staff as well as focus groups from business, industry, district feeder high schools, and the public at large was involved in the CMP process. The process highlighted the need for new facilities and renovation of existing facilities.

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New space is needed for enrollment services (admissions, registration and records, assessment, counseling, financial aid, bursar, bookstore, career planning, and placement), lab school for the Early Childhood Education Program and Child Care Center, Business and Industrial Center, Small Business Development Center, technology ready classrooms, conference rooms, distance learning capabilities, student life space (lounges, student organization office, activities programming office, meeting space), dining and food preparation areas, and additional storage space for speech and theater offerings. The new building will serve as the new main entrance point for the campus and better connection of the main campus with the east campus.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	4,912
Laboratories	9,600
Offices	11,129
Study	1,332
Special Use	24,028
General Use	1,200
Support	<u>12,000</u>
 Total NASF	 64,201
Total GSF	87,355

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 13,003.9
Equipment	1,729.6
Utilities	0
Site Improvements	283.8
Remodeling/Rehabilitation	0
Planning	<u>1,212.9</u>
Total	\$ 16,230.2

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 12,172.6	\$ 4,057.6	\$ 16,230.2
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 12,172.6	\$ 4,057.6	\$ 16,230.2

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12. Lake Land College - Technology Building Phase II. The Lake Land campus was originally designed to serve a student body of approximately 2,200 FTE. It is presently serving over 3,000 FTE, and future indicators point to continued long-term growth. Technology Division Programs, such as architectural constructions technology, drafting, computer-aided drafting, electronics engineering, electronics technician, industrial maintenance technology, computer integrated manufacturing technology, mechanical-electrical technology, and print maintenance technology and the Network Administration Program, are all existing programs which are fragmented in various existing campus buildings. This Phase II project would allow the college to develop a Center for Technical Education to bring all these program areas under one roof. Growth in programs over the years has created intense competition for space with some programs, students, and enrollments suffering from inadequate space.

A new Center for Technical Education Building consisting of approximately 35,000 gross square feet will provide permanent space to consolidate related programmatic areas of study into one facility, allow sharing of instructional equipment and partnering between instructors, and create a richer learning environment for students as they are presented with opportunities for interaction that are not currently available. Further, 6,000 gross square feet of temporary space would be eliminated with the funding and completion of this project. The project includes additional parking lot space, a second access road, sidewalks and landscaping, water connection and plumbing work, HVAC and electrical work to accommodate the new building. The college received a planning appropriation of \$575,000 with the allocation of fiscal year 2003 capital funding.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	6,400
Laboratories	13,100
Offices	1,000
Study	<u>4,000</u>
Total NASF	24,500
Total GSF	35,000

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Prior Years</u>	<u>Current Request</u>	<u>Total Project Costs</u>
Buildings, Additions, Structures	\$84.2	\$ 6,151.6	\$ 6,235.8
Equipment		572.1	572.1
Utilities		78.6	78.6
Site Improvements		601.0	601.0
Planning	<u>682.5</u>	<u>-0-</u>	<u>682.5</u>
Total	\$766.7	\$ 7,403.3	\$ 8,170.0

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Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 6,127.5	\$ 2,042.5	\$ 8,170.0
Eligible Credits	-0-	-0-	-0-
Prior Year's Appropriation	<u>(575.0)</u>	<u>(191.7)</u>	<u>(766.7)</u>
Current Year Recomm.	\$ 5,552.5	\$ 1,850.8	\$ 7,403.3

13. College of Lake County - Student Services Building. The college is in need of a new Student Services Building to provide a “seamless student services area” that will coordinate and integrate various student academic support systems in order to strengthen student retention and success. As existing space has been remodeled over the years to meet the needs of enrollment and retention services, these essential student services have become fragmented making it difficult to effectively meet the needs of students and community members attending the college.

The proposed Student Services Building would centralize the key services needed by prospective students, new students, and current students pursuing their educational goals. The building would consolidate units of the college into sub modules. The sub modules of the college would support student entrance and success, including recruitment, admissions and records, counseling, financial aid, testing center, bookstore, food services, activities, clubs and organizations; adult education, continuing education; and the Vice President of Student Development’s office. This centralization of services would make it easier for students to use the services of the college and make the information flow more effective and efficient.

A new Student Services Building consisting of 162,438 gross square feet will position the college to be more effective in dealing with the students and strengthen student retention and success. Approximately 53,373 existing gross square feet (36,308 assignable square feet) of space vacated by relocation of programs and services into the new building would also be remodeled. Much of the space to be vacated consists of office space and would need to be remodeled for other planned use. This project would replace 61,291 gross square feet of temporary space.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	11,357
Offices	28,689
Study	6,910
Special Use	7,120
General Use	43,006
Support	<u>5,260</u>
Total NASF	102,342
Total GSF	162,438

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 37,642.7
Equipment	3,581.5
Utilities	523.3
Remodeling/Rehabilitation	1,929.6
Site Improvements	<u>816.8</u>
 Total	 \$ 44,493.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 33,370.4	\$ 11,123.5	\$ 44,493.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 33,370.4	\$ 11,123.5	\$ 44,493.9

14. Heartland Community College - Workforce Development Center. The college seeks approval of the addition of a Workforce Development Center on the permanent campus site. The college currently is in the process of developing the first phase of their new campus development in Normal. The college proposes this new building to integrate technical education for district students, provide customized training for local businesses and industries, and offer employees and employers opportunities to improve and update workforce skills. The college intends to locate many of the activities conducted by the Corporate Education Division of the college in the proposed facilities and blend credit course and workforce training side by side.

A Workforce Development Center Building addition consisting of a multi-story structure with approximately 78,167 gross square feet of space to serve as a comprehensive economic development resource dedicated to providing direct assistance to area business and industry and to provide a broad range of degree granting educational programs, applied training, and technical assistance specifically designed to serve the business and industrial community. The construction of this building would be an investment in the future of Illinois to help assure industries gain competitively and the Illinois economy remains strong. Utilities would be provided to the building through an underground tunnel to complete a redundant loop for heating, cooling, and electrical service in conjunction with Phase I of their campus development project. This project would eliminate the need to lease 41,380 gross square feet of space. The district received \$1,200,000 in fiscal year 2003 to start planning the project. Planning costs are included in the buildings, additions, and structures budget line in the following analysis.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	17,500
Laboratories	21,550
Offices	3,900
Study	1,600
General Use	2,350
Support	<u>2,700</u>
 Total NASF	 49,600
Total GSF	78,167

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Prior Year's</u>	<u>Current Request</u>	<u>Total Project Costs</u>
Buildings, Additions, Structures	\$1,600.0	\$ 13,090.7	\$ 14,690.7
Equipment		1,545.0	1,545.0
Utilities		2,070.0	2,070.0
Site Improvements	<u>-0-</u>	<u>293.0</u>	<u>293.0</u>
Total	\$1,600.0	\$ 16,998.7	\$ 18,598.7

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 13,949.0	\$ 4,649.7	\$ 18,598.7
Eligible Credits	-0-	-0-	-0-
Prior Year's Appropriation	<u>(1,200.0)</u>	<u>(400.0)</u>	<u>(1,600.0)</u>
Current Year Recomm.	\$ 12,749.0	\$ 4,249.7	\$ 16,998.7

15. Richland Community College - Student Success Center and Addition. The college has conducted an enrollment management study to review how students progress through the institution. Enrollment management encompasses all activities associated with student college choice, student transitions, student course selection, student retention, student attrition, and student outcomes. Facilities play an important part of enrollment management efforts. Currently, much of the space dedicated to serving students was designed for a smaller student load, has been reconfigured to account for growth, and has a poor pedestrian flow. Certain activities, such as the Career Center and Transfer Center, are located in space away from the other student services and have poor visibility. Due to the location, many students are unaware that the college has these services. Relocating these services will provide a greater visibility and increased utilization.

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The college seeks to make physical modifications to facilities which will help maintain student enrollments in a declining population environment and better facilitate the students progress and development. An addition to allow the restructuring and relocation and development of a Student Success Center staffed by trained knowledgeable individuals serving as a front line for the most needed services and information. The Student Success Center will provide space that is student centered, easily accessible, and programmatically functional resulting in enhanced customer service and improved efficiency. It is proposed that the Student Success Center be accommodated by the relocation of administrative functions, common workspace, storage, food preparation area, and the board of trustees' meeting room. This will be accomplished with the construction of a one story 13,187 gross square foot North Wing Entrance addition which includes a 700 square foot area for the Career Services function which will be built adjacent to the student service operations. Approximately 13,909 gross square feet of vacated space will then be renovated to house student services, grant programs, and provide common meeting spaces.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Offices	7,190
Study	275
General Use	120
Support	<u>500</u>
 Total NASF	 8,085
Total GSF	13,187

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 2,373.0
Equipment	252.0
Remodeling/Rehabilitation	864.0
Site Improvements	<u>35.0</u>
Total	\$ 3,524.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 2,643.0	\$ 881.0	\$ 3,524.0
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 2,643.0	\$ 881.0	\$ 3,524.0

16. Illinois Eastern/Lincoln Trail College - Center for Technology. The college is using approximately 27,800 gross square feet of 30 year old temporary building space to house many of its instructional programs. These temporary buildings have each outlived their expected service life and are in a deteriorated state. Programs, such as Engineering, Drafting, Office Careers, Business

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Careers, Computer Business Systems, Microcomputer Support, Cisco Certification, Information Processing, Air Conditioning/Refrigeration and Sheet Metal Technology, have developed during the past 30 years. They enroll over 300 students and have outgrown space originally allocated for them.

The college proposes to build a one-story 30,152 gross square foot building for several of the college's technical programs. The college will consider a remodeling project of the vacated space at a later date. Further, this project eliminates the need for five temporary buildings totaling 27,800 gross square feet of space. These five temporary buildings will be razed as part of the construction of the Center for Technology.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	5,600
Laboratories	9,300
Offices	1,000
Study	<u>4,000</u>
Total NASF	19,900
Total GSF	30,152

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 7,026.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 5,270.0	\$ 1,756.0	\$ 7,026.0
Eligible Credits	<u>540.3</u>	<u>(540.3)</u>	<u>-0-</u>
Current Year Recomm.	\$ 5,810.3	\$ 1,215.7	\$ 7,026.0

17. Joliet Junior College - Student Support Center/Remodeling of Additional Classrooms. The current configuration of the student services offices was established 26 years ago when the college was much smaller and services were more segregated. The layout of the first floor of Building J no longer provides for a logical flow of student traffic throughout the registration and admissions process nor does it provide adequate space for the number of students the college now serves. Further, the opening of two new district high schools in Will county and a projected growth of high school graduates of 5 percent per year over the next five years both couple to cause the college to review space needs and the use of space to provide for more efficient centralization of student

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support services, provide additional space required for the operation of these programs, make these services more visible and accessible to students and the public, and provide an opportunity to gain much needed additional instructional space. The college proposes to construct a two-story 87,103 gross square foot building to provide additional instructional space and reconfigure the use of existing space. Approximately 25,600 gross square feet (23,270 assignable square feet) of existing space in Building J vacated by the relocation of various programs, services, and functions into the new building would subsequently be remodeled to accommodate additional classroom space. This project would replace two temporary buildings (classroom and shipping and receiving area) totaling 12,000 gross square feet of space.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Offices	36,170
Special Use	6,130
General Use	6,000
Support	<u>2,650</u>
 Total NASF	 50,950
Total GSF	87,103

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 20,837.0
Utilities	207.0
Remodeling/Rehabilitation	3,275.0
Site Improvements	<u>248.4</u>
Total	\$ 24,567.4

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 18,425.6	\$ 6,141.8	\$ 24,567.4
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 18,425.6	\$ 6,141.8	\$ 24,567.4

18. Spoon River College - Educational Buildings Remodeling & Expansion. The Taylor and Centers buildings are 29 year old buildings designed during a period where classrooms were devoid of ancillary equipment and classroom imaging was non-existent. The college is also a provider of services in partnerships created with other agencies and institutions using technology to create and

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offer online courses. This project would ensure that adequate computer lab space is available and in the most effective on campus location. This project would expand facilities and remodel existing space to be able to deliver new and developing technologies in course work that prepares students for jobs and further education while providing the most efficient delivery system possible. The proposed project will provide appropriately sized classrooms needed for high tech instruction and open access computer labs needed for student access to computer resources and improved faculty, advising, and instructional support space.

The district proposes to add an approximate 10,000 gross square foot of space and remodel approximately 34,000 gross square feet of existing space in the Taylor & Centers Buildings. The work would be on the existing campus and include enclosing a covered walkway and courtyards as part of the new construction. Remodeling of existing space throughout the Taylor and Centers Buildings.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	750
Offices	5,000
General Use	<u>3,225</u>
Total NASF	8,975
Total GSF	10,000

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 2,028.0
Remodeling and Rehabilitation	<u>2,688.2</u>
Total	\$ 4,716.2

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 3,537.2	\$ 1,179.0	\$ 4,716.2
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 3,537.2	\$ 1,179.0	\$ 4,716.2

19. City Colleges of Chicago - Kennedy-King Campus. The City Colleges of Chicago proposes to replace its present Kennedy-King campus building as part of a city revitalization effort being

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undertaken with the City of Chicago and to provide a more suitable educational facility to deliver programs of instruction to the community. According to the Chin Report and the Lee and Johnson, Ltd. Report and feasibility studies, the facility has become inefficient, cost prohibitive, unsafe, esthetically displeasing, and programmatically not conducive for learning. The current facility is a solid concrete structure making it very costly to do ADA improvements and technology retrofits. The Chin Report stated that relatively costly repairs and improvements would keep the building operational for five years. The district, therefore, proposes to acquire land for the construction of a new Kennedy-King campus. Current estimated costs for the total cost of land acquisition and construction of the new building is \$120.1 million. The City of Chicago has sold bonds in support of this project which will allow the college to provide local financing in excess of the required 25 percent local match. During the last two fiscal years the district has purchased much of the land for the location of the new building and continues the process of final land acquisition to finish this phase of the work. The district has also received a \$8 million state appropriation from the General assembly through the ICCB (already distributed to the district) and a \$8 million state appropriation through the Capital Development Board during fiscal year 2002 toward meeting the budgeted costs for this project.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 17,056.8

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 12,792.6	\$ 4,264.2	\$ 17,056.8
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 12,792.6	\$ 4,264.2	\$ 17,056.8

20. Moraine Valley Community College - College Center Renovation and Expansion. The Moraine Valley Community College Center is the hub of student and campus interaction serving more than 16,000 students and 1,000 staff annually. It also serves as the focal point for student services, including admissions, registration, financial aid, counseling, advising, and childcare. MVCC has physically outgrown the existing College Center which was built in 1984. The proposed project would expand and update childcare facilities, expand and consolidate student services, create computer lab space, expand instructional/classroom space for psychology, career and job development, teacher education, child-care, and freshman experience courses and seminars, expand space for students to gather and interact, increase meeting space for student clubs, organizations and leadership activities, and expand food service operations and dining area. This project proposes to renovate the existing 56,000 gross square foot building and construct a two story approximately 30,000 gross square foot addition to adequately address the needs of the current and growing student population and community.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	2,460
Offices	6,353
Special Use	3,750
General Use	<u>7,635</u>
Total NASF	20,198
Total GSF	35,745

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 10,728.8
Equipment	306.8
Site Improvements	<u>626.9</u>
Total	\$ 11,662.5

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 8,746.9	\$ 2,915.6	\$ 11,662.5
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 8,746.9	\$ 2,915.6	\$ 11,662.5

21. Lincoln Land Community College - Project Outreach: Regional Center Expansion. The district is proposing a regional center expansion project designed to improve its ability to deliver services to those students who do not live within a reasonable commuting distance to the main campus in Springfield. The district has regional centers in Jacksonville (western region), Taylorville (eastern region), and in Petersburg (northern region). Lincoln Land proposes to remodel and rehabilitate space at the Western Regional Education Center (WREC) in Jacksonville and the Eastern Regional Education Center (EREC) in Taylorville. The WREC includes a large open environment space. The district has determined the need to remodel approximately 1,800 gross square feet of space to create two 600 square foot classrooms separated by a high quality folding partition and 600 square feet for four permanent offices. The WREC is otherwise in good condition. The EREC is in need of much more extensive remodeling. The EREC will be gutted and the entire 13,814 gross square foot building will be remodeled including the ventilation and mechanical systems. Temporary space totaling 3,656 gross square feet at Taylorville would be replaced with the funding and completion of this project. A total of 10,435 gross square feet temporary space in Petersburg has been eliminated with an allocation of funding from the fiscal year 2003 appropriation.

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Remodeling and Rehabilitation	\$ 2,872.6
Equipment	<u>29.9</u>
Total	\$ 2,902.5

Budget by Regional Center:

WREC	\$ 379.3
EREC	2,493.2
Equipment	<u>30.0</u>
Total	\$ 2,902.5

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 2,176.9	\$ 725.6	\$ 2,902.5
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 2,176.9	\$ 725.6	\$ 2,902.5

22. Southeastern Illinois College - Carmi/White County Vocational Building. The college seeks to develop an extension campus site in Carmi, Illinois, to offer vocational and occupational education to citizens residing in the northernmost areas of the district. The college has also entered into an agreement with the Carmi-White County School District to offer automotive technology and welding programs and plans to offer a full complement of courses to the residents of the Carmi area. The college proposes to build an approximately 5,400 gross square foot facility on 20 acres of land donated by the City of Carmi. The site is adjacent to a classroom building currently leased by the college from the Southeastern Illinois College Foundation. The new building will include automotive bays, welding lab with 20 welding booths, two offices, storage area, and support space.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Laboratories	1,950
Offices	400
Support	1,100
Unclassified	<u>300</u>
Total NASF	3,750
Total GSF	5,358

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 1,188.5
Utilities	88.0
Site Improvements	<u>12.6</u>
Total	\$ 1,289.1

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 966.8	\$ 322.3	\$ 1,289.1
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 966.8	\$ 322.3	\$ 1,289.1

23. Sauk Valley Community College - Remodel Natural Science Laboratories. The second and third floor science laboratories are open walled. This design results in a collection of safety and operational problems: expensive equipment and dangerous supplies are unable to be secured in a locked area, noise from each of the laboratories disrupts the other lab activities/classes, fumes or fire that might originate in one room would travel quickly to others, and students must walk through one room to reach another. Lab stations and cabinetry are worn, delaminating and, in some cases, damaged or broken; and adjacent faculty offices are separated from the laboratories by half wall partitions so teachers are unable to meet privately with students or work in their offices without noise distractions. The college proposes to enclose the seven laboratories and eleven faculty offices on the third floor, approximately 13,500 assignable square feet, through the construction of walls and adding a drop ceiling. Some space will be converted to create a biology storage room, a general classroom, a properly vented chemical storage room, a lab prep room, and a storage room. General upgrade of the workstations will also be done as part of the remodeling.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Remodeling/Rehabilitation	\$ 2,538.4

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,903.8	\$ 634.6	\$ 2,538.4
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,903.8	\$ 634.6	\$ 2,538.4

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24. Illinois Valley Community College - Building C Classroom and Library Remodeling/Addition. This proposed project would complete needed remodeling resulting from space vacated by programs moving into the new Community Instructional Center Building (requested in a previous project and awaiting funding and construction) and includes additions to certain areas of the building. The college is in the process of developing and implementing plans for new occupational programs, in conjunction with local employers identified needs. These programmatic areas include associate degree programs in human services, graphic arts technology, and hospitality careers. The three major areas of the building which need modifications are: Jacobs library expansion, the biology lab will increase by one third its current space, the Academic Achievement Center will be relocated and enlarged, and additional faculty offices and a new classroom will be created. The additions would include approximately 19,467 new gross square feet and 31,482 remodeled gross square feet.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	1,504
Laboratories	2,473
Study	8,038
Support	<u>1,585</u>
 Total NASF	 13,600
Total GSF	19,467

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 5,312.3
Equipment	1,221.8
Remodeling/Rehabilitation	1,093.5
Planning	<u>688.3</u>
Total	\$ 8,315.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 6,236.9	\$ 2,079.0	\$ 8,315.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 6,236.9	\$ 2,079.0	\$ 8,315.9

25. Danville Area Community College - Addition /Remodeling of Mary Miller Center. The Mary Miller Center was constructed in 1971. Existing space has been in need of remodeling/updating for

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instructional programs and the mechanical and electrical systems need to be modernized for efficiency and expanded capacity for the demands placed on those systems. The plumbing system needs to be replaced and a fire protection system needs to be installed. This project is consistent with the college's master plan to modernize its entire campus which includes many buildings over 100 years old. A small component of the project is the addition of 3,600 gross square feet of classroom space with the remainder of the project to remodel existing space for instructional offerings, upgrade utilities, add bleachers, and construct a canopy over the west building entrance. The college has received prior approval to complete the lower-level remodeling of the Mary Miller Center to provide classroom space for the Allied Health program. These costs total \$678,000 and are included in this project and will be applied against the college's required 25 percent local match requirement.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	<u>3,000</u>
Total NASF	3,000
Total GSF	3,600

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 668.0
Utilities	35.5
Remodeling/Rehabilitation	1,417.1
Site Improvements	24.8
Planning	<u>334.2</u>
Total	\$ 2,479.6

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 2,368.2	\$ 111.4	\$ 2,479.6
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 2,368.2	\$ 111.4	\$ 2,479.6

26. Illinois Eastern Community Colleges (Olney Central College) - Applied Technology Center. The college proposes to build an Applied Technology Center to benefit the Associate Degree Nursing (AND), Licensed Practical Nursing (LPN), and Radiography programs. Current facilities

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lack proper lab space and x-ray machines. Over 50 percent of the students must go to a local hospital to practice patient positioning when the machines are not in use for real-life patient care. Patient positioning and experience in a realistic nursing setting are critical skills to possess if students are reasonably expected to be employable upon graduation.

The college proposes to build a one-story 5,916 gross square foot addition adjacent, but not connected, to Wattleworth Hall on the main campus. The new building would provide additional realistic lab settings for students, as well as an energized radiography laboratory. The college has adequate parking and considers any remodeling of space vacated by this project to be minor and to be done by the college after completion of the new addition.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	1,800
Laboratories	900
Offices	600
Support	<u>600</u>
 Total NASF	 3,900
Total GSF	5,916

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 1,424.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,068.0	\$ 356.0	\$ 1,424.0
Eligible Credits	<u>343.0</u>	<u>-343.0</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,411.0	\$ 13.0	\$ 1,424.0

27. Carl Sandburg College - Parking Lot Paving. Improvements to existing roadways and parking lots are necessary in order to restore them to their original operating condition. The improvements will provide a smooth and safe surface for students and faculty to access the college's facilities in pursuit of their educational objectives. The proposed project will make

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improvements on parking lots B, C, D, E, and the gravel lot at the Center for Manufacturing Excellence Building. Improvements to parking lot A are being made as part of the previously approved and funded Computer and Student Center project.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Site Improvements	\$ 533.5
Planning	<u>59.1</u>
Total	\$ 592.6

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 444.4	\$ 148.2	\$ 592.6
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 444.4	\$ 148.2	\$ 592.6

28. College of DuPage - Grounds and Retention Pond Improvements. The College of DuPage is a 284 acre site that serves Glen Ellyn and surrounding communities. As the college has grown to its current enrollment, the campus has gone through tremendous developmental phases. A number of things have occurred to the physical environment during these developmental phases. First, the number of needed parking spaces has skyrocketed affecting the storm water run off and water detention/retention and water quality. Second, new buildings reduce the amount of open space available for use and, third, landscape development of the existing open spaces has fallen behind the overall development of the campus. The college proposes improvements to the McAninich Arts Building pond area, the Boiler Room pond area, Building M pond, and Golden pond to address physical environment concerns.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Site Improvements	\$ 2,273.6
Planning	<u>189.4</u>
Total	\$ 2,463.0

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Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,846.8	\$ 616.2	\$ 2,463.0
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,846.8	\$ 616.2	\$ 2,463.0

29. Rend Lake College - Science and Nursing Building. The Allied Health Department has utilized a space in the existing Science Building since 1972. When the area was developed, it was intended to serve the practical nursing program. Since that time, the focus of the Allied Health Department has broadened to include other program areas. Emergency medical technician and nursing assistant instruction currently does not have adequate space available or allocated. The area is no longer adequate to meet the instructional needs of all Allied Health Department students. A building designed to meet the specific program needs within the Allied Health Department will greatly enhance the learning process for the students. The Allied Health Department serves a large number of students and impacts the health care arena in the communities served by Rend Lake College.

This project proposes to construct 39,628 gross square feet of new space. The proposed new facilities will provide the Allied Health Department with seven lecture classrooms, kitchenette facilities, three labs, medication preparation area, storage areas, a study lounge, and office space for existing staff and future staff expansion. The project also proposes to provide the Science Department with three lecture classrooms and nine laboratories (all multimedia equipped) and two storage rooms.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	12,090
Laboratories	13,620
Offices	1,794
Study	1,170
General Use	144
Support Facilities	<u>2,884</u>
 Total NASF	 31,702
Total GSF	39,628

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 6,144.7
Equipment	140.6
Utilities	375.6
Site Improvements	338.3
Planning	<u>718.0</u>
Total	\$ 7,717.2

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 5,787.9	\$ 1,929.3	\$ 7,717.2
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 5,787.9	\$ 1,929.3	\$ 7,717.2

30. Parkland College - Applied Technology Addition Since fiscal year 1989, enrollment in welding courses has increased 44 percent, construction management has increased 23 percent, and electronics course enrollments have increased to at least 400 annually since fiscal year 1997. Two new programs, Auto Collision Repair and Telecommunications, have been added to meet the needs of the community and students. To date, the district has accommodated this enrollment growth by housing classes in temporary structures or off-campus leased facilities. These programs and courses are not located near the other technical programs offered by the district, which reduces the educational benefits to students by limiting access to general education classes and student services, such as advising and career planning, which on-campus students do have available.

This project proposes to construct a 37,392 gross square feet of mostly new laboratory space. Additional parking, utilities, site improvements, furnishings, and equipment will be included as part of this project. Funding and completion of this project would replace 22,700 gross square feet of temporary space.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Laboratories	22,800
Unclassified	<u>4,000</u>
Total NASF	26,800
Total GSF	37,392

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 7,418.2
Equipment	1,820.0
Utilities	475.0
Site Improvements	235.0
Planning	<u>2,213.2</u>
Total	\$ 12,161.4

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 9,121.2	\$ 3,040.2	\$ 12,161.4
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 9,121.2	\$ 3,040.2	\$ 12,161.4

31. Joliet Junior College - City Center Construction. The existing City Center Campus is located in a five-story former hotel and was originally intended to serve only the Culinary Arts, Adult Education, and business assistance/economic development programs. The college's mission has evolved to developing a full service campus downtown. Existing space restricts the college from reaching its objective. The college has spent hundreds of thousands of dollars to remodel/upgrade the facility, but the building design does not permit efficient utilization for instructional purposes. More seriously, the building's structural, mechanical, and electrical systems are in a state of deterioration. The college is at the point where it must decide to invest millions of additional dollars to further upgrade the building or raze the existing building and construct more functional and appropriately designed space.

This project proposes to construct a 83,855 gross square foot building to replace the existing building. The existing building would be razed. The new facility would provide more appropriate classrooms, labs, and offices for expanding departments, as well as creating more appropriate instructional space.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	27,078
Laboratories	6,499
Offices	9,000
Special Use	5,700
General Use	2,000
Support Facilities	<u>2,900</u>
Total NASF	53,177
Total GSF	83,855

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 19,420.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 14,565.0	\$ 4,855.0	\$ 19,420.0
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 14,565.0	\$ 4,855.0	\$ 19,420.0

32. Elgin Community College - Health Careers Center According to national research assembled by the National Council for Occupational Education, 24 percent of the new programs nationwide fall into the health-related field. Health field related employment ranks in the top ten of occupational- related employers in the Elgin Community College district. Three hospitals in the district are a major employer that will need assistance in meeting a growing health care need as baby boomers grow older. Currently, enrollment growth in health-related programs at the college is limited without the ability to provide more appropriate instructional space for health-related programs, such as nursing; surgical technology; dental hygiene; basic nursing assistant; clinical laboratory technology; dental assisting; and related office, storage, meeting room spaces, as well as student gathering and resource areas; and a computer lab.

This project proposes to build a two-story Health Careers Center which would provide an additional 53, 575 gross square feet of space to house all student and support services. This centralization and consolidation of services will be a significant improvement for students and visitors, as well as creating a new front door to the college.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	7,920
Laboratories	18,450
Offices	4,368
Study	1,440
Other General Use	720
Support Facilities	<u>400</u>
 Total NASF	 33,298
Total GSF	53,575

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 12,731.4
Equipment	1,066.1
Utilities	617.9
Site Improvements	<u>320.4</u>
 Total	 \$ 14,735.8

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 11,051.8	\$ 3,684.0	\$ 14,735.8
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 11,051.8	\$ 3,684.0	\$ 14,735.8

33. Lake Land College - Agriculture Industry Center (Tech Building Phase III). The Lake Land campus was originally designed to serve a student body of approximately 2,200 FTE. It is presently serving over 3,000 FTE, and future indicators point to continued long-term growth. Technological and chemical innovations have spurred a great deal of change in the agriculture industry. These innovations can be seen through the advent of on-board computers in tractors and combines, precision farming utilizing global positioning satellite equipment and technology not to mention continuing research on hybrid crops, herbicides, and pesticides. Lake Land College's agricultural programs have gained a solid reputation and programs, such as horticulture, John Deere Ag Parts, John Deere Pro Parts Training, John Deere Pro Sales Training, Certified Crop

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Advisor Training, IFCA Custom Application Training, and Industry Sales Training, are all existing programs which require additional space to accommodate the enrollment growth and provide the type of classrooms that will be needed to properly educate future agriculture students.

A new Agriculture Industry Center building consisting of approximately 16,000 gross square feet will provide access to the technology needed to effectively implement the new programs proposed for this building. This project is phase III of a plan that complements previous requests for Phase I and Phase II technology building space additions (projects #8 and #12 on this capital list) and will provide permanent space to consolidate related programmatic areas of study into one facility, allowing sharing of instructional equipment and partnering between instructors. Further, it will also create a richer learning environment for students as they are presented with opportunities for interaction that are not currently available. This project would replace the 5,000 gross square foot temporary Ag Building currently on campus.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	4,200
Laboratories	1,100
General Use	4,900
Total NASF	10,200
Total GSF	16,000

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 3,076.7
Equipment	226.4
Utilities	27.7
Site Improvements	426.4
Planning	<u>374.3</u>
Total	\$ 4,131.5

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 3,098.6	\$ 1,032.9	\$ 4,131.5
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 3,098.6	\$ 1,032.9	\$ 4,131.5

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34. Lewis and Clark Community College - Edwardsville Glen Carbon Regional Industrial Training/Education Center Phase II. The college proposes to develop a full service branch campus on property recently transferred to the college by Southern Illinois University. The site has been known as the “historic N.O. Nelson site in Edwardsville”. The property includes seven existing buildings not currently suitable for instructional delivery. Phase I work is not included in this project request, but has been approved as a locally funded project. The costs of phase I work are included in the source of funding analysis below. Phase I work includes remodeling 7,334 gross square feet of space in building 197 and construct one new 14,114 gross square foot building. The college received ICCB approval on August 28, 2001, to proceed with Phase I work with a \$5.1 million budget. Since Phase I and II are integral components to creating the Regional Industrial Training/Education Center (formerly N.O. Nelson site) in Edwardsville, this Phase II project funding recommendation recognizes the local funds spent on the Phase I portion as local match to be applied toward the Phase II project’s 25 percent match requirement.

The phase II portion of the full service branch campus development now being proposed would provide suitable space for student life areas (food service, commons area, bookstore, receiving, and maintenance); industrial training areas (machine shop, lab, welding, and CNC lab); corporate and community education for corporate seminars and continuing education; and the business office. This project would remodel six of the seven historic buildings (approximately 50,000 gross square feet) and adds approximately 9,400 gross square feet of new loft space in these buildings. The proposed project also includes a restructured roadway entrance, new parking areas, and additional site lighting and security cameras. The district received partial funding in the form of a \$6,500,000 appropriation in fiscal year 2003 for this project and that payment is reflected in the budget analysis for this project..

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Equipment	\$ 2,000.0
Remodeling/Rehabilitation	<u>9,650.0</u>
 Total	 \$ 11,650.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Total Regional Industrial Training/Education Center	\$ 12,562.5	\$ 4,187.5	\$ 16,750.0
Phase I Local Project	<u>(1,500.0)</u>	<u>(3,600.0)</u>	<u>(5,100.0)</u>
Total of Phase II Work	\$11,062.5	\$587.5	\$11,650.0
Prior Year’s Appropriations	(6,500.0)	-0-	(6,500.0)
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 4,562.5	\$ 587.5	\$ 5,150.0

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35. Morton College - Parking Lots, Roadways, and Walkway Replacement. The asphalt pavement for parking areas and roadways, concrete curbing surrounding parking areas and planting areas, much dating back to 1975, is greatly deteriorated, cracked, and settling which has made it dangerous to walk in many areas. The water drainage system has deteriorated and leaves water standing in the parking lots and roadways. Manholes have failed and parking lot lighting and fixtures are rusting and in need of replacement. Lighting levels are not adequate by today's standards and poses a safety concern. This project would make site improvements to all parking lots and roadways, all concrete walkways, and provide 47 new parking spaces at the northeast corner of the site. The college plans to submit a request to the ICCB for approval of a protection, health, and safety tax levy over the next several years to obtain local funds to meet its required 25 percent local match on this project.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Site Improvements	\$ 6,234.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 4,676.2	\$ 1,558.70	\$ 6,234.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 4,676.2	\$ 1,558.70	\$ 6,234.9

36. College of Lake County - Grayslake Campus Classroom. The population of Lake County grew 25 percent (128,000 persons) between 1990 and 2000. Lake County ranks third in total population growth over the past decade. According to the Northeastern Illinois Planning Commission, total Lake County population will rise from a current 644,356 to 806,788 by the year 2020. The Grayslake campus serves the entire Lake County area, but more than half of the projected growth is expected to occur in the four municipalities surrounding the Grayslake campus. A new classroom building on the main campus will provide much needed additional space to house the growing number of classes offered. The college continues to enhance current academic offerings and continually develops new academic courses and disciplines, as well as new career programs to meet the changing educational needs of the community. These programs have contributed to the overall enrollment growth.

The proposed building will provide an additional 99,945 gross square feet of space, including classrooms, computer labs, support space, and meeting space. The project will also include related equipment, utility work and site improvements such as sidewalks, roadways, additional parking, landscaping, and lighting. This project would eliminate the need to lease 41,585 gross square feet of temporary space.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	40,000
Laboratories	15,000
Offices	4,050
General Use	3,000
Support	<u>2,300</u>
 Total NASF	 64,350
Total GSF	99,945

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 23,407.7
Equipment	1,652.7
Utilities	378.9
Site Improvements	<u>3,475.6</u>
 Total	 \$ 28,914.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 21,686.2	\$ 7,228.7	\$ 28,914.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 21,686.2	\$ 7,228.7	\$ 28,914.9

37. Illinois Eastern Community Colleges-Wabash Valley College - Technology/Student Support Expansion and Renovation to Main Hall. Wabash Valley has outgrown its Main Hall building. Wabash Valley serves over 2,000 students per semester with limited classroom and lab space. Technology and student support needs drive the rationale for this project. The current structures are limited in their adaptability to more modern technology. The Main Hall on campus was constructed in 1965. Classrooms have been converted for computers and certain technology, but the space is barely adequate. The classrooms lack connectivity, appropriate lighting, and adequate AC power source. This project proposes to replace 10,736 gross square feet of temporary space with a two story 20,000 gross square foot building on the main campus which would allow more technology capable instruction to be delivered and provide appropriate space for student support areas. Some existing space in the main hall would also be remodeled.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	2,500
Laboratories	2,700
Offices	1,200
Other General Use	<u>8,300</u>
 Total NASF	 14,700
Total GSF	21,008

The proposed budget (in thousands) for this project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 5,397.1
Remodeling/Rehabilitation	<u>414.0</u>
 Total	 \$ 5,811.1

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Total Costs	\$ 4,358.3	\$ 1,452.8	\$ 5,811.1
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 4,358.3	\$ 1,452.8	\$ 5,811.1

38. McHenry County College - Satellite Facility. A January 2001 study by Legat Architects entitled "Planning for the New Millennium" provides useful information on current space utilization and needs for additional space. One recommendation of the report was for the local board of trustees to consider serving the community college district through satellite sites and distance learning. Selected programs at the college are confined by current space restrictions. These include occupational programs with strong community support and need and a high demand Computer Information System program. Professional continuing education could extend its outreach to new audiences at a strategically located satellite facility. The college could also establish better community partners both in the public and business/industry sectors.

This project proposes to provide 53,438 gross square feet of new space in a yet to be determined location within the district, but off the main campus. The new satellite facility would serve Business and Technology programs and provide space to create a CISCO Training Center, classrooms, office space, and work space.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	13,900
Laboratories	7,700
Offices	8,500
Other General Use	<u>2,900</u>
 Total NASF	 33,000
Total GSF	53,438

The proposed budget (in thousands) for this project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 12,139.2
Land	207.0
Equipment	<u>257.5</u>
 Total	 \$ 12,603.7

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Total Costs	\$ 9,452.8	\$ 3,150.9	\$ 12,603.7
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 9,452.8	\$ 3,150.9	\$ 12,603.7

39. City Colleges of Chicago-Malcom X College - Mechanical Systems. Malcom X College is a three-story steel and glass 541,575 gross square foot structure that is almost 30 years old. The lifespan of a mechanical system is generally 20 to 25 years. The current heating, ventilation, and air conditioning system is inefficient and expensive to maintain and repair. The college must have an environment that is conducive for successful teaching and administrative productivity. The replacement of the mechanical systems will provide effective and efficient circulatory distribution of clean air, air conditioning, and heating and is vital for the college to carry out its mission.

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Remodeling and Rehabilitation	\$ 21,456.3

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 16,092.2	\$ 5,364.1	\$ 21,456.3
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 16,092.2	\$ 5,364.1	\$ 21,456.3

40. Oakton Community College - Addition/Remodeling Des Plaines Campus. The college commissioned a study of its facilities and a report was presented to the local college board of trustees in February 2000. The ideas that were presented continue to refine and improve the Phase II recommendations of the previous ten-year master plan. Instructional programs are in need of additional space where dedication to one or a few related disciplines is the norm. New classrooms would be provided in this project. Facilities were adequate when the campus first opened, but are now crowded and cramped. Areas such as registration and records, the cashiers office, and bookstore have barely changed since the original construction resulting in long lines for service. This project proposes to remodel approximately 85,000 of the existing 128,160 gross square feet of space and construct a new 33,844 gross square foot structure. It also includes some sidewalk, roadway, and lighting work.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	5,400
Laboratories	8,600
Offices	1,800
Special Use	1,600
Other General Use	<u>3,000</u>
 Total NASF	 20,400
Total GSF	33,844

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 8,856.4
Equipment	2,041.0
Utilities	154.0
Remodeling/Rehabilitation	14,780.9
Site Improvements	408.0
Planning	<u>1,358.9</u>
 Total	 \$ 27,599.2

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 20,699.4	\$ 6,899.8	\$ 27,599.2
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 20,699.4	\$ 6,899.8	\$ 27,599.2

41. Triton - Installation of Backflow Preventors. Triton College's campus is comprised of nineteen buildings. During original construction of these buildings, backflow preventors were not installed between the building and outside water pipes. The lack of these preventors could cause contamination of outside water sources if inside building contamination were to occur and the contaminants were to flow back into the outside water source. This is an issue that the Village of River Grove has requested the college remedy. This project proposes to retrofit those backflow preventors in such a way that they may be checked and maintained periodically.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Utilities	\$ 1,387.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,040.9	\$ 347.0	\$ 1,387.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,040.9	\$ 347.0	\$ 1,387.9

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42. Shawnee - Cairo Regional Education Center. The district currently offers instructional opportunities out of the Cairo High School and space in the Regional Superintendent of Schools Adult Education Facility in the Cairo region. This space is limited to evening classes since those facilities are otherwise in use during the day. Current arrangements do not allow the district to expand course offerings or facilitate on-going training with business and industry.

This project proposes to construct one story 4,680 gross square foot building on land already owned by the district adjacent to Cairo High School. The construction of these classrooms and office space will enable the college to offer much needed daytime instruction, provide the quality education students need to succeed in college, and enhance the college's ability to ensure necessary programs are in place to provide a trained workforce that meets the needs of the community.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	1,400
Laboratories	800
Offices	300
Other General Use	<u>390</u>
 Total NASF	 2,890
Total GSF	4,680

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 1,151.0
Site Improvements	<u>389.0</u>
 Total	 \$ 1,540.0

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 1,155.0	\$ 385.0	\$ 1,540.0
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 1,155.0	\$ 385.0	\$ 1,540.0

43. Southwestern - Academic Building w/ Bookstore. The district currently uses modular buildings originally intended for temporary use as instructional space. These temporary buildings were not designed to be permanent structures, provide substandard instructional space, and are not adequate

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to support classroom instruction. The removal of temporary classroom buildings as well as the addition of a new academic building with a bookstore are both components of the master plan for the Belleville campus.

This project proposes to construct a 40,000 gross square foot building on the main campus to serve as classroom space, a bookstore, and office and support space for faculty and staff. The project would include additional parking area, an asphalt roadway, site lighting, and landscaping. Completion of this project would allow the district to demolish and take out of service the temporary buildings on campus.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	8,000
Offices	2,100
Other General Use	<u>12,000</u>
 Total NASF	 22,100
Total GSF	40,000

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 6,618.3
Equipment	766.2
Utilities	477.6
Site Improvements	3,727.7
Planning	<u>1,872.7</u>
 Total	 \$ 13,462.5

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 10,096.9	\$ 3,365.6	\$ 13,462.5
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 10,096.9	\$ 3,365.6	\$ 13,462.5

44. Danville - Clock Tower Center & Ornamental Horticulture Rehab/Remodeling. The Clock Tower Center was constructed in the early 1900's with portions of the building remodeled in the last

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few years. Approximately 32,500 gross square feet of classroom and instructors' office space still requires remodeling. Basic infrastructure needs to be rehabilitated including wiring, fire protection, and heating and ventilation mechanical units. The Ornamental Horticulture Building is over thirty years old and has never been rehabilitated. Approximately 11,500 gross square feet of space needs to be remodeled. Electrical, fire protection, heating and ventilation, piping modifications need to be made as well as greenhouse improvements.

This project proposes to make improvements to these two buildings to improve the learning/working environment.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Remodeling/Rehabilitation	2,358.6
Site Improvements	42.2
Planning	<u>428.1</u>
 Total	 \$ 2,828.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 2,121.7	\$ 707.2	\$ 2,828.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 2,121.7	\$ 707.2	\$ 2,828.9

45. Richland Community College - Community Education Center and Infrastructure Connection. Decatur is a community that has a significant population of citizens who have not attained a high school degree. In a community that has a workforce population of approximately 50,000 it also has a population of over 25,000 18 to 45 year olds who do not have a high school degree. This includes a growing English as a Second language group. However, on campus facilities provide only a single classroom for adult education classes. This project proposes the construction of a 42,961 gross square foot single story steel and masonry building on the main campus with additional parking and a connecting roadway from the Mound Road intersection.

This project also proposes to construct a masonry and glass structure extending from the front entrance to the drop off zone that will clearly denote a main entrance to the college and better direct first time students and the community as they use the campus facilities.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	5,100
Laboratory	11,975
Offices	1,860
Study	1,450
Special Use	2,450
General Use	1,550
Support	<u>2,400</u>
 Total NASF	 26,785
Total GSF	42,961

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 10,312.1
Equipment	423.0
Remodeling/Rehabilitation	80.0
Utilities	200.0
Site Improvements	1,553.6
Planning	<u>203.4</u>
Total	\$ 12,772.1

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 9,579.1	\$ 3,193.0	\$ 12,772.1
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 9,579.1	\$ 3,193.0	\$ 12,772.1

46. Moraine Valley Community College - Rehab/Remodeling of Buildings A,B,G, & L. Buildings A, B, G, & L were each built between 1971 and 1977 and represent the first permanent structures on the Moraine Valley Community College campus. These facilities were originally constructed utilizing an "Open Plan" concept to allow for maximum flexibility. Over time however, this concept has proven unsuccessful and permanent interior partitions were built in an effort to improve the existing functional capabilities of the spaces. Because the build out occurred over many years and the original infrastructure does not necessarily support the desired programmatic configurations, the buildings require significant remodeling and rehabilitation in order to provide functional and

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comfortable instructional and support spaces that fully comply with current code requirements and best practices. The buildings mechanical systems have also outlived their useful lives and require replacement.

This project proposes to remodel library space, science labs and allied health areas, classrooms and computer labs as well as rehabilitate the mechanical and fire protection systems, plumbing, ceilings and lights in approximately 346,000 gross square feet of Buildings A, B, G, & L.

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Equipment	\$ 855.8
Remodeling/Rehabilitation	28,743.3
Site Improvements	<u>258.8</u>
Total	\$ 29,857.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 22,393.4	\$ 7,464.5	\$ 29,857.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 22,393.4	\$ 7,464.5	\$ 29,857.9

47. Kaskaskia College - Vandalia Education Center. Kaskaskia College is dedicated to promoting life-long learning and is committed to providing educational opportunities and occupational job skills training to all residents of the district. The district proposes to construct the Vandalia Education Center that would provide space for seminar rooms, labs (training, health and science, technology), distance learning rooms, multi purpose classrooms, bookstore, enrollment center, faculty offices, and a student canteen area. This proposed facility would provide citizens of Fayette and Bond counties with an opportunity for high quality educational services for workforce training and enhancement, as well as comprehensive student services, offered in the Vandalia area. The current facility serving that area is fully utilized and has reached maximum capacity in course offerings experiencing an enrollment growth from 179 students in the fall 1999 to 560 students in fall 2002 (313 percent increase).

This project proposes to construct a 28,682 gross square foot one story structure at a new location in Vandalia. The project would include parking, sidewalks and lighting, an open floor plan, new utilities to serve agriculture, business, computer science, health services, human services, continuing education, leadership, engineering, technical and arts and sciences programs.

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The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	10,800
Laboratories	3,750
Offices	1,000
Support Facilities	<u>3,860</u>
 Total NASF	 19,410
Total GSF	28,682

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 7,369.7
Land	600.0
Equipment	200.0
Utilities	150.0
Site Improvements	<u>300.0</u>
 Total	 \$ 8,619.7

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 4,871.8	\$ 3,747.9	\$ 8,619.7
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Year Recomm.	\$ 4,871.8	\$ 3,747.9	\$ 8,619.7

48. Lake Land College - Learning Resource Center. The existing learning resource center occupies approximately half of the 1971 constructed building in which it resides. This space is inadequate for the number of patrons that utilize the library and its services. The building's design was innovative for the period in which it was constructed but is not conducive to quiet study areas typically found in a library. The proposed new construction will address two building deficiencies: noise and space. The existing open environment, round shape, abundance of concrete surfaces, and high ceilings make it extremely noisy when filled with students. A new facility would provide quiet study rooms for individuals and groups, classrooms for library instruction, a workroom for the interlibrary loan program, audio/visual listening rooms, conference and office space, a small auditorium and additional room for library volumes. The existing library has not been able to use all of the building in which it resides due to instructional program demands for additional classroom space.

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This project proposes to construct a 100,000 gross square foot multi-story structure on the main campus. The initial design calls for over half of the new structure to serve as the library. The proposed project would include an additional parking area, landscaping and sidewalks, plumbing additions and modifications, additional heating, ventilation, and air conditioning capacity and addition of appropriate electrical service.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	6,000
Laboratories	3,000
Offices	8,000
Study	47,000
General Use	<u>6,000</u>
 Total NASF	 70,000
Total GSF	100,000

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 20,529.3
Equipment	5,611.7
Utilities	205.9
Site Improvements	857.7
Planning	<u>2,415.3</u>
Total	\$ 29,619.9

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 22,214.9	\$ 7,405.0	\$ 29,619.9
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Request	\$ 22,214.9	\$ 7,405.0	\$ 29,619.9

49. College of Lake County - Classroom Building (Southlake Center). The district needs to expand the Southlake Educational Center in Vernon Hills to address the current shortage of space in that area for instruction, student services, support services, and administrative functions. The existing center consisting of two computer labs, two distance learning rooms, and eight classrooms opened in 1999 and has seen enrollment grow from 174 to 900 within a year. The population of

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the southeast and southwest quadrants of the district grew by more than 30,000 residents (16 percent) during the ten-year period between 1990 and 2000. The existing center is operating at full capacity, and the growing resident population cannot be served unless more space is available for more instructional offerings.

This project proposes to construct a 53,753 gross square foot structure to house nineteen general use classrooms, ten computer labs, twelve staff and faculty offices, one science lab, one educational technology area, one storage space and one general assembly space. The proposed project includes plumbing modifications, extension of existing electrical service, security and fire alarms, and computer systems, sidewalks, roadways, parking lot, landscaping, light fixtures, and equipment for the new building. The space vacated in the existing structure will either be razed or remodeled using local funds.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	18,500
Laboratories	11,200
Offices	1,900
General Use	1,750
Support Facilities	<u>900</u>
Total NASF	34,250
Total GSF	53,753

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 12,871.1
Equipment	1,378.9
Utilities	969.0
Site Improvements	<u>2,108.1</u>
Total	\$ 17,327.1

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 12,995.3	\$ 4,331.8	\$ 17,327.1
Eligible Credits	<u>-0-</u>	<u>-0-</u>	<u>-0-</u>
Current Request	\$ 12,995.3	\$ 4,331.8	\$ 17,327.1

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50. Rock Valley Community College - Classroom Building III. The district's facility master plan includes the construction of a classroom III building to address increasing enrollments, district growth, the need for technology and connectivity to high schools, partnering opportunities with Northern Illinois University and other baccalaureate institutions, and expansion of instructional programming to increase the economic base of the region. The district's population growing by 50,000 residents from 1990 to 2000. This has resulted in enrollment increases in both credit generating and non credit generating enrollments. A technology infrastructure has been developed to provide the capability for connectivity to high schools and students enrolled in dual credit programs. Classrooms designed in this proposed structure to offer dual credit instruction to the high school student in the high school would make the infrastructure more valuable and the possibilities more realistic.

This project proposes to construct a free standing three story 56,816 gross square foot structure to be located to the northeast of the existing classroom building. The proposed building would provide space for university center growth, high school partnerships, general science program growth, technology program growth, student study space, faculty offices, and storage. This project includes additional parking, lighting, sidewalks, landscaping, and the extension of electrical service and plumbing to the new building, fire protection service, fire alarm, and computer systems.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	19,400
Laboratories	11,000
Offices	3,480
Study	2,000
Support Facilities	<u>300</u>
 Total NASF	 36,180
Total GSF	56,816

The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 13,142.9
Equipment	657.8
Utilities	527.8
Site Improvements	<u>1,248.4</u>
 Total	 \$ 15,576.9

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Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 11,682.6	\$ 3,894.3	\$ 15,576.9
Eligible Credits	-0-	-0-	-0-
Current Request	\$ 11,682.6	\$ 3,894.3	\$ 15,576.9

51. South Suburban College - Allied Health Addition. The district's enrollment trends display a dramatic increase in allied health and nursing with over 25% of the total student population choosing career pathways in these fields. The district has added classes and utilized creative scheduling strategies for optimal room utilization in an attempt to serve these students. However, even with these efforts the district had a waiting list of over 200 students in the fall 2002 for the nursing program. Fifty students were on a waiting list for the radiological technology program and over 1,000 students were on waiting lists for classes in general. In addition to increased demand and enrollments in these areas, recent changes in the field of teacher education in Illinois and throughout the nation have added additional responsibilities for community colleges. Community colleges are to be a key provider of an education program of coursework and training for paraprofessionals in the K-12 environment to meet requirements of the federal "No Child Left Behind" legislation. The following described proposed facility would provide additional classroom and laboratory space for allied health and education majors who will have immediate job placement opportunities within the district, accessible child care to allow students with educational goals to attain those goals at South Suburban College, and a teaching environment and observation space for the educational enhancement of students in the teacher education program.

This project proposes to construct a 130,000 gross square foot building on the south end of the main building. The new addition will accommodate nursing, licensed practical nursing, radiology, occupational therapy, pharmacy technician, medical transcription, phlebotomy, medical assistant, medical records, coding specialist and an expanded child care space.

The scope of the project is:

<u>Room Use Category</u>	<u>NASF</u>
Classrooms	46,920
Laboratories	21,480
Offices	3,800
General Use	9,100
 Total NASF	 81,300
Total GSF	129,357

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The proposed budget (in thousands) for the project is:

<u>Budget Category</u>	<u>Current Request</u>
Buildings, Additions, Structures	\$ 33,575.1

Sources of funding:

	<u>State Funds</u>	<u>Local Funds</u>	<u>Total Funds</u>
Current Request	\$ 25,181.3	\$ 8,393.8	\$ 33,575.1
Eligible Credits	<u>2,220.2</u>	<u>(2,220.2)</u>	<u>-0-</u>
Current Request	\$ 27,401.5	\$ 6,173.6	\$ 33,575.1

Illinois Community College Board

**FISCAL YEAR 2005
ADULT EDUCATION AND FAMILY LITERACY
SYSTEM OPERATING BUDGET REQUEST**

ICCB staff have analyzed current funding needs for Adult Education and Family Literacy and now recommend a fiscal year 2005 operating budget of \$39.9 million (see Table 1). This is an increase in state resources of \$5.7 million or 16.6 percent from fiscal year 2004. This recommendation is based upon multiple considerations, including (1) the need to continue to expand the Adult Education and Family Literacy services at a manageable rate, (2) the current need of the multiple providers of Adult Education and Family Literacy and 3) an increase in the number of units of instruction in Adult Education of over 17 percent. This fiscal year request will place Adult Education funding at the level achieved prior to significant budget reductions in fiscal year 2003.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. approves the fiscal year 2005 Adult Education and Family Literacy System Operating Budget Request for grants to approved adult education providers administered by the ICCB as presented in the attached Table 1:
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocation based upon information received subsequent to approval of this budget request.

BACKGROUND. Pledge Three of the *Promise for Illinois: Illinois Community College System Strategic Plan* “Expanded Adult Education” and the combined Vision and Goals Statement for Adult Education and Family Literacy adopted by the Illinois Adult Education and Family Literacy Council provide the basis for the development of the fiscal year 2005 budget request for Adult Education and Family Literacy. The *Promise* contains guiding principles that state that Illinois community colleges will develop strategies and obtain resources to support actions such as:

- Assure adequate, stable flexible resources which promote and enable program growth and innovation for all adult education students
- Build a strong, multi-provider delivery system that is responsive to multiple learning needs of adults

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- Develop adult education programs that focus on outcomes and offer a variety of methods to meet diverse and changing learner needs
- Ensure a professionally competent and committed adult education staff through high quality staff development
- Support full and authentic relationships with business, industry, and community agencies
- reduce barriers to access and increase accessibility to programs through technology and workplace/community locations

The Visions and Goals for Adult Education and Family Literacy combines the “*Adult Education Ten Year Vision and Three Year Goals*”, the “*Learn to Earn: Taking Illinois into the 21st Century with New Literacy Policy*” and the “*Proposed Work Plan for Implementing the Literacy Action Agenda*”, and reflects the work of the Adult Education Advisory Council, the Illinois Adult Continuing Educators Association, and ICCB staff. It also provides recommendations for funding support for adult education programs in Illinois. Several facts follow:

- Higher levels of literacy in reading, writing, and mathematics are assumed for employment that pays a self-sufficient wage and are necessary to position an individual for further advancement.
- Economic and demographic changes are increasing the need for basic education and English as a Second Language. Illinois is projected to experience the 5th largest of the states net international migration gain of one million people between 1995-2025. Most will need ESL. Yet, opportunities for ESL education are not sufficient to meet the level of need of limited English proficient adults in Illinois.
- Many of the 107 adult education programs in Illinois have experienced a decline in staffing to the point that some programs no longer employ any full-time staff and others continue to expand their use of part-time instructional and support staffs.
- Data systems need to be updated to reduce duplication, provide accountability, assess learner performance outcomes, and provide expanded learner demographics.
- Many programs have waiting lists for classes or cannot locate classroom space to offer classes requested because they cannot afford instructors or classroom/computer lab costs.
- Adult education needs to incorporate technology advances and on-line learning as an instructional delivery system. It is suggested that there is a substantial, undocumented population of adults who may be interested in studying for the GED in the privacy of their own homes. *GED Illinois* which is in its pilot stage, is on-line learning which will expand instructions and also enhance in-class instruction. Resources are needed to continue the project through completion and implementation.

Investing in adult education and literacy programs can pay dividends for the individual, society, and future generations. There is a growing need for trained, highly literate workers to provide Illinois with a competitive advantage in the global marketplace. Increased literacy levels contribute to new and improved employment opportunities, better health, a greater sense of civic responsibility, and improved quality of life.

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Table 1

FISCAL YEAR 2005

ADULT EDUCATION AND FAMILY LITERACY SYSTEM OPERATING BUDGET

<u>Adult Education and Family Literacy Grants</u>	<u>FY 2004 Final Appropriation</u>	<u>FY 2005 ICCB Request</u>	<i>Difference from FY 2004</i>	<i>Percent Difference</i>
Basic Grants	\$ 15,829,600	\$ 19,099,300	\$ 3,269,700	20.7%
Public Assistance Grants	\$ 7,922,100	\$ 8,159,700	\$ 237,600	3.0%
Performance Grants	\$ 10,491,800	\$ 12,659,000	\$ 2,167,200	20.7%
Total State Resources	<u>\$ 34,243,500</u>	<u>\$ 39,918,000</u>	<u>\$ 5,674,500</u>	<u>16.6%</u>
Federal Grants	\$ 28,997,300	\$ 29,867,200	\$ 869,900	3.0%
Total	<u>\$ 63,240,800</u>	<u>\$ 69,785,200</u>	<u>\$ 6,544,400</u>	<u>10.3%</u>

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**FISCAL YEAR 2005 COMMUNITY COLLEGE CAREER AND TECHNICAL
EDUCATION SYSTEM OPERATING BUDGET REQUEST**

ICCB staff have analyzed current funding needs for Career and Technical Education and recommend a fiscal year 2005 operating budget of \$12.3 million (see Table 1). This is an increase in state resources of \$0.4 million or 3.0 percent from fiscal year 2004. This recommendation includes grants to colleges and universities.

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

- a. approves the fiscal year 2005 Community College Career and Technical Education System Operating Budget request for grants to community colleges as presented in the attached Table 1;
- b. authorizes the submission of the request to the Illinois Board of Higher Education; and
- c. authorizes its President/CEO, with concurrence of the Chair, to make necessary adjustments and reallocation based upon information received subsequent to approval of this budget request.

BACKGROUND. In fiscal year 2003, the ICCB assumed administrative responsibility, previously carried out by the Illinois State Board of Education (ISBE), for certain aspects of postsecondary career and technical education programs and the funds to support them. This is currently being accomplished by a contractual agreement.

Grants to Colleges and Universities. These various grants reimburse colleges and universities for costs associated with providing career and technical education courses and provides support to programs with various equipment, curriculum, and other instructional needs.

Federal Perkins III Funds. Historically, the Perkins Act provides direction and funding from the federal level to support continuous improvement in vocational, career and technical education, including Tech Prep. ISBE is designated as the sole state agency in Illinois to receive Perkins funds. The Act specifies how the state's Perkins allocation is to be distributed: 85 percent distributed by formula to local programs, 10 percent for state leadership, and 5 percent for state administration. Of the 85 percent of the funds that go to local programs, 60 percent goes to secondary programs and 40 percent to postsecondary programs.

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Table 1

FISCAL YEAR 2005 CAREER AND TECHNICAL EDUCATION SYSTEM OPERATING BUDGET

	<u>FY 2004</u> Final <u>Appropriation</u>	<u>FY 2005</u> ICCB <u>Request</u>	<i>Difference</i> <i>from</i> <u>FY 2004</u>	<i>Percent</i> <i>Difference</i>
Grants to Colleges & Universities	\$ 11,911,695	\$ 12,269,000	\$ 357,305	3.0%
Total State Resources	<u>\$ 11,911,695</u>	<u>\$ 12,269,000</u>	<u>\$ 357,305</u>	<u>3.0%</u>
Federal Perkins III Grant	\$ 17,120,000	\$ 17,633,600	\$ 513,600	3.0%
Total	<u>\$ 29,031,695</u>	<u>\$ 29,902,600</u>	<u>\$ 870,905</u>	<u>3.0%</u>

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**STUDENT ENROLLMENTS AND COMPLETIONS
IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2003**

The externally attached annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 2003 data for students as provided by the colleges at the close of the fiscal year. For comparison with past enrollments and completions, summary data for the four previous fiscal years (1999-2003) are also presented. Detailed tables comparing fiscal year 2002 and fiscal year 2003 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. Additionally, the report contains information on the characteristics of students participating in noncredit courses. The following background material includes highlights from the report.

BACKGROUND. Annual student enrollment and completion (A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for students who graduate but are not officially enrolled during the fiscal year. As in last year's report, completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded but will be provided in the 2004 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 2003 is the fifth year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course specific information on the wide range of noncredit instruction the colleges provide. Between fiscal years 1994 and 1998, only aggregate noncredit enrollment data were gathered through the use of a yearly survey. For fiscal year 2003 the N1 was exclusively used for noncredit data.

Overview of Student Enrollments

- ▶ The Illinois community college system recorded a total of 970,574 students in credit and noncredit courses in fiscal year 2003, an increase of 2.6 percent since fiscal year 2002.
- ▶ Credit-generating students accounted for 71.4 percent of the overall fiscal year 2003 headcount.
- ▶ During fiscal year 2003, the 48 public community colleges in Illinois enrolled 693,285 students in instructional credit courses. This is an increase of 2.5 percent from the previous year. The full-time equivalent (FTE) enrollment was 238,894, an increase of 4.7 percent since fiscal year 2002.
- ▶ Statewide, 27,322 noncredit course sections were conducted during fiscal year 2003.
- ▶ For fiscal years 2002 to 2003, the number of individuals receiving instruction through noncredit course offerings increased 3.0 percent to 277,289 students.

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- ▶ Statewide, 34,400 students of the 970,574, enrolled in both credit and noncredit courses during fiscal year 2003 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

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

- ▶ Females comprised 56.0 percent of the fiscal year 2003 student population enrolled in credit-generating programs.
- ▶ Representation of minority (non-white) students remained unchanged from 2002 at 35.9 percent. Black student representation rose slightly from the previous year to 14.4 percent. Representation of Hispanic students decreased slightly (16.0 percent) as did Asian representation (4.5 percent). Foreign/non-resident alien participation remained virtually unchanged at 0.7 percent.
- ▶ The median age of credit-generating students was 26.5 during fiscal year 2003, slightly younger than the previous year. Likewise, the average age decreased slightly to 31.0 years.
- ▶ Baccalaureate/transfer remained the largest credit instructional program area enrolling 37.3 percent of fiscal year 2003 Illinois community college system students. Enrollments in baccalaureate/transfer programs increased 5.6 percent from last year.
- ▶ Statewide, occupational credit program enrollments accounted for more than one-quarter of all credit students (27.0 percent). Enrollments in occupational programs increased 2.9 percent from the previous year.
- ▶ Although 37.2 percent of the fiscal year 2002 credit student population was enrolled in the baccalaureate/transfer area, only 28.9 percent of all students indicated an intent to transfer.
- ▶ Students enrolled in adult education courses in community colleges comprised 19.0 percent of the credit generating students. Enrollment in adult education decreased by 1.8 percent over fiscal year 2002.
- ▶ Of the students in adult education, nearly 59 percent were enrolled in English as a Second Language (ESL) courses. This is up from 56.1 percent in fiscal year 2002
- ▶ More than one-half (54.7 percent) of the fiscal year 2003 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college with a focus on taking courses instead of degree or certificate completion decreased by 1.7 percent over last year.

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- ▶ About three out of four credit students attended on a part-time basis during both the fall (71.8 percent) and spring (73.4 percent) semesters in fiscal year 2003.
- ▶ Over 17 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 37,720 who earned a bachelor's degree or higher which is an increase of 2,942 over last year.
- ▶ Illinois community college students were enrolled in 7,166,821 credit hours throughout fiscal year 2003 and earned 76.5 percent of those hours.
- ▶ Accumulated credit hours were available for 69.0 percent of the fiscal year 2003 student population. Nearly one-third (32.5 percent) had accumulated 30 or more college-level hours (sophomore level).
- ▶ Cumulative grade point average data were reported for nearly two-thirds (65.6 percent) of the fiscal year 2003 students. Over 46 percent (46.4) held an A-B average.

Noncredit Enrollments. Noncredit courses are not eligible for state credit hour reimbursement grants and include those designed for and funded by special groups such as a specific business or industry as well as those offered for social and personal development for the general public. Noncredit course enrollment figures in the report for fiscal year 2003 come from the Noncredit Course Enrollment Data submission (N1).

- ▶ Fiscal year 2003 unduplicated noncredit headcount increased 3.0 percent over last year. However, the duplicated headcount or "seat count" was 2.8 percent lower than the previous year.
- ▶ Reasons for the recent declines in noncredit activity and participation vary by locality. Part of the reason for these declines may be traced to the economy. The state and national economy has been in a recessionary period over the last two years. Some individuals and businesses have fewer discretionary funds and are searching for ways to cut their expenses. Additionally, selected colleges may still be encountering some resistance from participants in noncredit courses about providing complete information. Likewise, noncredit coursework is offered by multiple entities within each college and some parts of the college may not have begun collecting the necessary information and are therefore missing from the counts in fiscal year 2003. Records were not added to the noncredit database unless category of activity information was supplied – business/industry contract; professional/vocational development; personal/social development; and youth programs. Overall, the noncredit database is a movement toward more stringent and detailed reporting.
- ▶ Female students accounted for 56.1 percent of 2003 noncredit enrollments for which gender data were reported.
- ▶ Minority students accounted for one-quarter of the individuals enrolled in noncredit programs who supplied racial/ethnic data.

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- ▶ Just under one-half of the noncredit students were 40 years of age or above based on the individuals who supplied this information.
- ▶ Fifty-five percent of the noncredit offerings (duplicated) were in the personal and social development category of activity. Nearly 30 percent of the noncredit coursework was dedicated to developing workplace skills: professional/vocational (18.7 percent) and business and industry contractual training (10.6 percent). The remaining 15.5 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, etc.).
- ▶ Across all categories of activity, seven programs (two-digit CIP) had over 7,000 noncredit students enrolled. These seven program areas accounted for approximately 68.1 percent of the students enrolled in noncredit courses where CIP data were reported. About 40 percent of these enrollments were in work related programs: business management (18.5 percent), transportation workers (12.0 percent), health professions (5.7 percent) and computer information systems (3.9 percent).
- ▶ Instructional site information shows that 61.5 percent of the noncredit courses offered in 2003 were held on main college campuses.

Overview of Student Completions

- ▶ A total of 45,329 collegiate-level degrees and certificates were awarded to students at Illinois community colleges in fiscal year 2003, 16.4 percent more than in fiscal year 2002.
- ▶ Nearly 13,600 baccalaureate/transfer degrees were earned during the fiscal year. This was up 6.6 percent from a year ago. Baccalaureate/transfer degrees accounted for 30.0 percent of all completions.
- ▶ Approximately 68 percent of all fiscal year 2003 collegiate degrees and certificates were earned through completion of occupational programs.
- ▶ Students successfully completed 30,854 occupational degrees and certificates in Illinois community colleges during fiscal year 2003, a 21.6 percent increase from the previous year.
- ▶ Approximately 27.6 percent of the occupational degrees and certificates awarded in fiscal year 2003 were associate in applied science degrees.
- ▶ Females accounted for 57.7 percent of all completions during fiscal year 2003. A similar proportion was reflected in the occupational program areas. In the baccalaureate/transfer programs females accounted for 60.9 percent of the completions.
- ▶ The largest number (8,216) of male completers of a specific degree or certificate was in the category of occupational certificates of less than one year program. However, the majority of those receiving these certificates (52.4 percent) were female.

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- ▶ Although small in number (93), the Associate in Engineering Science program had the highest proportion of male graduates (84.5 percent).
- ▶ Minority students earned nearly 29 percent of the collegiate-level degrees and certificates granted in the Illinois community college system during fiscal year 2003. Black students achieved 14.8 percent, Hispanic students earned 8.1 percent, and Asians earned 5.0 percent of the degree and certificates.
- ▶ Minorities accounted for more than 18 percent of the total baccalaureate/transfer degree recipients. Black students accounted for 8.3 percent, 6.4 percent were Hispanic, and 3.2 percent were of Asian origin.
- ▶ A larger number of minority graduates was found in the occupational area (10,166) than in the baccalaureate/transfer area (2,507).
- ▶ Among the largest minority groups, Black students completed 3,048 more collegiate-level programs than Hispanic students.
- ▶ Approximately 13.2 percent of the students who were awarded degrees and certificates during fiscal year 2003 were less than 21 years of age. The age groups with the largest percentages of graduates were the 21 to 24 (31.5 percent), 25 to 30 (17.9 percent), and 40 to 55 year olds (17.6 percent).
- ▶ The proportion of occupational graduates increased as age advanced.
- ▶ Over 74 percent of the students who successfully completed baccalaureate/ transfer degrees in fiscal year 2003 indicated an intent to transfer to a four-year institution.
- ▶ Over 22 percent (22.6) of the fiscal year 2003 AAS degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

Community colleges as a whole experienced a substantial increase in completions (16.4 percent). Of the 45,329 completions during fiscal year 2003, 50.7 percent were associate degrees, and 49.3 percent were certificates. The incidence of more associate degrees being awarded than certificates has persisted over the past five fiscal years, despite the fact that by definition acquiring a certificate always involves a shorter program of study. However, additional efforts to encourage students to obtain the certificates they earn once they have completed the required coursework has benefitted students.

In an era of increased accountability, fully capturing and reporting graduates through the Annual Enrollment and Completion Submission (A1) is becoming increasingly important. At the same time, it is recognized that there are individuals served by community colleges who attend with an exclusive

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interest in completing particular courses to provide specific skills for success in their chosen field. Fiscal year 2003 data show that 54.7 percent of all students identify themselves as not pursuing a formal award. Nearly 37 percent of the occupational students reported attending to complete one or several courses. Yet, there are individuals attending community colleges who meet certificate and sometimes degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award. To promote student success, each achievement should be recognized as it is accomplished.

Systemwide during the remainder of the current fiscal year and into fiscal year 2005, community colleges are undertaking projects to develop, implement, or expand upon local computerized automated degree and certificate audit systems. Results of these systemwide efforts are expected to be most noticeable in fiscal year 2004. Computerized certificate and degree audits are useful in recognizing student accomplishments and helping students reach their goals. The implementation of automated degree audits has an up-front cost and requires an ongoing commitment to keep the system updated as degree and certificate requirements change frequently and the permitted electives tend to be extensive. Investing in processes that promote student success and student outcomes are a priority for community colleges.

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

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