

Illinois Community College Board

355th Meeting Agenda and Materials



October 14-15

Parkland College
D Building, Room D-244
Champaign, IL

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Agenda
355th Meeting of the
Illinois Community College Board
Parkland College
D Building, Room D-244
Champaign, Illinois
October 14-15, 2004
9:00 a.m.

October 14, 2004

3:30 p.m. - Strategic Planning Committee Meeting D-270 (Second Floor)

October 15, 2004

8:00 a.m. - Adult Education Committee Meeting D-270 (Second Floor)

8:00 a.m. - Budget and Finance Committee Meeting D-187 (First Floor)

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9:00 a.m. - Board Membership Meeting

- | | | |
|-----|--|---|
| 1. | Roll Call and Declaration of Quorum | - |
| 2. | Announcements and Remarks by Guy H. Alongi, Chair | - |
| 3. | Remarks by Zelema Harris, President
Parkland College | - |
| 4. | Recognition of A. James Berkel for his Service as a
Member of the Illinois Community College Board | - |
| 5. | Recognition of Advisory Organizations for their
Service to the Illinois Community College Board | |
| 5.1 | Jake Rendleman for his Service as
President of the Illinois Community College
Trustees Association during fiscal year 2004 | - |
| 5.2 | Terry Ludwig for his Service as President
of the Illinois Community College Presidents
Council during fiscal year 2004 | - |
| 5.3 | Ellen Lindeen for her Service as President of
the Faculty Association during fiscal year 2004 | - |
| 6. | Awards for Excellence Presentations | |
| 6.1 | Learning-Centered Instruction | - |
| 6.2 | Workforce Development | - |

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7.2	Budget and Finance Committee	–
8.	President/CEO Report	–
9.	Advisory Organizations	
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9.2	Illinois Community College Faculty Association	–
9.3	Student Advisory Committee	–
9.4	Illinois Community College Trustees Association	–
9.5	Adult Education and Family Literacy Advisory Council	–
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14.	Presentation from the Illinois Community College System Foundation	–

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15.1 Fiscal Year 2004 Financial Statements (Final Expenditures)	–
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16. Other Business	–
17. Adjournment	

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UNAPPROVED
Agenda
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Illinois Community College Board

Minutes of the 354th Meeting of the
Illinois Community College Board
September 17, 2004
Illinois Community College Board Office
Lincoln Land Community College Campus
Workforce Center Classrooms 2 & 3
2450 Foundation Drive
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Guy Alongi, Marjorie Cole, Christopher Denton, Marikay Hegarty, Suzanne Morris, Rudolph Papa, and Judith Rake. Lurna Godwin and Hermene Hartman were absent.

Item #2 - Remarks by Guy H. Alongi, Chair

Chairman Alongi asked members of the Board to sign their ICCB time sheets set before them today and return them to Joyce Chilton before meeting adjournment.

Prior to October 8, 2004, members are to complete the ethics training program online as mandated by the Governor's Office. Upon completion, please print out a certificate and submit it to ICCB Director for Human Resources Sarah Aughenbaugh.

The next meeting of the ICCB is scheduled to be held at Parkland College in Champaign on October 15.

Mr. Mike Monaghan was congratulated on his appointment as the next Executive Director of the Illinois Community College Trustees Association. Chairman Alongi thanked Dr. Gary Davis for his services as the outgoing Executive Director of the Association on December 31, 2004.

Dr. Jon Astroth is the new president of the Illinois Council of Community College Presidents. Chairman Alongi thanked Dr. Terry Ludwig for his past service as president of the Council.

Rev. Albert Tyson is the new president of the Illinois Community College Trustees Association. Chairman Alongi thanked Mr. Jake Rendleman for his past service as president of the Association.

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Chairman Alongi reported that a death in his immediate family requires his presence in southern Illinois this evening, and he plans to return home immediately following the meeting.

Mr. Randy Barnette was welcomed as ICCB Vice President for External Affairs.

Item #3 - Remarks by Geoffrey S. Obrzut, President/CEO

President Obrzut congratulated Mr. Mike Monaghan as the next Executive Director of the Illinois Community College Trustees Association. Dr. Gary Davis was commended for his leadership of the Trustees Association for the past several years.

Also congratulated were Dr. Jon Astroth as the new president of the Presidents Council, Rev. Albert Tyson as the new president of the Trustees Association, and Mr. Christopher Denton was welcomed as the new Student Member of the Illinois Community College Board.

Randy Barnette was welcomed to the staff of the ICCB and commended for his work to date on behalf of the Illinois Community College System.

Dr. Dan LaVista, former Executive Director of the Illinois Board of Higher Education resigned on August 15, 2005 to accept a position as the CEO of the State of Virginia's Board of Higher Education. Dr. Tom Lamont is serving as Interim Executive Director of the IBHE.

Brenda Holmes retired as the Governor's Deputy Chief of Staff for Education to accept an appointment to the Illinois State Board of Education.

Mr. Obrzut has visited 26 of the 39 community college districts. Board members are welcome to join Geoff on any of his remaining visits.

The Equalization Task Force meetings are proceeding positively. The next meeting is scheduled for Tuesday, September 21, 2004. Brenda Albright was commended for her role as facilitator of the task force.

Brief comments were made on the progress of the Recommendations of the Adult Education and Family Literacy Funding Study Task Force. A staff update and recommendation for Board action are on today's agenda.

This week the National Center for Public Policy and Higher Education delivered the *State-by-State Report Card for Higher Education for 2004*. In Mr. Obrzut's comments, he reported that Illinois higher education has maintained its rank in the top tier of the states.

The Governor's Office has requested the ICCB's top three priorities with a short explanation of each. The three priorities to be submitted are: 1) resolve the equalization grant issue, 2) transfer

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the GED administration authority and adequate funds to the ICCB, and 3) develop more programs in the Associate of Arts in Teaching degree, especially to adhere to the directive given in House Resolution 845 sponsored by Representative McCarthy.

IBHE Chairman Kaplan called Chairman Alongi regarding minority transfer centers. On October 18, a meeting will be held to discuss these centers.

Item #4 - Recommendations of the Illinois Adult Education and Family Literacy Funding Study Task Force

Geoff Obrzut and Sarah Hawker provided detailed information on the success of the task force and highlighted key elements within the recommendations. Commended for their contributions to the task force were ICCB members Judith Rake and James Berkel, ICCB CFO Don Wilske and his staff, and ICCB Senior Director for Adult Education and Family Literacy Jennifer Foster and her staff. Senator Miguel DelValle was also commended for his work and cooperation with the task force.

Judith Rake made the following motion, which was seconded by Rudolph Papa:

The Illinois Community College Board hereby adopts the principles and recommendations of the Adult Education and Family Literacy Funding Study Task Force, including the following modifications, and directs the ICCB staff to implement these recommendations consistent with applicable state and federal legislation beginning in fiscal year 2006.

With the approval of the tri-chairs of the Task Force, the following changes to the previous recommendations are made:

1. the proposed funding framework will be reviewed three years, rather than five years, after implementation to examine trends and results, and
2. within the units of instruction in the base funding component of the funding framework, units of instruction categorized as vocational instruction will be weighted at 1.50.

In addition, two points contained in the Report and Recommendations are reemphasized:

1. there will be a 5 percent cap on the amount that any program can be reduced during the three-year period leading to the review of the framework, and

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2. the Task Force, providers, ICCB staff, and the ICCB strongly recommend that continued and persistent efforts be made to increase the amount of funds available to provide Adult Education and Family Literacy services in the State of Illinois.

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

Item #5 - Community College Baccalaureate Degrees

Chairman Alongi reported his concerns with the offering of baccalaureate degrees by Illinois community colleges as proposed by William Rainey Harper College. Chairman Alongi urges the passage of the following resolution which directs the Board to oppose any legislation until a task force has an opportunity to study this issue at length and make a recommendation to the Board.

Rudy Papa made the following motion, which was seconded by Marjorie Cole:

The Illinois Community College Board hereby opposes any changes to Illinois State Statutes allowing community colleges to offer baccalaureate degrees until a comprehensive evaluation of issues leading to such proposals and solutions to those issues is conducted. It further directs the President/CEO of the Illinois Community College Board to work with the Executive Director of the Illinois Board of Higher Education in conducting such an evaluation.

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

Item #6 - Legislative update

Geoff Obrzut reported on issues affecting the Illinois Community College System.

Randy Barnette briefed the Board on his personal background experience.

Mr. Barnette reported on his legislative duties and responsibilities for the Illinois Community College Board. The Board received a 2004 Spring State Legislative Session Report for the Illinois Community College Board as prepared by Legislative Consultant Bridget Dougherty.

Item #7 - Consent Agenda

Chairman Alongi asked that Item #7.4 - Certification of Eligibility for Special Tax Levy (Chapter 122, Paragraph 3-14.3) be deferred until the October 15, 2004 meeting.

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

Item #7.1 - Minutes of the June 18, 2004 Meeting

The Illinois Community College Board hereby approves the minutes of the June 18, 2004 meeting.

Item #7.2 - 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

Frontier Community College

- Electrical Distribution Systems Certificate (31 semester credit hours)

Illinois Central College

- Therapeutic Massage Certificate (37.5 semester credit hours)

Kankakee Community College

- Paraprofessional Educator A.A.S. degree (62 semester credit hours)
- Paraprofessional Educator Certificate (31 semester credit hours)
- Desktop Publishing A.A.S. degree (64 semester credit hours)
- Desktop Publishing Certificate (31 semester credit hours)

Lake Land College

- Esthetics Certificate (37 semester credit hours)

Lincoln Land Community College

- Commercial Electrical Maintenance A.A.S. degree (64 semester credit hours)
- Medical Coding Specialist Certificate (39 semester credit hours)

Lincoln Trail College

- Medical Assistant Certificate (36 semester credit hours)

John A. Logan College

- Auto Collision Technology A.A.S. degree (66 semester credit hours)

Prairie State College

- Fitness and Exercise A.A.S. degree (64 semester credit hours)

Rend Lake College

- Secondary Mathematics A.A.T. degree (63 semester credit hours)

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Sauk Valley Community College

- Paraprofessional Educator A.A.S. degree (64 semester credit hours)
- Advanced Early Childhood Education Certificate (32 semester credit hours)

Shawnee Community College

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

Triton College

- Secondary Mathematics A.A.T. degree (64 semester credit hours)

Harry S. Truman College

- Secondary Mathematics A.A.T. degree (62-65 semester credit hours)

John Wood Community College

- Animal Science A.A.S. degree (64 semester credit hours)

Item #7.3 - Proposed Illinois Community College Board Rules Concerning Reporting Requirements (Final Approval)

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

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.201 Reporting Requirements

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

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

- January 1 - construction project status reports [see Section 1501.607(a)]
- January 31 - certificate of tax levy [see Section 1501.510(j)]
 - **construction project status reports [see Section 1501.607(a)]**
 - fiscal year-to-date unaudited uniform financial reporting system data [see Section 1501.510(i)]
- February 15 - spring semester enrollment survey [see Section 1501.406(a)]
- May 30 - occupational follow-up study data for specified curricula [see Section 1501.406(c)]

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

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- December 1 - annual financial statements and notice of publication [see Section 1501.506]
- **underrepresented groups grant report [see Section 1501.406(d) and 1501.508(d)]**

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

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

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

SUBPART D: STUDENTS

Section 1501.406 Reporting Requirements

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

- a) Basic characteristics, including sex, date of birth, ethnic classification, and instructional area of enrollment, of each student enrolled in all courses offered for credit during each term within the following schedule:
 - 1) Students enrolled as of the end of regular registration during the fall term shall be reported on or before October 1 of that year.
 - 2) Students enrolled and/or completing a certificate or degree program during the fiscal year shall be reported on or before August 1.
- b) Student headcount and full-time equivalent enrollments as of the end of regular registration for fall and spring/winter term within the following schedule:
 - 1) Fall Term: On or before October 1
 - 2) Winter Quarter: On or before February 15
 - 3) Spring Semester: On or before February 15
- c) Colleges shall conduct a follow-up study of all students who completed specified occupational/career curricula during the previous fiscal year and shall report the

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results of this study on or before May 30 of that year in a format prescribed by the ICCB. Curricula to be included in the study will be specified in the ICCB Occupational Follow-up Study Manual.

- d) An annual report on underrepresented groups submitted on or before ~~September~~ **± December 1.**
- e) An annual ~~report on noncredit course enrollment activities submitted~~ **data submission (N1)** on or before July **15.**
- f) **An annual report on summer graduates (for the Integrated Postsecondary Educational Data System Graduation Rate Survey) submitted on or before November 1.**
- g) **An annual report of Student Identification information submitted on or before September 1.**

SUBPART E: FINANCE

Section 1501.501 Definition of Terms

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

an annual financial report, which includes a statement of revenues and expenditures along with other basic financial data; and

an annual program report, which provides a narrative description of programs offered, goals of the district, and student and staff data.

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

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

Capital Renewal Grants. Capital renewal grants are State grants allocated proportionally to each community college district based on the latest fall on-campus nonresidential gross square feet of facilities as reported to the ICCB. Such grants are to be utilized for miscellaneous capital improvements such as rehabilitation, remodeling, improvement, and

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repair; architect/engineer services; supplies, fixed equipment, and materials; and all other expenses required to complete the work.

Lincoln's Challenge Scholarship Grants. The Lincoln's Challenge Program is administered by the Illinois Department of Military Affairs. Upon successful completion of that program, students qualify for a scholarship to a community college. The Lincoln's Challenge Scholarship Grant is a special appropriation received by the ICCB from the Governor and the General Assembly. These scholarships provide an opportunity for graduates of Lincoln's Challenge to transition easily into higher education by enrolling in one of the ~~39~~ **40** public community college districts in which the student resides. The scholarship grants can be used to cover the cost of education that includes tuition, books, fees, and required educational supplies.

Residency - Applicability-Verification of Status. As part of verification that its credit hours are eligible to receive ICCB grants, each community college district shall **submit its adopt** a process for verifying the residency status of its students ~~and shall file a description of this process with~~ **to** the ICCB **each year with its certification of credit hours in accordance with 110 ILCS 805/2-16.02 as part of the annual external audit** ~~by July 1, 1990~~. The process shall include the methods for verifying residency as defined in the general provisions, special State provisions, and district provisions of this subsection. Each district shall file descriptions of any revisions to its process with the ICCB prior to their implementation.

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

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

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

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

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

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

federal job corps workers stationed in the district;

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

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

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

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

federal job corps workers stationed in Illinois;

members of the armed services stationed in Illinois;

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

employed full time in Illinois.

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

Special Initiatives Activities. Special initiatives activities are defined each year in a request for proposal process. All colleges will have the opportunity to apply for funds to conduct such approved special initiatives activities. Special initiatives activities are based upon criteria as specified in terms outlined in a grant agreement between the college and the ICCB.

Section 1501.503 Audits

a) External Audits.

1) ~~Two~~ **Three** copies of the annual external audit shall be submitted to the ICCB on or before October 15, following the close of the fiscal year. If the audit cannot be completed by this date, the district may submit a request

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for extension of time to the President/CEO before October 1, following the close of the fiscal year. This request shall be accompanied by an explanation of the circumstances which cause the report to be delayed along with an estimated date for submission.

- 2) Each audit report shall contain financial statements composed of the funds established in Section 1501.511, a comment on internal control, a comment on basis of accounting, uniform financial statements prepared using the modified accrual basis of accounting, a certificate of chargeback verification and a state grant compliance section which shall include a schedule of enrollment data, a verification of enrollment data, a description of the process for verifying residency status, a schedule of the district equalized assessed valuation, schedules for the restricted/special initiative grants distributed by the ICCB and received by the district in the manner and format established by the ICCB, and a schedule of federal financial assistance and related reports as prescribed by the federal Office of Management and Budget.

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

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

- d) Upon completion of the external audit, the district shall reconcile its audited expenditures to the fiscal year audited uniform financial reporting system data. The reconciliation shall be submitted on forms provided by the ICCB.**

Section 1501.510 Reporting Requirements

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

- a) Fiscal year-to date unaudited uniform financial reporting system data by July 31 for the period July 1 - June 30 of the previous fiscal year.
- b) Resource allocation and management planning (RAMP) data by July 1 of each year.
- c) **Construction in progress Square footage and acreage (facility information) by are due August 1 of each fiscal year.**
- d) Unit cost data **in a format prescribed by the ICCB** for the previous fiscal year by September 1 following the end of that fiscal year.
- e) A survey of local budget and tax extensions and collections by September 1 of each year.
- ef) **F3, F6, B3, and R3 facilities data submission to report existing space in use for educational purposes at the end of the fiscal year (June 30) by September 1 following the end of the fiscal year.**
- fg) Annual fiscal year audited uniform financial reporting system data **and an audit/ fiscal year audited uniform financial reporting system data reconciliation statement** by October 15 following the end of the previous fiscal year.
- gh) ~~An~~ **Audit/Unit Cost Reconciliation Statement(s)** by October 15 of each year.
- hi) Fiscal year-to-date unaudited uniform financial reporting system data by January 31 for the period July 1 - December 31.
- ij) Certificate of Tax Levy by January 31 of each year.

SUBPART F: CAPITAL PROJECTS

Section 1501.602 Approval of Capital Projects

- a) Notwithstanding any provision to the contrary [see subsection b and Section 1501.604(b)], requests for approval of capital projects shall be submitted to the ICCB on the forms prescribed by the ICCB.
- b) A project requiring the expenditure of state or local funds for purchase, construction, remodeling, or rehabilitation of physical facilities at a primary or secondary site shall have prior ICCB approval, except the following:
 - 1) locally funded projects that meet the definition of a maintenance project as defined in ICCB Rule 1501.601, or
 - 2) locally funded projects that result in no change in room use, or
 - 3) locally funded projects for which the total estimated cost is less than \$250,000.
- c) **An updated** District Site and Construction Master Plan shall be filed with the ICCB by July 1 of the year in which the district undergoes its recognition evaluation ~~January 1, 1991~~. The purpose of the plan is to apprise the ICCB of possible primary site new construction and secondary site acquisition/construction plans for the next five ~~three~~ years throughout the district. The plan should be updated, as needed, to ensure that any project submitted for approval has been reflected in the district plan on file with the ICCB at least two months prior to submission of the project. Any primary site new construction or secondary site acquisition/construction projects must be reflected in the plan in order to receive consideration for approval. The plan, at a minimum, shall consist of a map of the district showing the location of all facilities owned by the district or leased for a period exceeding five years and a narrative describing the district's:
 - 1) Current permanent facilities where additions are planned.
 - 2) General plans for future site acquisition or acquisition/construction of permanent facilities either on the primary site or secondary sites. The location may be identified in terms of the general geographic area within the district.
 - 3) Proposed schedule for acquiring additional sites, constructing additions to existing facilities, or acquiring/constructing new permanent facilities.
 - 4) The intended use of all proposed site acquisitions and facility acquisition/construction.

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- d) The authority to approve locally funded projects is delegated to the President/CEO of the ICCB, who shall in turn report such actions to the ICCB.

Section 1501.603 State-Funded Capital Projects

- f) Construction Standards. The ~~following~~ standards listed in this subsection shall be applied in the design and construction of facilities.
- 1) Building Efficiency. Campus wide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
 - 2) Facilities Codes. All construction, remodeling, and rehabilitation of facilities shall be in compliance with the following standards:
 - A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:
 - i) ~~International Uniform Building Code (International Conference of Building Officials, Whittier, California, 1988) or BOCA Basic/National Building Code, 1987 Edition (Building Officials and Code Administrators International, Inc., 2003 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).~~
 - ii B) ~~International BOCA Basic/National Mechanical Code, 1987 Edition (Building Officials and Code Administrators International, Inc., 2003 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).~~
 - iii C) National Electrical Code, (NFPA 70, 2002 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471 ,1988).
 - iv National Fire Protection Association 101, Life Safety Code, 2003 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471.

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- v ASHRAE Standard 90.1-2001, Energy Standard for Buildings Except Low-Rise Residential Buildings, 2001 Edition (American Society of Heating, Refrigeration, Air Conditioning Engineers, 1791 Tullie Circle, Atlanta, Georgia 30329).

- B) Illinois administrative rules that are referenced in this Part are:
 - i ~~D~~) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - ii E) Illinois Accessibility Code (71 Ill. Adm. Code 400).
 - iii F) Fire Prevention and Safety (41 Ill. Adm. Code 100).

- ~~G) National Fire Protection Association 101 Life Safety Code (National Fire Protection Association, Quincy, Massachusetts, 1988).~~

- ~~H) ASHRAE 90-80 Energy Conservation in New Building Design (American Society of Heating, Refrigeration, Air Conditioning Engineers, Atlanta, Georgia, 1980).~~

- C F) Any local building codes that may be more restrictive than the code listed above.

- 3) State of Illinois Building Related Requirements. To assist the architect in determining which codes might be applicable to a project, the Capital Development Board (CDB) Division of Building Codes and Regulations has assembled a Directory of Illinois Building Related Requirements that lists all the statutory requirements relative to State construction. It also includes a table of primary codes/standards/specifications for State of Illinois building requirements. This directory is available from the CDB Division of Building Codes and Regulations website (www.ibc.state.il.us) or by calling (217) 557-7500.

Section 1501.607 Reporting Requirements

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

- a) Progress reports (as of December 31) of all construction projects by January 31 of each year.

- b) Course resource data (**S6 and S7 data**) showing the facilities used by each course offered for credit during the fall term within thirty (30) days after the end of the term.

Facility identifiers, building identifiers, and room identifiers reported in the course resource data should match identifiers that will be reported in the F3, F6, B3, and R3 records at the end of the current fiscal year.

- c) An inventory of its facilities and an update of this inventory annually **by September 1 immediately following the end of the fiscal year** ~~as of the fall term within sixty (60) days after the end of the fall term.~~ **Such facilities data (F3, F6, B3, and R3 records) shall be submitted in the format designated by the ICCB and shall represent existing facilities in service at June 30 of the fiscal year just ended.**

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

Item #8 - Information Item

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

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

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As the ICCB representative on the Midwestern Higher Education Commission, Judith Rake reported she plans to attend the Commission meeting on September 30 in Chicago. She will also attend the national MHEC meeting on November 18-19.

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Item #9 - Work Session

Geoffrey Obrzut provided highlights on each of the following issues as he introduced staff for additional reporting to the Board.

Mandatory Ethics Training. Sarah Aughenbaugh reported the Board is required to take the mandatory Ethics Training online as required by the Office of the Governor. When completed, print off a certificate and send to her in the ICCB Office. Ms. Aughenbaugh reported on Executive Order No. 5, which is the State Officials and Employees Ethics Act. The ethics training plan will be completed annually.

Strategic Plan Process. Virginia McMillan provided background information on development of the current ICCB strategic plan, *Promise for Illinois*, and highlighted the seven pledges. In May 2004, the Board appointed a committee to review and update the strategic plan. It was proposed that staff will first review the plan for suggested changes, and on October 14 staff will present a draft at the first meeting of the Board's review committee. The committee's recommendation will be presented for full Board action on October 15, 2004.

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October 15, 2004

Baccalaureate Opportunities Update. Virginia McMillan briefed the Board on a planned study of Illinois community colleges offering of baccalaureate degrees. This study is a result of actions taken by William Rainey Harper College. At the Board's direction in May 2004, the staff has been conducting basic research to review broader issues rather than considering specific issues as proposed by William Rainey Harper College. The staff has completed necessary research and is now ready to appoint a systemwide review committee. On September 11, 2004, the Trustees Association proposed a resolution supporting this Board's action to form a committee to study the baccalaureate degree issues. Ms. McMillan distributed a paper identifying the proposed charge of the committee. With permission from the Board, representatives from community colleges would be invited to serve on this committee. The committee membership would be presented for Board approval on October 15, 2004. Rudolph Papa made a motion, which was seconded by Marikay Hegarty, to form a systemwide committee to study the baccalaureate degree process. The motion was approved by unanimous voice vote. Student advisory vote: yes.

Equalization Task Force Update. Don Wilske provided an update on the progress of the Equalization Task Force meetings. The next meeting of the Task Force is scheduled for Tuesday, September 21. There is concern that the issue cannot be resolved without additional resources. Efforts are being made to develop a lasting solution to the issue.

International Education Update. Virginia McMillan reported on the Board's past endorsement of a plan for international education.

The Board also received background information on the ICCB activities and involvement with China and on her recent trip to China as a part of a delegation from Heartland Community College.

The ICCB's International Education initiative is at risk due to budget constraints. Ms. McMillan requested Board direction on the continuation of the International Education initiative. The initiative can move forward within a budget range of \$25,000. The Community College System Foundation will be approached and will investigate some other external resources. Chairman Alongi recommended the Board seek the Foundation's assistance in subsidizing this program for one or two years until the current State of Illinois financial constraint can be determined. Chairman Alongi also recommended that a meeting be scheduled with the Executive Director of the Community College System Foundation.

Board members requested that the Executive Director be invited to the October 15, 2004 ICCB meeting to make a presentation to the Board. New ICCB members do not have much knowledge of the purpose and involvement of the Illinois Community College System Foundation.

Fiscal Year 2006 Budget Process. Don Wilske provided an update on the fiscal year 2006 budget process. The Board received a tentative schedule of time lines for the fiscal year 2006 budget development process.

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Item #10 - Executive Session

At 10:10 a.m., Suzanne Morris made a motion, which was seconded by Judith Rake, to go into executive session for the purpose of discussing personnel issues. The motion was approved by roll call vote. Voting aye were Marjorie Cole, Marikay Hegarty, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. Student advisory vote: Yes. There were no dissenting votes.

At 10:40 a.m. Suzanne Morris made a motion to return to open session and was seconded by Judith Rake. The motion was approved by roll call vote. Voting aye were Marjorie Cole, Marikay Hegarty, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. Student advisory vote: Yes. There were no dissenting votes.

Rudolph Papa made a motion, which was seconded by Suzanne Morris, to approve a change in the ICCB staff fringe benefit package which will include eight set holidays, four floating holidays, and three personal days. The package will mirror the Illinois Board of Higher Education's fringe benefit package. The motion was approved by roll call vote. Voting aye were Marjorie Cole, Marikay Hegarty, Suzanne Morris, Rudolph Papa, Judith Rake, and Guy Alongi. Student advisory vote: Yes. There were no dissenting votes.

Suzanne Morris made a motion, which was seconded by Judith Rake, to give a 3 percent across the board salary increase for ICCB employees retroactive to July 1, 2004, excluding the President/CEO and the Vice President for External Affairs. The motion was approved by roll call vote. Voting aye were Marjorie Cole, Marikay Hegarty, Suzanne Morris, Rudolph Papa, and Judith Rake. Guy Alongi voted present. Student advisory vote: Yes.

* * * * *

Chairman Alongi recommended, with Board concurrence, that future Board Work Sessions be returned to Business Session status as originally conducted. The Board will conduct an annual retreat to allow in-depth discussion opportunities. Additionally, effective with fiscal year 2006, business meetings will be scheduled on alternate months with the exception of May and June, thereby moving February meetings to March and October meetings to November. A revised calendar will be recommended for Board approval on October 15, 2004.

* * * * *

Item #11 - Adjournment

Marikay Hegarty made a motion, which was seconded by Judith Rake, to adjourn the meeting at 11:50 a.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

**REVISED ILLINOIS COMMUNITY COLLEGE BOARD
CALENDAR OF MEETINGS FOR FISCAL YEAR 2005 AND FISCAL YEAR 2006**

Beginning with the October 15, 2004 meeting, future ICCB meetings will be conducted as Business Meetings rather than split with Work Sessions.

Fiscal year 2006 calendar dates have been rescheduled to change the October 21, 2005, meeting date to November 18, 2005, and the February 17, 2006, meeting date to March 17, 2006.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the following fiscal year 2005 and fiscal year 2006 calendar of meetings.

Fiscal Year 2005

July 16, 2004	(Subject to Call)
September 17	9:00 a.m. - ICCB Office, Lincoln Land Community College, Springfield (Work Session)
October 15	9:00 a.m. - Parkland College, Champaign (Business Session)
December 3	(Subject to Call)
January 21, 2005	9:00 a.m. - ICCB Office, 401 E. Capitol, Springfield (Business Session)
February 18	9:00 a.m. - Southeastern Illinois College, Harrisburg (Business Session)
May 20	9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield (Business Session)
June 17	9:00 a.m. - Hyatt Regency McCormick Place, Chicago (Business Session)

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Fiscal Year 2006

July 15, 2005	(Subject to Call)
September 16	9:00 a.m. - ICCB Office, Lincoln Land Campus, Springfield (Business Session)
November 18	9:00 a.m. - Shawnee Community College, Ullin (Business Session)
December 2	(Subject to Call)
January 20, 2006	9:00 a.m. - ICCB Office, James R. Thompson Center, Chicago (Business Session)
March 17	9:00 a.m. - Lake Land College, Mattoon (Business Session)
May 19	9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield (Business Session)
*June	9:00 a.m. - (Day and location to be determined) (Business Session)

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

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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

Heartland Community College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)

Highland Community College

- ▶ Auto Body Repair A.A.S. degree (66 semester credit hours)

Illinois Central College

- ▶ CISCO Networking Specialist A.A.S. degree (68 semester credit hours)

John A. Logan College

- ▶ Interpreter Preparation A.A.S. degree (65 semester credit hours)

Lake Land College

- ▶ Paraprofessional Educator A.A.S. degree (66 semester credit hours)

Moraine Valley Community College

- ▶ Integrated Systems Technology A.A.S. degree (63 semester credit hours)

Rend Lake College

- ▶ Paraprofessional Educator A.A.S degree (64 semester credit hours)
- ▶ Paraprofessional Educator Certificate (31 semester credit hours)

BACKGROUND

Highland Community College is seeking approval to offer an Associate of Applied Science (A.A.S.) degree program in “Auto Body Repair”. This program will prepare individuals for employment in the automotive body repair industry. Graduates will be able to estimate damage, repair and refinish vehicle bodies and components damaged in collisions. The proposed degree program builds on the college’s existing certificate program to provide an educational ladder for certificate graduates or those individuals currently employed in the field. The degree curriculum

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consists of 15 semester credit hours of general education requirements, 46 semester credit hours of career and technical education requirements, and five (5) semester credit hours of work-based learning. Career and technical coursework includes introduction to auto body, painting equipment, frame and body alignment, auto body repair technology, glass, upholstery and trim, paint applications, damage analysis, auto electrical systems, and welding. The proposed program is accredited by the National Automotive Technology Education Foundation (NATEF) and will prepare students for the Automotive Service Excellence (ASE) certification exams in Mechanical and Electrical, Non-Structural Analysis/Damage Repair, Painting and Refinishing, Plastics and Adhesives, and Structural Analysis/Damage Repair. The college plans to use a simulation project for end of program assessment of students learning objectives. The performance will be evaluated by faculty ASE certified in the appropriate areas.

Statewide labor market information indicates the employment of “auto body technicians” is projected to grow faster than the average for all occupations. Local labor market information provided by the college supports the interest in and need for an associate’s degree in auto body repair. Projected employment growth within the college’s district is as fast as the statewide average. The college’s existing certificate program has experienced steady enrollments and completions during its operation. Graduates of the certificate program as well as students currently employed in the field are looking towards advancement opportunities that an educational ladder can expand. The college projects an enrollment of 12 full-time and 12 part-time students the first year, increasing to 15 full-time and 12 part-time students by the third year. The program will require one new part-time faculty, one existing full-time and two existing part-time faculty the first year. Costs of implementing this program will be approximately \$13,000 the first two years, and \$10,000 the third year. Higher first and second year costs reflect the upgrade to existing instructional materials.

Illinois Central College is seeking approval to offer a 68 semester credit hour “CISCO Networking Specialist” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as network technicians. The curriculum consists of 22 semester credit hours of general education requirements, 42 semester credit hours of career and technical education requirements, and three-four semester credit hours of related technical electives. Career and technical education coursework includes internetworking, LAN Communication, WAN Communication, routing, remote access, switching, CIT support, voice/data cabling, Windows server administration, and UNIX. The curriculum covers the CISCO Certified Network Associate (CCNA) academies I and II and will prepare students for the CCNA and CCNP (CISCO Certified Network Professional) certification exams. ICC is currently an approved CISCO Academy. The college plans to use a final project for end of program assessment of student learning objectives. The project will be evaluated by CISCO certified faculty.

Labor market information provided by the college is supportive of the need for a CISCO training program at the post-secondary level. Currently, there are local secondary institutions offering the first two CISCO courses to high school seniors, however there are no postsecondary institutions offering the remaining courses to complete the academy. In addition to articulation from high school to community college, ICC faculty have been working with faculty from the University of Illinois at

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Science Bachelor's degree. The college anticipates an enrollment of nine full-time and eight part-time students the first year, increasing to 30 full-time and 30 part-time students by the third year. The program will require two new part-time faculty and two existing full-time faculty the first year. Costs of implementing this program will be approximately \$6,000 the first year, \$14,500 the second year, and \$56,000 the third year. Higher second and third year costs reflect the movement of new part-time faculty to full-time faculty status.

John A. Logan College is seeking approval to offer a 65 semester credit hour "Interpreter Preparation" Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for advanced employment as American Sign Language (ASL) interpreters with a specific focus on interpreting in educational environments. The college currently offers an "Interpreter Certificate" program that prepares individuals for entry-level employment. The proposed degree curriculum consists of 21 semester credit hours of general education requirements, 41 semester credit hours of career and technical education coursework and 3 semester credit hours of required work-based learning. Career and technical coursework includes instruction in American Sign Language (ASL), nonverbal language, Deaf culture, interpreting, ASL linguistics, transliterating, and a related interpreting field experience. The curriculum meets the guidelines established by the Registry of Interpreters for the Deaf (RID) for interpreter preparation programs, and will prepare graduates for the certification exam offer by RID. Certification through RID, or another established interpretation entity, is required for licensure in Illinois. The college plans to assess student learning outcomes through the administration of a performance test based on existing certification exams.

Labor market information provided by the college supports the interest in and need for a degree program in sign language interpretation. Currently, the college's certificate program graduates approximately 10 students each year, many of which are looking to expand their career opportunities beyond the entry-level. Furthermore, RID recently announced changes to certification requirements that will require a two-year degree for interpreters by the year 2008. The college anticipates an enrollment in the degree program of ten full-time and two part-time students the first year. The program will require two existing full-time faculty and one existing part-time faculty the first year. No new costs will be incurred for the implementation of this program.

Moraine Valley Community College is seeking approval to offer a 63 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Integrated Systems Technology". This program will prepare individuals for entry-level employment as electrical and mechanical technicians found in manufacturing and chemical plants, industrial bakeries, material handling and automated warehouse environments. The curriculum consists of 18 semester credit hours of required general education coursework, and 42 semester credit hours of career and technical education coursework, and three semester credit hours of related career and technical electives. Career and technical coursework includes electricity and electronics, digital logic/solid state devices, industrial controls, advanced controls, introductory and advanced PLCs, mechanical systems, hydraulics, pneumatics, machine tools, machinery moving and setup, blueprint reading and threading, milling and grinding. The college plans to assess student learning through the accumulation of a portfolio that will be evaluated by program faculty and industry representatives on the program advisory committee.

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Labor market information provided by the college supports the interest in and need for a formalized training program in electrical and mechanical technology that crosses industry sectors. The college anticipates an enrollment of 10 full-time and 20 part-time students the first year. The program will require two existing full-time and four existing part-time faculty the first year. No new costs will be incurred for the implementation of this program. Equipment and curriculum development were funded through the receipt of a U.S. Department of Labor grant awarded to the college last 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 at the next available meeting of the Illinois Board of Higher Education.

Heartland Community College

- ▶ Paraprofessional Educator A.A.S. degree (64 semester credit hours)

Lake Land College

- ▶ Paraprofessional Educator A.A.S. degree (66 semester credit hours)

Rend Lake College

- ▶ Paraprofessional Educator A.A.S degree (64 semester credit hours)
- ▶ Paraprofessional Educator Certificate (31 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.

Harold Washington College

- ▶ Transit Management Certificate (15 semester credit hours)

Parkland College

- ▶ Massage Therapy Certificate (34 semester credit hours)

BACKGROUND

Harold Washington College, one of the City Colleges of Chicago, is seeking permanent approval to offer a 15 semester credit hour “Transit Management Certificate” program. The program was approved on a temporary basis June 1, 2001, for period of three years. This program prepares individuals for promotion or placement into supervisory/management positions within the Chicago Transit Authority. Program enrollments have exceeded the college’s original benchmarks and advancement for graduates has been 100 percent. The college has met its objectives by providing customized training for existing CTA employees that offers an educational ladder towards career advancement. The college plans to expand the program’s capacity to reach more CTA employees, and develop regular in class panel discussions with program graduates.

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Parkland College is seeking permanent approval to offer a 34 semester credit hour “Massage Therapy Certificate” program. The program was approved on a temporary basis September 21, 2001 for a period of three years. This program prepares individuals for entry-level employment and entrepreneurship in therapeutic massage. Program enrollments and completions have exceeded the college’s original benchmarks and pass rates on the National Board exam (NCMTB) have been 100%. The college has met its original program objectives and is now exploring offering this program to visually challenged students within the district. The college has also integrated anatomy and physiology into the applied massage therapy courses.

TEMPORARY PROGRAM APPROVAL

Danville Community College

- ▶ Fire Science Specialist (33 semester credit hours)
- ▶ Fire Science A.A.S. degree (65 semester credit hours)

Lewis & Clark Community College

- ▶ Exercise Science AAS (60 semester credit hours)

BACKGROUND

Danville Area Community College is seeking temporary approval to offer a 33 semester credit hour “Fire Science Specialist” certificate program, and a 61 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Fire Science” for a period of three years. The certificate program will prepare students for Fire Fighter I level certification through the Illinois State Fire Marshall. This curriculum consists of 33 semester credit hours of required career and technical coursework including emergency medical technology-basic (EMT-B) level training, techniques of fire fighting, fire prevention, fire management, tactics and strategies, fire apparatus, hazardous materials and fire instruction. The degree curriculum will build on the certificate program to include 15 semester credit hours of general education requirements, and an additional 12-13 semester credit hours of career and technical education coursework. Additional career and technical coursework includes fire service laws and regulations, advanced fire management, roadway extrication, and Spanish for fire fighters. The degree program will prepare students for Fire Fighter II level and Fire Officer I level certifications through the Illinois State Fire Marshall. The college plans to assess achievement of student learning outcomes through a performance test administered and evaluated by certified fire instruction personnel.

Labor market information provided by the college supports the need for a formalized training program within the college district for both entry-level, paid and non-paid (volunteer) fire fighters. Currently, there are no other community college’s offering fire fighting training in surrounding districts. The college anticipates an enrollment of 20 students the first year. Temporary approval is requested to meet the immediate need for training of non-paid (volunteer) fire fighters and to evaluate the continued long-term need of a degree program. *Permanent approval for this program will be considered at the end of a period of three years, based on program outcomes.*

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Lewis & Clark Community College is seeking temporary approval to offer a 60 semester credit hour “Exercise Science” Associate of Applied Science (A.A.S.) degree program for a period of three years. This program will prepare individuals for entry-level employment as personal trainers or fitness directors in exercise and fitness facilities or in private business. The curriculum consists of eighteen semester credit hours of required general education coursework, 40 semester credit hours of required career and technical coursework including work-based learning, and two semester credit hours of related career and technical electives. The career and technical education component of the curriculum includes instruction in exercise physiology, introductory biomechanics, fitness and conditioning, strength training and fitness, assessment and exercise prescription, exercise and health psychology, sports psychology, exercise for special populations, ethics, applied marketing, personal and community health and first aid. The college plans to assess achievement of student learning objectives through the required internship experience in an exercise and fitness environment.

Labor market information provided by the college supports the interest in and need for a formalized training program within the district. Currently, there are no other providers for exercise and fitness training in the college’s or surrounding districts. The college anticipates an enrollment of 12-15 students the first year. Temporary approval is required to meet the immediate needs of the community and to evaluate the long-term need for the program. *Permanent approval for this program will be considered at the end of a period of three years, 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:

Permanent Program Approval

Illinois Valley Community College

- ▶ Phlebotomy Certificate (10 semester credit hours)

Illinois Community College Board

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

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2004 or fiscal year 2005 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2004 or fiscal year 2005 and (2) had combined educational and operations and maintenance purposes tax rates less than 24.89 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 24.89 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
City Colleges of Chicago
Heartland Community College
Illinois Valley Community College
Kankakee Community College
Lake Land College
Moraine Valley Community College
Prairie State College
Carl Sandburg College
South Suburban College
Southwestern Illinois College
John Wood Community College

Agenda Item #10.4
October 15, 2004

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

District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	5.89¢	\$ 1,626,542
City Colleges of Chicago	22.50¢	2.39¢	\$ 10,832,462
Heartland	22.50¢	2.39¢	\$ 728,365
Illinois Valley	17.00¢	7.89¢	\$ 1,826,098
Kankakee	18.00¢	6.89¢	\$ 1,141,296
Lake Land	18.00¢	6.89¢	\$ 1,359,971
Moraine Valley	22.50¢	2.39¢	\$ 2,047,466
Prairie State	23.54¢	1.35¢	\$ 396,858
Sandburg	22.00¢	2.89¢	\$ 370,437
South Suburban	17.50¢	7.39¢	\$ 2,449,295
Southwestern	16.00¢	8.89¢	\$ 3,846,883
John Wood	22.50¢	2.39¢	\$ 226,304
			\$ 26,851,978

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

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This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it. The following districts that are eligible for the special tax levy are also subject to tax cap legislation:

City Colleges of Chicago
Moraine Valley Community College
Prairie State College
South Suburban College

Illinois Community College Board

APPOINTMENTS TO THE BACCALAUREATE ACCESS TASK FORCE

One of the major missions of community colleges is to assist in meeting the educational needs of the communities they serve. In Illinois, this traditionally has been done through a system of comprehensive community colleges that provide baccalaureate transfer (first two years of the baccalaureate degree) education, career and technical education (including credit and non-credit preparation and upgrading for employment needs), adult education and literacy, and personal enrichment through non-credit coursework. The system serves nearly one million students a year providing access at times and locations convenient to the non-traditional populations it serves. Students include those from teens to senior citizens and from all racial and ethnic backgrounds. For many, community colleges provide the only access to higher education opportunities in the state. Because of these factors, community colleges are being asked to expand their missions to assist students in acquiring access to completion of baccalaureate degree education.

Numerous approaches have been offered as possible ways of meeting this expressed need for greater access to baccalaureate education. Examples of these approaches include baccalaureate degree granting institutions offering programs at more off campus locations (including community college campuses), technology provided access, dual admission, and expanded degree authority for institutions. This latter approach would allow community colleges to award baccalaureate degrees at least in selected discipline areas. William Rainey Harper College is currently proposing to seek a change in state statutes to allow it to take this approach. While this approach has been taken in some states, such a movement would present a major philosophical and policy change in the way Illinois has chosen to meet its higher education needs. Public and private colleges and universities in Illinois have a strong tradition of working together to address higher education needs. A comprehensive study of the ways to meet the higher education needs of the state is needed before the state grants permission for institutions to embark on such a course of action. Factors such as the impact on state and local funding, programmatic needs, and financial aid must be evaluated prior to determining how the educational needs of the state should be met.

The Illinois Community College Board adopted the following motion on September 17, 2004:

The Illinois Community College Board, hereby, opposes any changes to Illinois State Statutes allowing community colleges to offer baccalaureate degrees until a comprehensive evaluation of issues leading to such proposals and solutions to those issues is conducted. It further directs the President/CEO of the Illinois Community College Board to work with the Executive Director of the Illinois Board of Higher Education in conducting such an evaluation.

In response to this action, the Illinois Community College Board in cooperation with the Illinois Board of Higher Education is calling for the formation of a task force to evaluate baccalaureate access in Illinois. The Charge to the Baccalaureate Task Force is as follows:

Agenda Item #10.5
October 15, 2004

A recent report entitled “Improving Access to the Baccalaureate” produced by the American Association of Community Colleges and the American Association of State Colleges and Universities says “In an economy that is increasingly complex, fast-changing, and global, education has become the new currency, securing better futures for individuals and continued progress for our nation. Ironically, at the same time the need for higher learning has grown, barriers to accessing that learning have proliferated.”

These concerns along with a proposal from one of the community colleges in Illinois to begin delivering selected baccalaureate degrees as one of the avenues for providing enhanced access issues and reexamine state policies related to this access particularly for community college students.

The Baccalaureate Access Task Force is, therefore, charged with examining the extent of the problem in Illinois, examining options for addressing any issues that are identified during this examination, and making recommendations to the Illinois Community College Board and the Board of Higher Education on what the Illinois community college position should be related to baccalaureate degree access.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO, with concurrence of the Board Chair, to appoint a Baccalaureate Access Task Force to examine the issue of baccalaureate access and make recommendations to the Illinois Community College Board and the Illinois Board of Higher Education on what the Illinois community college position should be related to the baccalaureate degree access.

Illinois Community College Board

REVISED ICCB FLOATING HOLIDAY SCHEDULE

On September 17, 2004, the Illinois Community College Board approved a new holiday schedule for the office. The schedule adopted included eight official holidays and four floating holidays to be used at each staff's discretion. Upon further consideration, the following action amends the official holidays observed to nine, and staff will be allowed three floating holidays. The action does not increase the total number of holidays.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the following list of holidays that the office will be closed: New Year's Day, Martin Luther King's Birthday; President's Day; Memorial Day; Fourth of July, Labor Day; Thanksgiving Day; Friday after Thanksgiving; and Christmas Day.

Agenda Item #11
October 15, 2004

Illinois Community College Board

**STATUS OF FISCAL YEAR 2006
ILLINOIS COMMUNITY COLLEGE BOARD BUDGET**

An oral report will be presented at the Board meeting on October 15, 2004.

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**STATUS OF FINANCE ADVISORY COMMITTEE
REVIEW OF EQUALIZATION FORMULA**

An oral report will be presented at the Board meeting on October 15, 2004.

Illinois Community College Board

**FOLLOW-UP OF FISCAL YEAR 2003
CAREER AND TECHNICAL EDUCATION GRADUATES**

The externally attached *Follow-up Study of Fiscal Year 2003 Career and Technical Education Program Graduates*, is based on results from individuals who completed designated career and technical education programs. Graduates furnished information about how their college experience prepared them for the workplace and performance outcomes are documented. Every college with completers in the selected programs surveys its graduates to obtain data on employment, continuing education, and compensation. Additionally, information is collected to assess the extent to which graduates are satisfied with their careers, the programs they completed, and college services. Data are used at the state and local levels to evaluate programs and identify and prioritize needed improvements. Results are also used by college officials to develop new program proposals and keep workforce curricula aligned with the changing job market. Below is the list of programs included in this year's report.

**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS
SURVEYED IN FY 2004 BY CIP CATEGORY**

CIP	Title
0101	AGRICULTURAL BUSINESS AND MANAGEMENT
010101	Agricultural Business and Management, General
0103	AGRICULTURAL PRODUCTION WORKERS AND MANAGERS
010301	Agricultural Production Workers and Managers, General
010302	Agricultural Animal Husbandry and Production Management *
010304	Crop Production Operations and Managers *
0105	AGRICULTURAL SUPPLIES AND RELATED SERVICES
010507	Equestrian/Equine Studies, Horse Management and Training
0106	HORTICULTURE SERVICES OPERATIONS AND MANAGEMENT
010601	Horticulture Services Operations and Management, General
010602	Arboriculture *
010603	Ornamental Horticulture Operations and Management
010604	Greenhouse Operations and Management *
010605	Landscaping Operations and Management
010606	Nursery Operation and Management *
010607	Turf Management *
0304	FORESTRY PRODUCTION AND PROCESSING *
030401	Forest Harvesting and Production Technology/Technician *

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0306 WILDLIFE AND WILDLANDS MANAGEMENT
030601 Wildlife and Wildlands Management

0801 APPAREL AND ACCESSORIES MARKETING OPERATIONS
080102 Fashion Merchandising

0803 ENTREPRENEURSHIP
080301 Entrepreneurship

0807 GENERAL RETAILING AND WHOLESALING OPERATIONS
080702 Industrial Marketing *
080705 General Retailing Operations
080706 General Selling Skills and Sales Operations
080708 General Marketing Operations
080709 General Distribution Operations

0809 HOSPITALITY AND RECREATION MARKETING OPERATIONS *
080903 Recreation Products/Services Marketing Operations *

0810 INSURANCE MARKETING OPERATIONS *
081001 Insurance Marketing Operations *

0811 TOURISM AND TRAVEL SERVICES MARKETING OPERATIONS
081105 Travel Services Marketing Operations

1505 ENVIRONMENTAL CONTROL TECHNOLOGIES *
150507 Environmental and Pollution Technology/Technician *

2006 CUSTODIAL HOUSEKEEPING AND HOME SERVICES WORKERS AND
MANAGERS *
200604 Custodian/Caretaker *

3103 PARKS, RECREATION AND LEISURE FACILITIES MANAGEMENT
310301 Parks, Recreation and Leisure Facilities Management

3105 HEALTH AND PHYSICAL EDUCATION/FITNESS *
310501 Health and Physical Education, General *

4610 CONSTRUCTION TRADES (INTEGRATED)
461000 Construction Trades

4705 STATIONARY ENERGY SOURCES INSTALLERS AND OPERATORS *
470501 Stationary Energy Sources Installer and Operator *

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5116	NURSING
511601	Nursing (R.N. Training)
511613	Practical Nurse (L.P.N. Training)
511614	Nurse Assistant/Aide
5126	MISCELLANEOUS HEALTH AIDES
512602	Medical Laboratory Aide/Phlebotomy
512604	Therapeutic Recreational Assisting *

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

Highlights and recommendations from the report are presented below.

- ▶ 91.6 percent of all completers were employed or pursuing additional education or both (Table B-1).
- ▶ 82.2 percent of the completers were employed (Table B-2).

Among working graduates:

- ▶ 73.1 percent held full-time status in their current jobs (Table B-2).
- ▶ 82.1 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- ▶ 79.7 percent obtained their current positions while enrolled or after graduating (Table B-7).
- ▶ 92.4 percent were employed in Illinois. Of those, approximately 71.8 percent remained in the district where they received their training (Table B-8).
- ▶ The average salary for all working graduates was \$14.43 per hour (Table B-9).
- ▶ Graduates employed in full-time positions earned the equivalent of \$32,178 annually.

Graduates from similar program areas were surveyed five years ago and overall differences between these two groups varied somewhat. The percent of graduates working in-district increased 0.4 percent, the unemployment rate increased 4.0 percent, the percent of graduates pursuing additional education exclusively increased 5.9 percent, the employment rate decreased 7.8 percent and the combined employment/continuing education rate also decreased 2.2 percent. Differences in the overall economic climate could explain a portion of these differences.

The unemployment rate for current graduates was 7.3 percent, more than double the 3.3 percent unemployment rate among graduates from five years ago. Current data show that Certified Nurse Assistant completers accounted for 7 out of 10 unemployed graduates. A portion of the overall unemployment increase can be attributed to differing overall economic conditions at the two points in time. Illinois' economy was much more favorable five years ago – when graduates from these programs were last surveyed – than it has been this past year. Statewide unemployment in Illinois

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was 6.0 percent in March of 2004 and 4.1 percent in March of 1999. U.S. unemployment rates were 5.7 percent in March of 2004 and 4.2 percent in March of 1999 (*U.S. Department of Labor, 2004*).

- ▶ Career or job switching was up, as 17.9 percent of working graduates were employed in an unrelated field, compared to 12.8 percent of 1998 graduates (Table B-5).
- ▶ Earnings were up among more recent graduates, as the average hourly wage of \$14.43 across both full- and part-time graduates increased \$1.81 from five years ago (\$12.62). Current graduates earned 2.6 times the minimum wage (\$5.50 per hour), up from approximately 2.5 times the minimum wage (\$5.15 per hour) graduates earned five years ago (Table B-9).
- ▶ The rate of graduates' working full-time dropped substantially from 82.0 percent five years ago to 73.1 percent for the current group (Table B-2).
- ▶ A decrease of 2.2 percent was noted in the combined proportion of recent graduates who were employed, continuing education, or both (91.6 percent) compared to five years ago (93.8 percent). Yet, graduates from both years show strong positive outcomes in this combined measure (Table B-1).
- ▶ Two-thirds of both FY 2003 and FY 1998 graduates were working in the community college district in which they received their training; thereby contributing to the local economy (Table B-8) (Table B-8). For both groups of graduates, less than eight percent were working out-of-state. Hence, community college graduates overwhelmingly remain either in-district or within the state of Illinois after completing their studies.

Bottom line questions for programs incorporate some variation of the following themes relating to programmatic need, quality, and cost. Are the students working and/or continuing their education (quality)? To what extent are graduates working in positions unrelated to their training doing so because they cannot locate employment in the field (quality)? Relatedly, what can college officials do to provide additional assistance to facilitate related employment (quality)? To what extent do graduates locate full-time employment (quality)? Are wages competitive for the field (quality)? Are there employment opportunities for graduates from the program (labor market need)? Are graduates satisfied that their programs prepared them for the workplace (quality)? Are graduates satisfied with their current positions (quality)? To what extent is the program cost effective (cost)? Responses to these and related questions help programs align offerings with the current marketplace and promote program improvement initiatives as needed. The combined follow-up study and program review processes are important parts of a multifaceted approach to addressing issues surrounding programmatic need, quality, and cost. Additional efforts by college officials to strengthen their programs include convening program advisory committees, initiating other contacts with major area employers, undertaking faculty industry exchanges, and hiring part-time faculty who are currently employed in the industry.

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Overall the community college graduates exhibited high employed and/or continuing education outcomes with 91.6 percent of the respondents reporting active engagement in one or more of these activities (Table B-1). Programs reporting less than ninety percent of graduates being employed, continuing their education or both are identified in the following table.

Program	Numerator/ Denominator	Percent	Number Not Seeking Employment	Numerator/ Adjusted Denominator	Adjusted Percent
Landscaping Operations and Management	18/21	85.7	1	18/20	90.0
General Retailing Operations	29/35	82.9	4	29/31	93.5
General Distribution Operations	6/7	85.7	0	6/7	85.7
Travel Services Marketing Operations	63/72	87.5	3	63/69	91.3
Certified Nurse Assistant (CNA)	1,325/1,494	88.7	77	1,325/1,417	93.5
Medical Laboratory Aide/Phlebotomy	49/56	87.5	2	49/54	90.7

This table includes additional information showing those who responded to both the education and employment questions and indicated that they are not actively seeking employment. The adjusted figures noted above represent combinations of variables that are not present in a single appendix table. Improvement was noted in nearly all cases as at least one individual in all but one program in the table was not actively seeking employment. Both percentages cited provide useful information. Colleges provide education and training services to students and intend for completers to either enter the workplace or continue their training. Hence, the first percentage is of interest. However, individuals also can and do decide for their own reasons (personal, family, health, other) to postpone employment or education plans and programs have little if any control over those decisions. Therefore, the adjusted percentage is also meaningful.

Out of all graduates who indicated the relatedness of their employment to their program of study (N = 2,657), the percent who reported being employed in areas unrelated to their field of study due to an inability to find employment in their field of study (N=71) was relatively low at 2.7 percent, but warrants additional review because this percent is 2.1 percent higher than that of FY 1998 graduates (0.6 percent). These individuals reported being employed which indicates a degree of skill transference that allowed for employment, even though it was not in their chosen field. Additional

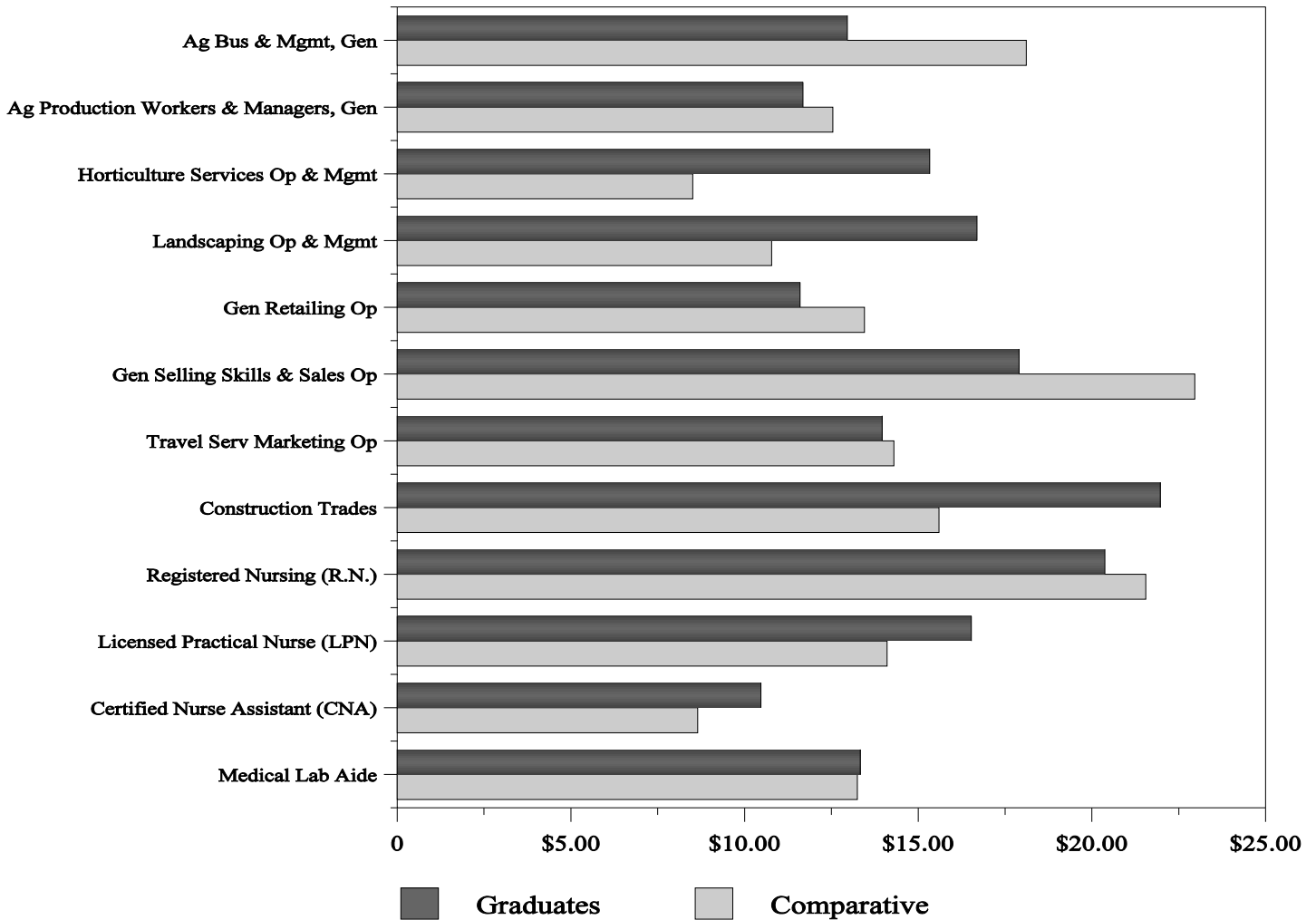
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follow-up efforts at the local level are recommended with those graduates reporting that their unrelated employment was due to an inability to find a position in the field. There can be a variety of reasons for this situation including an unwillingness or inability to relocate, a tight local labor market and/or limited local demand for workers in a specific field, etc. A good way to find out is through direct personal contact. It is worth the effort to follow-up with each of these individuals to inquire about their need and desire for additional assistance from college officials in locating employment in the field. At the state level, there were three programs with more than a handful of graduates who indicated that they could not find a job in their field of study. These programs included General Selling Skills and Sales Operations, Travel Services Marketing Operations, and Medical Laboratory Aide/Phlebotomy.

Overall results indicate that just over one quarter (26.9 percent) of working graduates were employed in part-time positions. There were six program – with more than 10 responses to the employment status question – that exceeded this percentage: Horticulture Services Operations and Management, General; Ornamental Horticulture Operations and Management; Fashion Merchandising; Parks, Recreation and Leisure Facilities Management; Certified Nurse Assistant (CNA); and Medical Laboratory Aide/Phlebotomy. Colleges with these programs should monitor local labor market needs to determine the availability of full-time employment in the field. The following four programs deserve special attention as they also had exceedingly high percentages of part-timers five years earlier: Ornamental Horticulture Operations & Management; Medical Laboratory Aide/Phlebotomy; Certified Nurse Assistant (CNA); and Horticulture Services Operations & Management.

As depicted in the figure on the following page, salaries for recent community college graduates were generally competitive with available comparative information. Programs included in the table are those for which comparative information was available. The primary source of comparative data is the state average or median salary from the *Career Information System* (2003 & 2004). The *Occupational Outlook Handbook* (2004-2005) was used to reference national averages when state information was not available. All data sources acknowledge that earnings data can be expected to vary by locality with both pay and cost of living generally higher in more urbanized areas. Likewise, longevity of employment contributes to higher earnings. The comparative sources are for all workers. Overall, salaries for recent community college graduates were competitive with available comparative information. In addition, the average graduate hourly pay rate of \$14.43/hour is approximately 2.6 times the minimum wage. Earnings data by degree type show average earnings levels rose with higher levels of training. Wages for Associate Degree graduates averaged \$19.03/hour or 3.5 times minimum wage. Average wages for completers who earned certificates of over a year averaged \$16.32 or 3.0 times minimum wage. Graduates who completed certificates of less than a year reported earnings of \$10.49/hour or 1.9 times minimum wage.

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2003 Community College Graduate Full-time Hourly Wages and Comparative Earnings Figures

Completers from two small programs were earning entry salaries that were barely above one and one-half times minimum wage ($\$5.50 \times 1.5 = \$8.25/\text{hour}$): Ornamental Horticulture Operations and Management ($\$8.26/\text{hour}$) and Equestrian/Equine Studies, Horse Management and Training ($\$8.35/\text{hour}$). Colleges with programs leading to employment with relatively low initial salary should take steps to make sure students are aware of the compensation available in these fields both short- and long-term. Equine Studies graduates also had relatively low earnings five years earlier. Despite the low salaries, Equine Studies and Ornamental Horticulture graduates who were employed in related fields were satisfied with their jobs (Equine Studies - 100 percent satisfaction; Ornamental Horticulture - 90 percent satisfaction). Individuals choose occupations for a variety of reasons. Minimum earnings levels needed to support the individual and his/her family are one important consideration.

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Nursing has become a major issue in recent years as the nursing shortage has increased both statewide and nationally. The demand for nurses is expected to increase both in Illinois and nationwide. According to the American Association for Community Colleges (AACC) the nation's hospitals need 126,000 nurses to fill existing vacancies. According to the *Illinois Career Information System* (2004), the employment of registered nurses in this state should increase by 19.2 percent from 2002 to 2012. Community colleges have helped to address the nursing shortage in Illinois and are positioned to provide additional assistance with the proper support.

Community colleges provide three overarching levels of training for nurses. Listed from most fundamental to most advanced those programs are: Certified Nurse Assistant; License Practical Nurse (LPN) and Registered Nurse (RN). All three levels of nursing have important roles to play in providing quality care to individuals who are ill or injured. Students self-report their major program of enrollment. Compared to all levels of nurse training in the community college system, CNA admission has relatively few restrictions making self reported enrollment figure closely mirror actual CNA program entry. During the period of FY 1999 to FY 2003, the number of students enrolled in the CNA program within the Illinois Community College System rose by 58.7 percent. LPN and to a even higher degree RN program admission requirements are elevated. Enrollment increases were also reported in the RN (31.1 percent) and the LPN (6.3 percent) programs. In programs such as LPN and RN with highly competitive admissions the RN and LPN enrollment figures provide a better gauge of program interest rather than formal program admission. Combining all three nursing fields together, there was an overall enrollment increase of 32.0 percent.

Completions are based on a formal review of the degree and certificate requirements by college officials. In terms of the number of completions awarded during the same period CNA graduates increased 223.3 percent. There were decreases reported in the LPN (-33.6 percent) and RN (-5.1 percent) programs. (see Appendix D for statewide nursing enrollment and completion). The enrollment and graduation increase over the past 5 years was reflected in this year's graduate follow-up study report. During FY 2003 there were a total of 6,385 completers from across all nursing fields and they accounted for close to 9 out of 10 (87.6 percent) respondents in this year's report. In the follow-up study report five years earlier there were 4,132 completers across all nursing field and they accounted for over 8 out of 10 survey respondents (81.8 percent). So, from 1998 to 2003 there was an increase of 2,253 (or 54.5 percent) nursing graduates surveyed. AACC officials have characterized community colleges as the 'sleeping giants' of nursing education. Nationwide, approximately 60 percent of US- educated RNs received their training at a community college. It is clear that community colleges have played and will continue to play a major role in helping to address the nursing shortage.

Recent reports by the General Accounting Office (GAO, 2001) and the Department of Health and Human Services (HHS, 2002) highlight some of the challenges to increasing the number of available nurses. There are several factors which contribute to dissatisfaction with work among nurses including: inadequate staffing/decreases in available support staff, heavy workloads, and the increased use of mandatory overtime. Nursing can be stressful and physically demanding, Nurses have reported the perception that their contributions to the treatment of patients sometimes appear

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to be undervalued. Wages are a concern among nurses. For example, while actual earnings for RNs increased steadily from 1983 through 2000, “real” earnings -- the amount available after adjusting for inflation -- have been relatively flat since 1991 (GAO 2001). At the same time, alternative job opportunities are arising for females who have traditionally staffed the majority of nursing positions. Future demand for nurses is expected to increase dramatically as baby boomers age. The population age 65 years and older will double between 2000 to 2030. During that same period the number of women between 25 and 54 years of age – who have traditionally formed the core of the nurse workforce – is expected to remain relatively unchanged. The mismatch between the future supply of and demand for trained caregivers is expected to be problematic. Currently, healthcare coverage is estimated at 85 percent and, as more individuals gain coverage, the demand for services is expected to increase (HHS, 2002). By 2015, Illinois is expected to need 101,944 registered nurses which is 10,912 more nurses than are expected to be available (HHS, 2002). The distribution of demand for nurses by setting is expected to show movement into intermediate and long term care settings as well as home care. Specifically for RNs, hospitals have been and will continue to be the major source of demand. While the total number of nurses in hospitals will continue to grow, the hospital sector’s share of total RN employment will remain stable at about 62 percent (HHS, 2002). These reports suggest that improvements to the work environment, processes and remuneration for nurses would help make the occupation more appealing to future practitioners. In Illinois, nursing is one of the key areas that has been identified in many regions of the state as an important area where more workers are needed through the Critical Skill Shortage Initiative. At the local level, community colleges are actively partnering with Local Workforce Investment Boards to assist in meeting the current and growing need for qualified nurses. At the state level, Illinois Community College Board staff are working on this important multi-agency initiative which is being lead by the Department of Commerce and Economic Opportunity and the Governor’s Office.

A total of 15 programs were eliminated from this year’s report due to small numbers of graduates from the colleges and/or low number of responses to the follow-up survey. In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1) is highly important. Graduates from designated programs in the A1 submission form the basis for the Career and Technical Education Follow-up Study. Moreover, to reinforce and promote student success each student’s achievement should be recognized as it is accomplished. Every year there are individuals attending community colleges who meet certificate and sometimes even degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award and recognition.

The overall survey response rate of 47.5 percent for this year’s study was substantially lower than that of the 1999 report (57.2 percent) and last year’s report (59.0 percent). The overall response rate was brought down significantly by the response rate among CNA graduates (42.0 percent). With Nurse Assistant completers making up 56.0 percent of the graduates surveyed, the CNA graduates’ low response rate had a large effect on the overall rate. In fact, the survey response rate for all non CNA graduates was 54.5 percent. Similarly, the 1999 follow-up study also had a low response rate for CNA graduates at 43.7 percent.

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Community colleges are increasingly being looked to as an important gateway for helping individuals build skills that lead to high wage, high demand careers.

There is a clear need -- and opportunity -- to develop a large scale, flexible and open system that can offer the education and training required for high-wage, high-demand jobs to all who need them . . . :The nation's 1,132 community colleges provide the most logical – and, for all practical purposes, the only – foundation for this kind of broad-based workforce development system. Colleges combine accessibility to the community, low tuition, an open door admissions policy, a wide range of education and training offerings, and a continuing funding base. No other institution can match the ability of community colleges to educate and train large numbers of people. Duitch,& Vogel (eds.). (August, 2002).

The Career and Technical Follow-up Study, Program Review process, and Performance Reporting are a few key mechanisms designed to provide data and information aimed at continuously improving program performance. The Program Review process is currently being examined by a team of internal and external professionals to further strengthen that process. Its relationship to the Career and Technical Follow-up Study and Performance Report will be part of the review. Additionally, local and statewide efforts to strengthen existing programs and identify needed new programs will be important to achieving further progress. As another tool in this effort the entire Illinois Community College System has access to a new tool developed by CCBenefits, Inc. known as The Community College Strategic Planner. This software allows community colleges to examine the local job market by industry and classification, look at occupational demand and better predict curricula demand, which in turn can help determine future faculty and space requirements. The software can also be used to research demographics and to develop courses in response to a specific industry demand. The Community College Strategic Planner can be used in conjunction with the variety of useful information available through the Illinois Department of Employment Security to help identify the need for targeted new programs. Existing processes are being refined and new technology used in an effort to help further develop the Illinois workforce and fuel the state's economy.

Recommendations: As a result of the findings in the *Follow-up Study of Fiscal Year 2003 Career and Technical Education Program Graduates*, the following are recommended:

1. *Recommendation: To recognize and promote student success, College officials are encouraged to continue implementing, developing, and refining computerized automated degree and certificate audit systems.*
2. *Recommendation: Colleges are encouraged to offer graduates who when surveyed were not able to locate a position in their field of study additional assistance in their job search activities. Although some economic signs are improving, the current economy presents individuals in the job market with challenges and some graduates may require more assistance than usual in locating suitable employment.*

3. *Recommendation: Colleges with follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer graduates.*
4. *Recommendation: Illinois community colleges are encouraged to continue actively partnering at the local level to address nursing shortages and other emerging workforce needs through the Illinois Critical Skill Shortage Initiative.*

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the following recommendations from the *Follow-up of Fiscal Year 2003 Career and Technical Education Graduates* report.

1. *Recommendation: To recognize and promote student success, College officials are encouraged to continue implementing, developing, and refining computerized automated degree and certificate audit systems.*
2. *Recommendation: Colleges are encouraged to offer graduates who when surveyed were not able to locate a position in their field of study additional assistance in their job search activities. Although some economic signs are improving, the current economy presents individuals in the job market with challenges and some graduates may require more assistance than usual in locating suitable employment.*
3. *Recommendation: Colleges with follow-up study response rates below recommended levels should put forth additional effort to increase response rates for the coming year. Recommended response rate levels are 50 percent for programs with 30 or more completers and 60 percent for those with fewer graduates.*
4. *Recommendation: Illinois community colleges are encouraged to continue actively partnering at the local level to address nursing shortages and other emerging workforce needs through the Illinois Critical Skill Shortage Initiative.*

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**ACCOUNTABILITY AND PRODUCTIVITY IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2004**

The externally attached *Accountability and Productivity in the Illinois Community College System* highlights and summarizes accountability activities and initiatives described by Illinois' 48 community colleges in their *Accountability/Program Review Reports for Fiscal Year 2004*. The reports submitted by the colleges provide evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that best support each college's mission. Through program review, the colleges examine targeted program areas and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner.

The externally attached report on community college program accountability provides analyses of program reviews in five academic disciplines; 31 occupational program areas; and Adult Education and Family Literacy, English as a Second Language, and Developmental Education. Highlights of the findings of the reports follow:

- Annual reporting of the results of program reviews is a major accountability effort by the colleges that began in 1983. The review is based on three criteria: program need, program cost, and program quality. Programs are reviewed at least once every five years.
- During fiscal year 2004, colleges reviewed a total of **170 academic disciplines, 50 adult and developmental education and English as a Second Language programs, and 732 career and technical programs.**
- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included expanding methods of assessment and continuing to use the results to improve instruction, applying technology to improve teaching and learning, adding ethics courses across the curriculum, and the use of portfolios to showcase student learning.
- Reviews of Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs indicated that strong need for the programs continues, with particular growth noted in the need for ESL programs. Most colleges indicated these programs are cost-effective due to the use of part-time instructors and staff and large enrollments. In cases where program costs exceeded the average, colleges still considered them to be cost-effective in relation to the needs of the populations served. Commonly noted program strengths included experienced and dedicated faculty and staff, flexible class schedules and formats, multiple instructional sites, and access to student support services. Commonly noted program concerns included the need for more full-time staff and the need for additional staff to provide more intensive follow-up services for students. A common focus for quality improvements was on providing support to transition students to college-level courses and track their success.

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- As a result of reviews of career and technical programs, **518 programs were continued with minor improvements, 46 programs were significantly modified, 104 programs were identified for elimination, and 65 programs were scheduled for further review during the coming year.**
- The most commonly identified strengths for career and technical programs were well-qualified faculty, active advisory committees, external accreditation (where applicable), industry and local partnerships, and placement of program completers. The most common weaknesses were low enrollments, low completions, the need to continually upgrade and/or replace curricula and equipment to keep pace with changing technologies, and the need to provide more flexible scheduling options.

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

Conclusion. The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2004* provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services. As enrollments increase and fiscal constraints continue, the colleges have implemented strategies to maintain their level of service to their districts. The content of the reports affirms that Illinois community colleges continue to play an essential role in preparing the well-educated, high-skilled citizenry the state must have to strengthen the economy and support a desirable living environment.

Status of Recommendations from 2003 Report. In Illinois community colleges, Program Review has been one of the most prominent and longest-running accountability reports in the system. The regular review of instructional, administrative and support services programs was implemented in 1983, and the process was last reviewed and revised in 1993. The intervening years have seen a

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number of significant changes, including an increasing emphasis on accountability and assessment of programs and student learning, changes in approaches to regional accreditation, and the development of performance indicators. A recommendation in the report *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2003* stated that, ***“To ensure that the program review process continues to be a major accountability tool for Illinois community colleges, during fiscal year 2004 ICCB staff should convene a work group to examine the process and make recommendations to enhance the process to provide increased accountability and to reduce duplicative reporting.”*** To assist in this effort, ICCB has contracted with a team of consultants (Kathleen Kelly, Ivan Lach, and Sharon Kristovich) to coordinate a comprehensive review of the existing process, make recommendations for a revised systemwide program review process, and assist with implementation of the recommendations. In consultation with ICCB staff, the consultants have researched program review models in other states, conducted a survey of community colleges regarding various aspects of program review, and convened a Working Group consisting of community college representatives to provide input at various stages of the review. They will seek additional input through focus groups and electronic discussions. ***The consultants’ recommendations are expected to be available early in 2005, after which ICCB staff will bring a proposal for a revised program review process before the Board for consideration.***

Illinois Community College Board

PERFORMANCE REPORT: FISCAL YEAR 2004

In Illinois, 39 public community college districts and one multi-community college center serve nearly one million students each year. The array of programs and services that a community college offers is largely shaped by the demographics and needs of the district it serves. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. Beginning in fiscal year 1999, college Results Reports provided evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens.

For 2004, the Results Report has been modified to include new performance indicators adopted by the Illinois Board of Higher Education in 2002. Performance indicators have been developed for all six goals within the *Illinois Commitment* and the former report has been expanded into the Performance Report. The *Fiscal Year 2004 Performance Report for the Illinois Community College System* contains information on these performance indicators for each college, goals set by the colleges for these indicators, effective practices provided for the colleges, and a summary of narrative descriptions of how the colleges are addressing the Commitment goals.

The Performance Report will be distributed at the Board meeting on October 15.