

# Illinois Community College Board

## 361st Meeting Agenda and Materials

November 18, 2005

Shawnee Community College  
8364 Shawnee College Road  
Ullin, IL



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Agenda  
361st Meeting of the  
Illinois Community College Board  
Shawnee Community College  
Ullin, Illinois

November 17-18, 2005

November 17, 2005

Noon - 6:00 p.m. - Board Retreat

November 18, 2005

Committee Meetings

9:00 a.m. - Adult Education Committee Meeting

9:00 a.m. - Budget and Finance Committee Meeting

10:00 a.m. - Board Meeting

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1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Guy H. Alongi, Chair	—
3. Remarks by Dr. Larry Choate, President Shawnee Community College	—
4. Recognition of Marjorie Cole, Lurna Godwin, and Roberto Rivera for Service as Members of the Illinois Community College Board	—
5. Committee Reports	
5.1 Adult Education & Family Literacy Committee	—
5.2 Budget and Finance Committee	—
6. President/CEO Report	—
7. Advisory Organizations	
7.1 Presidents Council	—
7.2 Illinois Community College Faculty Association	—
7.3 Student Advisory Committee	—
7.4 Illinois Community College Trustees Association	—
7.5 Adult Education and Family Literacy Advisory Council	—

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11.3 Revised Calendar for Fiscal Year 2006 and Fiscal Year 2007	—
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12. Information Items	
12.1 Fiscal Year 2006 Financial Statements	—
13. Other Business	—
14. Adjournment	

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**EXTERNAL AFFAIRS REPORT**

An oral report will be presented to the Board at the meeting on November 18.

Illinois Community College Board

**REPORT OF THE BACCALAUREATE ACCESS TASK FORCE**

One year ago, the Illinois Community College Board (ICCB), supported by the Illinois Board of Higher Education (IBHE), appointed a task force to review issues associated with baccalaureate degree access for community college students. The task force, comprised of representatives of executive, administrative, instructional, and student constituencies at the community colleges and representatives from the IBHE (staff and university representatives) and ICCB staff, has completed its work and presents the attached report for the Board's consideration and action.

*(NOTE: Report will be emailed and handed out at the board meeting.)*

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby accepts the report of the Baccalaureate Access Task Force and authorizes its President/CEO to begin implementation of the recommendations within the report.

**BACKGROUND.** 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."

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 nontraditional populations it serves. Students include those from teens to senior citizens 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 assist students in acquiring access to completion of baccalaureate degree education.

In fall 2004, the Illinois Community College Board, supported by the Illinois Board of Higher Education (IBHE), appointed a task force to review issues associated with baccalaureate degree access for community college students. The task force composition represented executive, administrative, instructional, and student constituencies at the community colleges plus representatives from the IBHE (staff and university representatives) and ICCB staff.

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After an intense review of issues surrounding access to the baccalaureate degree, the task force concluded that there are unmet needs within the state of Illinois that call for immediate action. For example, working adults with family responsibilities are unable to relocate to complete baccalaureate degrees through the traditional route of enrolling on university campuses. Another example, among many identified by the task force, is employers calling for education beyond the applied or technical associate degree which is not readily accepted in transfer by universities in the state. These needs vary across the state and call for more than one method to address them.

The task force also recognized that the strong tradition of cooperation between sectors (community college, public and private, and proprietary institutions) of higher education has resulted in Illinois's stellar reputation as one of the strongest systems of higher education in the country. It believes that working together, the system, with the support of state policy makers, is capable of addressing these unmet needs through the enhancement of existing models and the implementation of new and more innovative models.

The task force urges the institutions of higher education in the state to recognize the necessity of meeting the needs for baccalaureate access and to accept their responsibility in addressing the needs. It encourages universities to recognize that community colleges can and must play a role as a partner in providing enhanced access to the baccalaureate. It encourages community colleges in their role as the primary advocate for higher education in their communities to actively seek enhanced partnerships with four-year institutions.

The task force further urges the Illinois Community College Board and the Illinois Board of Higher Education to endorse the recommendations contained within this report and to work with the General Assembly and Governor's office to assist in implementing them immediately. It respectfully requests that the Boards review the progress made in implementing the recommendations on an annual basis to ascertain the degree of improvement in baccalaureate access and to take further action if the needs are not being met.

The task force is fully aware of the economic climate in which these recommendations are being made, but believes that in the long run, it is education that will drive an improved economy for the state and the nation.

Illinois Community College Board

**FOLLOW-UP STUDY OF FISCAL YEAR 2004  
CAREER AND TECHNICAL EDUCATION GRADUATES**

**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 Study of Fiscal Year 2004 Career and Technical Education Graduates* report.

1. *Recommendation: College officials are invited to take an even more in depth look at local results for programs receiving bottom line statewide assessments of "mixed." Efforts to identify areas for improvement and develop action plans to address them while building on traditional strengths are recommended. In a worst case scenario, where interventions have been unsuccessful and exhausted, program elimination is an option at the local level if warranted by the local review process.*
2. *Recommendation: College officials are encouraged to continue implementing, developing, and refining computerized automated degree and certificate audit systems to recognize and promote student success.*
3. *Recommendation: Colleges are encouraged to offer additional assistance to completers in their job search activities if they were unable to locate a position in their field of study or were unemployed when surveyed. While generally economic signs are improving in Illinois, the current economy still presents individuals in the job market with challenges and some graduates may require more assistance than usual in locating suitable employment.*
4. *Recommendation: Illinois Community Colleges are encouraged to continue actively partnering at the local level to address health care services, Manufacturing and Transportation/Warehousing/Logistics shortages and other emerging workforce needs through the Illinois Critical Skill Shortage Initiative.*
5. *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.*

**BACKGROUND:**

The externally attached *Follow-up Study of Fiscal Year 2004 Career and Technical Education Program Graduates* contains results on individuals who completed selected career and technical education programs during fiscal year 2004. Graduates furnished information about how their college experience prepared them for the workplace and their performance outcomes after program completion. Every college with completers in the selected programs surveys their graduates to obtain data on employment, continuing education, and compensation. Information was also 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.

Career and Technical Education Follow-up Study 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.

The Executive Summary and Recommendations at the end of the externally attached report address the following topics in greater depth: Graduates Employed and/or Continuing Their Education; Unemployment; Out-of-Field Work; Graduates' Wages and Comparative Wages; Graduates Working in a Related Position and Their Satisfaction Levels; Labor Market Supply and Demand; and Fields Covered in the Current Report with Large Numbers of Anticipated Job Openings. Complete coverage of the thirty-two individual programs that were reviewed appear in Part II of the externally attached *Follow-up Study of Fiscal Year 2004 Career and Technical Education Program Graduates*.

Below is a list of programs included in this year's report.

**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS  
SURVEYED IN FY 2005 BY CIP CATEGORY**

CIP	Title
0102	AGRICULTURAL MECHANIZATION
010201	Agricultural Mechanization, General
1315	TEACHER ASSISTANT/AIDE
131501	Teacher Assistant/Aide
1506	INDUSTRIAL PRODUCTION TECHNOLOGIES
150603	Industrial/Manufacturing Technology/Technician



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**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS  
SURVEYED IN FY 2005 BY CIP CATEGORY**  
(Continued)

CIP	Title
150607	Plastics Technology/Technician*
2002	CHILD CARE AND GUIDANCE WORKERS AND MANAGERS
200202	Child Care Provider/Assistant
200203	Child Care Services Management*
4103	PHYSICAL SCIENCE TECHNOLOGIES
410301	Chemical Technology/Technician
4407	SOCIAL WORK
440701	Social Work
4601	MASONS AND TILESETTERS
460101	Mason and Tile Setter
4602	CARPENTERS
460201	Carpenter
4703	INDUSTRIAL EQUIPMENT MAINTENANCE AND REPAIRERS
470302	Heavy Equipment Maintenance and Repairer
470303	Industrial Machinery Maintenance and Repairer
4706	VEHICLE AND MOBILE EQUIPMENT MECHANICS AND REPAIRERS
470603	Auto/Automotive Body Repairer
470604	Auto/Automotive Mechanic/Technician
470605	Diesel Engine Mechanic and Repairer
470609	Aviation Systems and Avionics Maintenance Technologist/Technician
4901	AIR TRANSPORTATION WORKERS*
490102	Aircraft Pilot and Navigator*
490104	Aviation Management*
490107	Aircraft Pilot (Private)*
4902	VEHICLE AND EQUIPMENT OPERATORS
490205	Truck, Bus and Other Commercial Vehicle Operator
4904	RAILROAD TECHNOLOGY
490410	Railroad Technology
5102	COMMUNICATION DISORDERS SCIENCES AND SERVICES
510203	Speech-Language Pathology*
510205	Sign Language Interpreter
5108	HEALTH AND MEDICAL DIAGNOSTIC AND TREATMENT SERVICES
510801	Medical Assistant
510803	Occupational Therapy Assistant
510805	Pharmacy Technician/Assistant

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**CAREER AND TECHNICAL EDUCATION PROGRAM AREAS  
SURVEYED IN FY 2005 BY CIP CATEGORY**  
(Continued)

CIP	Title
510806	Physical Therapy Assistant
510807	Physician Assistant
510808	Veterinarian Assistant/Animal Health Technician
5115	MENTAL HEALTH SERVICES
511501	Alcohol/Drug Abuse Counseling
511502	Psychiatric/Mental Health Services Technician
511503	Clinical and Medical Social Work
511504	Developmental Disabilities/Habilitation Aide
511599	Mental Health Services, Other
5207	ENTERPRISE MANAGEMENT AND OPERATION
520701	Enterprise Management and Operation, General
5209	HOSPITALITY SERVICES MANAGEMENT
520901	Hospitality/Administration Management*
520902	Hotel/Motel and Restaurant Management
520903	Travel-Tourism Management
5210	HUMAN RESOURCES MANAGEMENT
521001	Human Resources Management
5211	INTERNATIONAL BUSINESS*
521101	International Business*
5214	MARKETING MANAGEMENT AND RESEARCH
521401	Business Marketing and Marketing Management
521402	Marketing Research*
521403	International Business Marketing*
5215	REAL ESTATE
521501	Real Estate

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

A total of 3,955 (Table A-2) former students who graduated from designated Illinois community college programs in fiscal year 2004 were surveyed in March 2005 using mailed surveys, standardized telephone interviews, on-line surveys, or a combination of these approaches. For most graduates, this was approximately six to nine months after program completion. Graduates from programs that are asterisked in the table above were eliminated from the statewide analysis due to a low number of responses or low number of graduates. Removing these programs and their responses resulted in the use of 2,164 responses from a pool of 3,930 graduates in 32 programs. Therefore, the survey yielded a usable response rate of 55.1 percent (Table A-1). Table A-1 also shows response rates by college. Appendix Table C shows additional breakouts by program within college.

Nine out of ten career and technical program graduates from the designated programs were employed and/or pursuing additional education.

More than one-quarter of usable responses (25.4 percent) came from a single program, the Child Care Assistant program. Graduates from the remaining 31 program areas combined accounted for 74.6 percent of the respondents. Overall statewide results are influenced by differences in program size and by the number of graduates responding to particular questions.

Percentages cited throughout the report reflect the number of responses to each question. Statewide results reported by these graduates included:

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

Among working graduates:

- ▶ 71.4 percent held full-time status in their current jobs (Table B-2).
- ▶ 73.9 percent were employed in positions related to the field in which they studied at the community college (Table B-5).
- ▶ 70.3 percent obtained their current positions while enrolled or after graduating (Table B-7).
- ▶ 94.0 percent were employed in Illinois. This includes two-thirds who remained in the district where they received their training (Table B-8).
- ▶ The average salary for all working graduates was \$14.43 per hour — 2.22 times minimum wage (\$6.50 per hour) at the time of the survey (Table B-9).
- ▶ Graduates employed in full-time positions earned the equivalent of \$31,075 annually (Table B-9).
- ▶ The average rate of unemployment (the percent of graduates who were unemployed and seeking work) was 7.3 percent (Table B-2).
- ▶ More than one-fifth (23.2 percent) of the respondents were pursuing additional education. Three out of four of those who were enrolled in further study enrolled in course work in a related field (Table B-4).

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- ▶ Less than five percent (4.7 percent) of respondents were pursuing additional education and not employed (Table B-1).
- ▶ Graduates employed in positions related to their community college program were satisfied with their current positions (85.8 percent). Job satisfaction averaged 70.5 percent for graduates in unrelated positions (Table B-10).
- ▶ Overall, nine out of ten graduates expressed satisfaction with the major components of the program they completed: course content, lecture/lab experiences, equipment, facilities and materials, job preparation, preparation for further education, and labor market employment information (Table B-11).
- ▶ Overall, nearly eighty-seven percent of the graduates were also satisfied with college services, including financial aid, academic advising, career planning, transfer planning, counseling, tutoring, library/audio visual, student activities (Table B-12).

Graduates from similar program areas were surveyed five and ten years ago. A comparison of follow-up survey outcomes from 1994, 1999 and 2004 revealed differences between the three groups. Generally, graduates from similar programs five years ago exhibited higher performance outcomes than the 2004 and 1994 graduates. Part of the difference was attributed to differing overall economic conditions at the three points in time. Illinois' economy was more favorable five years ago than it was this past year and ten years ago. Statewide unemployment in Illinois was 5.9 percent in 2005, compared to 4.8 percent in 2000, and 5.3 percent in 1995. State unemployment figures are from March of the year following program completion (e.g. March of 2005 for 2004 graduates).

Occupational overview, employment outlook, and earnings were adapted from authoritative sources that provide indispensable contextual and comparative information. Two primary sources were used for state and national information and data. The Illinois Department of Employment Security in conjunction with IntoCareers from the University of Oregon provides the *Career Information System* (2005) which furnishes Illinois specific employment projections, salary data, and occupational overviews. The U.S. Bureau of Labor Statistics provides national overview, outlook, and earnings data through the *Occupational Outlook Handbook* (2004-2005). The contributions by the authors of these reference documents are recognized and fully acknowledged. Both sources have much more extensive information about occupations than can be included in this report and are recommended reading.

**Promoting Student Success and Increasing the Number of Graduates.**

Ten programs were eliminated from this year's report due to small numbers of graduates and/or a low number of follow-up survey responses. In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1)

In an era of increased accountability, fully capturing and reporting completers through the Annual Enrollment and Completion Submission (A1) is an essential component of performance reporting.

(A1) is an essential component of performance reporting. 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.

Computerized automated degree and certificate audit systems can both recognize student academic accomplishments and prompt students to continue pursuing their degree completion goals.

The Postsecondary Perkins Performance Enhancement Grant is an important resource colleges are using to strengthen their computerized automated degree and certificate audit systems. College officials are in various stages of refining their degree audit systems to both recognize student academic accomplishments and prompt students to

continue pursuing their degree completion goals. Computer programs can be written to run student transcript records against certificate and degree requirements to determine if a student has successfully qualified for a formal award. Earned degrees or certificates can either be awarded immediately or an e-mail or letter sent to the student inviting the individual to apply for graduation. Degree audit systems require careful scrutiny, updating and that college officials take the necessary steps to insure the integrity of the process. Highly developed degree audit systems can allow students to monitor their own progress to degree and certificate completion via the internet in a secure environment. Additionally, colleges can use these systems to identify students who are close to graduating, inform these individuals of their status as being on the verge of program completion, generate letters or emails welcoming them back to campus, and then provide them with priority registration for the remaining classes needed to graduate. Effective implementation of push/pull technology by college officials using student e-mail addresses can prompt timely re-enrollment and promote student success.

**Response Rates.** The overall survey response rate of 55.1 percent for this year's study was substantially lower than that of the 2000 report (60.3 percent), but appreciably higher than last year's report (47.5 percent). This year's rate was affected by the following three programs that had response rates lower than 50 percent: Auto Mechanic (44.0 percent; N = 245 of 557), Truck/Bus/Commercial Driver (45.4 percent; N = 260 of 573), and Real Estate (46.8 percent; N = 220 of 470). These low response-rate programs were partially offset by the Child Care Assistant program (62.4 percent; N = 549 of 880), with a response rate well above that of the overall survey.

**Key Questions.** Important questions for programs to address relate 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 graduates satisfied that their programs prepared them for the workplace (quality)? Are graduates satisfied with their current positions (quality)? Are there employment opportunities for graduates from the program (labor market need)? To what extent is the program cost effective (cost)?

Responses to these questions help programs align offerings with the current marketplace and focus program improvement initiatives where needed. The combined Follow-up Study and Program Review processes are important parts of a multifaceted approach to address programmatic need, quality, and cost.

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Additional efforts by college officials to strengthen their programs include convening program advisory committees, initiating other contacts with area employers, involving faculty industry exchanges, and hiring part-time faculty who are currently employed in the industry. College officials design and implement action plans to address areas where local analysis shows that improvement is warranted.

This year's statewide Follow-up Study results show more training was associated with lower unemployment.

**Unemployment.** The overall unemployment rate for FY2004 graduates was 7.3 percent (N = 150 of 2,053), which was substantially higher than the unemployment rate of fiscal year 1999 and 1994 graduates (4.3 percent and 4.4 percent, respectively). The statewide

unemployment rate in 2005 was 5.9 percent, higher than it was five (4.8 percent) and ten (5.3 percent) years ago, when these programs were last studied.

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Statewide unemployment rates reflect a much wider cross section of the workforce than the selected programs included in this year's career and technical follow-up study. Two community college programs combined to account for one-third (N = 51 out of 150) of all unemployed graduates: Child Care Assistant (N = 27) and Truck/Bus/Commercial Driver (N = 24).

Programs with above average unemployment included: Psychiatric/Mental Health Technician (N = 4 out of 12), Chemical Technician (N = 1 out of 4), Teacher Assistant (N = 4 out of 37), Pharmacy Technician (N = 9 out of 56), Industrial Machinery Repairer (N = 12 out of 79), Enterprise Management (N = 2 out of 14), Auto Body Repairer (N = 6 out of 48), Alcohol/ Drug Abuse Counseling (N = 7 out of 63), Medical Assistant (N = 8 out of 76), Aircraft Mechanics (N = 1 out of 13), Truck/Bus/Commercial Driver (N = 24 out of 254), Hotel/Motel/Restaurant Management (N = 2 out of 22), Physician Assistant (N = 1 out of 12), and Travel/Tourism Management (N = 1 out of 13).

Looking across programs (Table B-2), the unemployment rate for Associate degree graduates was 5.7 percent, compared to 8.8 percent for completers of Certificates of One Year or More and 8.0 percent for graduates with Certificates of Less Than One Year. This year's statewide Follow-up Study results show more training was associated with lower unemployment.

**Out-of-Field Work.** Appendix Table B-6 provides reasons graduates were working in positions *unrelated* to the program they completed. One reason of concern for out-of-field work was when individuals could not locate employment in their chosen field. Seventy-six graduates (Table B-6) reported that they could not find employment in their field of preparation. Programs with at least ten completers with proportionately elevated incidences of out-of-field work due to an inability to find a job in their field included Alcohol/Drug Abuse Counseling (N = 5), Medical Assistant (N = 6), Social Work (N = 5), Pharmacy Technician (N = 8), and Auto Mechanic (N = 4). Other programs with a relatively large number of completers that could not find a related job include Auto Mechanic (N = 10), Pharmacy Technician (N = 8), Child Care Assistant (N = 8), and Real Estate (N = 7). Relocation can sometimes be required for employment within a given field. Individuals who are place bound by family responsibilities, a spouse's or another family member's work situation, or other obligations may be less inclined to consider relocation a viable option.

**State Level Perspective of Bottom Line Results.** At the statewide level, each program was given a bottom line assessment as a result of graduate survey responses and a review of supplemental labor market information. Factors into the bottom line assessment included but were not limited to: extent to which graduates are employed and/or continuing their education, competitiveness of wages for graduates compared to the field, in-field employment of graduates, low unemployment, satisfaction with work, program components, and college services and occupational outlook/availability of related jobs. Bottom Line results are summarized below. More in-depth coverage of each program is included in the analysis in Part II of the report. Program areas with overall Positive Bottom Line results outnumbered those with Mixed ratings by more than 2 to 1.

**Positive:**

Agricultural Mechanization  
Carpenter  
Chemical Technician  
Child Care Assistant  
Developmental Disabilities Aide  
Diesel Engine Repairer  
Heavy Equipment Repairer  
Hotel/Motel/Restaurant Management  
Human Resources Management  
Industrial/Manufacturing Technician  
Mason and Tile Setter  
Medical Assistant  
Occupational Therapy Assistant  
Physical Therapy Assistant  
Physician Assistant  
Railroad Technology  
Real Estate  
Sign Language Interpreter  
Teacher Assistant  
Truck/ Bus/Commercial Driver  
Veterinary Assistant

**Mixed:**

Aircraft Mechanic  
Alcohol/Drug Abuse Counseling  
Auto Body Repairer  
Auto Mechanic  
Business Marketing and Management  
Enterprise Management  
Industrial Machinery Repairer  
Pharmacy Technician  
Psychiatric/Mental Health Technician  
Social Work  
Travel/Tourism Management

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



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America is already experiencing a labor shortage, and there is a skills gap that is growing as technology intensive jobs replace lower-skilled jobs that have become obsolete or have moved offshore. Skilled workers, of which there are already too few, are more independent and mobile than ever.

Zeiss (2004)

There will be an estimated 168 million jobs in the United States economy by 2011 but only 158 million workers will be available.

U.S. Bureau of Labor Statistics (2004)

Human capital drives the engine of the knowledge-based economy in the United States. Six out of every 10 jobs now require at least some postsecondary education and training and the numbers are growing. . . In today's economy, access to postsecondary education or training has become the threshold requirement for individual career success. Carnevale & Desrochers (2003 & 2004)

The trends are clear. Jobs and careers that can support a family and a middle class or better lifestyle are increasingly requiring postsecondary education and training. In order to meet the future demand for skilled workers more postsecondary training needs to occur. Community colleges which offer open access, high quality, affordable programs leading to a broad cross section of skilled occupations are in a pivotal position to meet the escalating demand for qualified workers. A skilled workforce is a key component in fueling economic growth.

Career and Technical Follow-up, Program Review, and Performance Reporting are a few key systemwide mechanisms designed to provide data and information to promote continuous improvement of community college programs. Based on input from the colleges and external consultants, the Program Review process is in the midst of a transformation aimed at making it even more results oriented at the local and state level. Need, quality, and cost comparisons will be a central part of the revised process. Existing processes are being refined and new technology used in an effort to help further develop the Illinois workforce and give Illinois a competitive advantage.

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**ACCOUNTABILITY AND PRODUCTIVITY  
IN ILLINOIS COMMUNITY COLLEGES - FISCAL YEAR 2005**

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 2005. 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 5 academic disciplines, 23 career and technical areas, Adult Education and Family Literacy, English as a Second Language, and Development Education. Highlights of the findings of the report 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 2005, colleges reviewed a total of **199 academic disciplines, 30 adult and developmental education and English as a Second Language programs, and 469 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.

- As a result of reviews of career and technical programs, **392 programs were continued with minor improvements, 12 programs were significantly modified, 51 programs were identified for elimination, and 14 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.

**Status of Recommendations from 2004 Report:** 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 2005 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.”**

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During the past fiscal year, ICCB staff along with the project consultant team (Drs. Kathleen Kelly, Ivan Lach, and Sharon Kristovich) coordinated a comprehensive review of the existing process, drafted preliminary recommendations, met with various stakeholders in program review to seek input on the draft report, and have since presented the Illinois Community College Board with Final Recommendations for revising the statewide program review process. These final recommendations were accepted by the Board on September 16, 2005. During the remainder of this fiscal year, the consultant team will produce a program review manual and host a series of regional training sessions for college staff. Finally, ICCB staff continues working with the consultant team to achieve revisions of the current process as outlined in the Final Recommendations, to identify pilot colleges and to ensure smooth transitioning into the new reporting system for the colleges.

**Conclusion.** The report of *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2005* 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.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM  
PERFORMANCE REPORT FOR FISCAL YEAR 2005**

The externally attached *Illinois Community College System Performance Report for Fiscal Year 2005* addresses important indicators and outcome measures that are built around the Policy Areas from the Illinois Board of Higher Education's *Illinois Commitment*. The *Illinois Commitment* was developed based on the premise that higher education must be part of the process of providing a foundation for Illinois' future by enhancing the social, economic, and civic well-being of the state and its residents.

The Policy Areas for the *Illinois Commitment* include:

- ◆ Economic Growth – Higher education will help Illinois sustain strong economic growth through teaching, service, and research.
- ◆ P-20 Partnerships/Teaching and Learning – Higher education will join elementary and secondary education to improve teaching and learning at all levels.
- ◆ Affordability – No Illinois resident will be denied an opportunity for a college education because of financial need.
- ◆ Access and Diversity – Illinois will increase the number and diversity of residents completing training and education programs.
- ◆ High Quality – Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.
- ◆ Accountability and Productivity – Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability.

The pledges in the Illinois Community College System's *Promise for Illinois* intentionally compliment the goals. Illinois community colleges pledge to:

- ◆ Address Workforce Development needs with flexible, responsive and progressive programs.
- ◆ Offer Rigorous Courses and Programs designed for college and university Transfer.
- ◆ Expand Adult Education and Literacy programs necessary for individuals and families to have high-quality work and life in Illinois.
- ◆ Equip Illinois residents with the Technology Skills they need to be successful in the 21st century.
- ◆ Emphasize High Quality in all programs, services, and operations.
- ◆ Deliver Affordable Learning Opportunities to the doorstep of Illinois residents.
- ◆ Model and promote Leadership and Ethical Decision Making

Through the development of the annual Performance Report colleagues within and across institutions and at the state level take the opportunity to review and describe accomplishments and progress achieved over the past year, enumerate challenges, and formulate plans to make further positive movement.

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For community colleges, the Performance Report builds on a series of complementary accountability and quality assurance initiatives.

For community colleges, the Performance Report builds on a series of complementary accountability and quality assurance initiatives including: the Course and Program Approval Processes, Program Review, Recognition, Underrepresented Groups reporting, Career and Technical

Follow-up Study reporting, the Transfer Assembly Transfer Rate project, the Uniform Financial Reporting System, Unit Cost Study reporting, and other financial reporting including Audits, the Comptroller's Office Public Accountability Initiative entitled Service Efforts and Accomplishments, Integrated Postsecondary Data System reporting, Perkins Postsecondary Performance Measure reporting, Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting, and others. Additionally, individual community colleges actively participate in regional institutional accreditation through the North Central Association as well as program specific accreditation which are focused on documenting the quality of their programs and services.

A statewide Performance Indicator Advisory Committee working group helped develop and refine the Performance Report and included representatives from Illinois community colleges, public universities, and private institutions. The Advisory Committee developed three levels of indicators:

- ◆ Statewide Indicators – assess performance of Illinois' system of higher education as a whole;
- ◆ Common Institutional Indicators – relate to the statewide goals for higher education, and are reported on by all institutions; and
- ◆ Mission Specific Indicators – focus on each institution's unique role within the overall context of higher education's goals.

A subset of *Illinois Commitment Policy Areas* are focused on for the narrative portion of the Performance Report each year based on a rotating schedule. For the 2005 report, the narrative focus was on the following Policy Areas: P-20 Partnerships/Improving Teaching and Learning (Policy Area Two), Affordability (Policy Area Three), and Access and Diversity (Policy Area Four). While more targeted narrative reporting was required on these three Policy Areas, data reporting was required across all six Policy Areas. Institutional level community college Performance Reports included data and analysis on Common Institutional and Mission Specific indicators. Information was also provided on local level Accomplishments, Challenges, Plans and Goals.

For the 2005 report, the narrative focus was on the following Policy Areas: **P-20 Partnerships/Improving Teaching and Learning** (Policy Area Two), **Affordability** (Policy Area Three), and **Access and Diversity** (Policy Area Four).

As a value added service to the community colleges and to reduce the data burden on college officials, Illinois Community College Board staff furnished as much of the data at the individual college level as possible. This approach recognizes the colleges for their extra efforts throughout the year to provide accurate and complete information through regularly scheduled data submissions.

This is an efficient approach that enhances comparability. One set of computer programs and data runs were performed by state staff for each applicable measure rather than having individuals at each college develop separate computer programs that could take slightly different approaches. Colleges are also better able to benchmark their performance using this process.

What makes each college unique is how it responds to the communities it serves.

The Illinois Community College System's Performance Report for Fiscal Year 2005 contains information about the following types of indicators: Statewide, Common Institutional and selected Mission Specific. To

provide context, external comparative benchmarks and points of reference were cited whenever possible. In national reporting the data are generally less timely than what is available at the state level. As anticipated, for Mission Specific reporting the colleges chose a variety of performance indicators for their reports. This is as it should be since each district has a primary charge to serve a unique region of the state and address the needs of these communities.

Illinois community colleges share a common mission. They prepare people for college, for transfer to other colleges or universities, and for good paying jobs that demand high skills. Community colleges also provide adult, literacy, and continuing education and services. What makes each college unique is how it responds to the communities it serves.

*Promise for Illinois*, (February 2001), page 2.

The following paragraphs contain summaries of state and local activities and initiatives organized around the Policy Areas from the *Illinois Commitment*. For the three focus Policy Areas – P-20 Partnerships/Improving Teaching and Learning (Policy Area Two), Affordability (Policy Area Three), and Access and Diversity (Policy Area Four). – the state report includes Highlights of Accomplishments, Highlights of Plans and Selected Challenges. All Policy Area write-ups include information on Selected Performance Indicators.

## **POLICY AREA ONE: ECONOMIC GROWTH**

*Higher education will help Illinois sustain strong economic growth through teaching, service, and research*

### **SELECTED ECONOMIC GROWTH PERFORMANCE INDICATORS**

A half-dozen Economic Growth performance indicators are included in the report: Annual Number of Community College Graduates By Broad Field of Study; Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education; Number of Businesses Provided with Technical Assistance Through College Business and Industry Centers; Number of Individuals Provided with Technical Assistance Through College Business and Industry Centers; Number of

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Current Workers Receiving Customized Training Through College Business and Industry Centers; and Number of Businesses Attracted or Retained Through College Business and Industry Centers.

**Annual Number of Community College Graduates By Broad Field of Study (1S3).** Community colleges offer specialized education and training programs in a wide variety of academic and occupational areas. College-level program graduate trends appear in the following paragraphs. There has been an overall increase of 37.9 percent for all graduates since FY 2000. Short term, the overall number of completers rose 5.9 percent from 2003 to 2004. Broad categories are used in the analysis to provide an overview of trends. More detailed analysis for specific programs appear in *Career and Technical Follow-up* and *Program Review* reports.

**Pre-Baccalaureate/Transfer** programs account for approximately **one-third of all graduates** over the last several years (N = 14,791 in FY 2004). **Health Sciences** account for the **second largest** number of graduates in 2004 (N = 11,538). **Trade and Industrial** programs contributed the **third largest** number of graduates (N = 7,143). Based on the percentage change, notable short-term increases (at least 25 percent) occurred in Trade and Industrial programs. Engineering (-22.1 percent), Agriculture (-5.5 percent), Public and Protective Services (-5.5 percent), and Business (-2.4 percent) programs had single-year decreases. **Five year trends showed increases in the number of graduates in seven of the nine program areas.** Programs with at least 25 percent long term growth included Trade and Industrial (130.6 percent), Health Sciences (75.1 percent), Public and Protective Services (57.9 percent), and Education (46.8 percent). Agriculture (-6.1 percent) and Engineering (-4.4 percent) had five-year decreases.

Program Area Cluster	Number of 2004 Graduates	Short Term 1 Year Trend	Longer Term Trend 00-04
Pre-baccalaureate-transfer	14,791	3.0%	15.4%
Education	1,224	16.1%	46.8%
Agriculture	683	-5.5%	-6.1%
Business	6,107	-2.4%	14.6%
Engineering Related	968	-22.1%	-4.4%
Health Sciences	11,538	9.4%	75.1%
Public and Protective Services	1,498	-5.5%	57.9%
Trade and Industrial	7,143	26.6%	130.6%
All Other Programs Combined	4,034	3.0%	16.9%



The most recent 3-year average, shows **9 out of 10** occupational graduates from Illinois community colleges were either **employed or enrolled in further education** within a year of graduation.

**Percent of Degree/Certificate Recipients Either Employed or Enrolled in Further Education (1C1)** Based on the 3-year average from fiscal year 2002 to 2004 Career and Technical Education Follow-up Survey results, over 9 out of 10 (91.0 percent) of career and technical education graduates from Illinois community colleges were either employed or

enrolled in further education within one year of graduation. Graduate follow-up studies among community colleges are common across the country but there is no nationwide standardized process, so methodological differences exist. Statewide enrollment or continuing education figures from similar studies covering 2002 graduates in Texas (90 percent) and 2003 graduates in Wisconsin (92 percent) show that Illinois' employment and continuing education results (91.6 percent) among 2003 graduates are competitive with outcomes in those states.

**Number of Businesses and Individuals Provided with Technical Assistance Through College Business and Industry Centers (1M1 & 1M2).** During fiscal year 2004, Illinois community colleges served 4,837 *businesses* through Business and Industry Centers, a 147.9 percent increase from the 3,497 businesses served in fiscal year 2000. During fiscal year 2004, Illinois community colleges served 82,455 *individuals* through Business and Industry Centers, a 35.4 percent decrease from the 127,650 individuals served in fiscal year 2000.

## **POLICY AREA TWO: P-20 PARTNERSHIPS/TEACHING AND LEARNING**

*Higher education will join elementary and secondary education to improve teaching and learning at all levels.*

**POLICY AREA TWO: TEACHING AND LEARNING BACKGROUND** – The Illinois Community College system continues to partner with other state agencies including the Illinois Board of Higher Education (IBHE) and the Illinois State Board of Education (ISBE) to strengthen the knowledge, skills, and abilities needed to be competent and successful teachers and paraprofessionals.

The Illinois community college system plays a pivotal role in the ultimate success of student learning in Illinois. It provides a community-based infrastructure of postsecondary institutions with ties to K-12 schools, universities, and other local organizations. These partnerships enable the system to be a major contributor to teaching and learning through teacher recruitment, preparation and professional development, as well as through outreach and support to elementary and secondary schools.

**HIGHLIGHTS OF 2005 TEACHING AND LEARNING ACCOMPLISHMENTS** – Teacher Aid/Teacher Assistant AAS Degree and/or Paraprofessional Certificate programs based on models developed by the Paraprofessional Task Force are being offered by 28 community colleges. Additionally, ICCB provided leadership and collaborated with teacher preparation partners to develop a test preparation

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curriculum to assist paraprofessionals prepare to take either of two state-approved assessments – the ETS Parapro Test and the ACT Work Keys. Delivery of the curriculum began in Fall 2003 and will continue through fiscal year 2006. During fiscal years 2004 and 2005, 450+ test preparation courses enrolled more than 8,000 paraprofessionals. Regional Offices of Education, local school districts, and teacher unions throughout the state are partnering in this initiative.

In September 2002, in cooperation with the ICCB, the IBHE, and the ISBE, the University of Illinois formed a steering committee through its P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models. The AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education, to date, have been completed, and are in the early stages of implementation. In November 2005, the AAT Successful Implementation Conference will bring together teams of key individuals from universities and community colleges that have approved AAT degrees to discuss the next steps in cooperatively implementing AAT degrees to ensure that students can transition smoothly to university programs. A second conference is planned for Spring 2006.

The AAT degree models for Secondary Mathematics, Secondary Science, Early Childhood Education, and Special Education, to date, have been completed, and are in the early stages of implementation.

Dual credit and dual enrollment courses continue to experience rapid growth. Statewide data show that the number of students served by dual credit/dual enrollment courses has grown from just over 8,000 in fiscal year 2001 to nearly 17,900 in fiscal year 2004. Due to the size, scope and phenomenal growth of dual credit/dual enrollment programs in the state, a statewide Working Group that includes representatives from K-12, community colleges, ISBE, ICCB, IBHE, the Governors Office, and the General Assembly has been convened to examine issues related to dual credit/dual enrollment and make recommendations to guide future program development.

**HIGHLIGHTS OF 2006 TEACHING AND LEARNING PLANS** – Delivery of the test preparation curriculum to assist paraprofessionals prepare to take either of two state-approved assessments – the ETS Parapro Test and ACT Work Keys will continue through fiscal year 2006. Additionally, a second conference for the P-16 Initiative to develop Associate of Arts in Teaching (AAT) degree models will bring together teams of key individuals from universities and community colleges in Spring 2006. Most colleges reported plans to continue and/or expand successful programs and initiatives, particularly dual credit, placement testing for high school students and high school feedback and curriculum alignment efforts.

**SELECTED TEACHING AND LEARNING 2006 CHALLENGES** – The great challenge of planning, prioritizing, and partnering to do outreach for high school faculty, staff and students with limited or declining resources was cited by almost all of the community colleges. The rapid growth of dual credit programs has created capacity issues at some colleges. Other colleges stated the federal No Child Left Behind legislation increases the time high school faculty and administrators spend on accountability and reduces the time for high school/community college collaboration on dual credit/dual enrollment. Lastly, in some regions of the state, the transition of non-native English speakers from high school to postsecondary education is a challenge, as many of these students come to the colleges in need of remediation.

**POLICY AREA THREE: AFFORDABILITY**

*No Illinois resident will be denied an opportunity for a college education because of financial need.*

**BACKGROUND ON AFFORDABILITY POLICY AREA** – Community colleges offer affordable higher education and workforce preparation opportunities. Many individuals are place-bound due to family and/or employment obligations and see community colleges as a way to pursue their educational and occupational goals without leaving their families, communities, and employment. Others see community colleges as an economical path to complete some or all of the first two years toward a bachelor's degree or to prepare for employment in technical and skilled occupations. Many colleges implemented modest increases in tuition and/or fees, in large part to offset declining state resources. Yet, the cost of attending a community college remains reasonable and offers access to an increasing numbers of students statewide.

The colleges make every attempt to keep tuition and/or fee increases to a minimum so that the cost of attending a community college remains reasonable and offers access to an increasing number of students statewide.

**HIGHLIGHTS OF 2005 AFFORDABILITY ACCOMPLISHMENTS** – Given the state's current fiscal condition, many colleges felt the need to increase tuition and/or fees to offset declining state resources and increasing costs. The colleges make every attempt to keep tuition and/or fee increases to a minimum so that the cost of attending a community college remains reasonable and offers access to an

increasing number of students statewide. The most commonly used strategies for assisting students with unmet need include partnerships with community groups and local employers; scholarships from college Foundations and other contributors; tuition payment plans; textbook loan or rental programs; assistance with transportation, daycare, and other costs that limit students' ability to attend class; emergency loan funds; increased opportunities for work study; and new or streamlined administrative systems to manage and monitor the financial aid process. Several colleges reported taking actions to reduce or redistribute the burden of tuition/fees for students, especially an increased use of tuition payment plans.

**HIGHLIGHTS OF 2006 AFFORDABILITY PLANS** – Colleges indicated plans to continue their current efforts to provide financial assistance to students with need. Most also indicated that they will seek additional funds to support these efforts through enhanced fund-raising, utilizing available community resources and seeking grant funding.

**SELECTED 2006 AFFORDABILITY CHALLENGES** – Clearly, the major challenges identified by the colleges relate to the impact of state and federal financial aid funding decisions and continuing budget reductions on students and institutions. In the face of a continued decline in state funding coupled with rising operational costs, many colleges reported that they were forced to raise tuition and fees, shifting additional financial burden to the student. Colleges reported reallocating resources from reserves and other programs to sustain services previously supported by the Special Populations and Advanced Technology/Educational Technology grants, but acknowledged that the actions are only a short-term fix for the loss of these dollars.

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As students' cost of attendance continues to increase, state-funded assistance programs continue to decline. At many colleges, there is now a gap between a student's Monetary Award Program (MAP) grant award and actual tuition. Colleges also expressed concern about the impact on students of recent policy changes for state funded financial assistance. The new 75 MAP Payable Hour Rule is likely to have an adverse impact on students who require remedial/developmental course work. Many students use their financial aid to pay for remedial/developmental courses and run out of funds before they complete an associate's degree.

**SELECTED AFFORDABILITY PERFORMANCE MEASURES**

Several affordability performance indicators are included in this report: Net Price of Attendance, Tuition & Basic Fees for a Full-time In-district Student; Number of enrolled students who receive Monetary Award Program (MAP) grants; Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants; and the Number of Enrolled Students Who Receive Pell Grants.

**Net Price of Attendance (3C1)**

For purposes of the Performance Report, the definition of "net price" of attendance focuses on affordability and relates to undergraduates who apply for aid using the Free Application for Federal Student Aid (FAFSA) after subtracting grants – nonrepayable gifts – that come from federal, state, and institutional sources. The Net Price of Attendance reflects the remainder of the percent of total cost of attendance covered by institutional, state and grant aid by income quintile for students filing the FAFSA. Total cost of attendance includes tuition and fees, books, transportation, living expenses and other miscellaneous expenses. This year the measure focused on fall 2003 dependent full-time, first time freshmen who were Illinois residents. Generally, grant aid relative to cost is greatest for students with the highest financial need/lowest quintile income and declines as income increases. The exception is for individuals with maximum grant aid in the highest quintile whose results mirror individuals with maximum awards in the third quintile. Upper income quintile assistance typically reflects institutional aid that is provided in recognition of academic achievement and student's possessing special talents.

**Tuition & Basic Fees for a Full-time In-district Student (3M1)** During fiscal year 2006, average annual tuition and basic fee costs for a full-time, in-district Illinois community college student was \$2,097, up 9.3 percent over the previous year when they averaged \$1,918. During fiscal year 2006, the highest annual tuition and basic fees are at William Rainey Harper College (\$2,817) in the northwestern suburbs and lowest annual tuition/fees are at Shawnee Community College (\$1,650) in rural southern Illinois.

**Number of Enrolled Students Who Receive Monetary Award Program (MAP) Grants (3M2)**

During fiscal year 2004, a total of 51,656 students who were enrolled in Illinois community colleges received MAP grants. South Suburban College, Southwestern Illinois College, and Parkland College were the Illinois community colleges with the largest number of students receiving MAP grants in fiscal year 2004.

During fiscal year 2004, a total of 51,656 students who were enrolled in Illinois community colleges received MAP grants

**Number of Enrolled Students Who Receive Illinois Incentive for Access (IIA) Grants (3M3)**

In fiscal year 2004, a total of 11,763 students who were enrolled in Illinois community colleges received Illinois Incentive for Access (IIA) grants. South Suburban College, Malcolm X College, and Harold Washington College had the largest number of students receiving IIA grants in fiscal year 2004.

**Number of Enrolled Students Who Receive Pell Grants (3M4)**

During fiscal year 2004, a total of 80,888 students who were enrolled in Illinois community colleges received Pell Grants. Combined, the City Colleges of Chicago had 19,051 students receiving Pell Grants, which was the largest number of students in any district. South Suburban College enrolled 4,436 students with Pell Grants which was the second largest number of students receiving this form of financial aid.

**POLICY AREA FOUR: ACCESS AND DIVERSITY**

*Illinois will increase the number and diversity of residents completing training and education programs.*

The Illinois community colleges reported a total of 959,081 students enrolled during fiscal year 2004 in credit and non-credit courses

**BACKGROUND ON ACCESS AND DIVERSITY –**

The Illinois Community College System serves a diverse student clientele through a variety of credit and non-credit programs and courses. The Illinois community colleges reported a total of 959,081 students in credit and non-credit courses during fiscal year 2004 . For

students enrolled in credit course work, more than half were female (55.9 percent), more than one-third were minorities, and the median age of credit-generating students was 26.3 with an average age of 30.9, which were both slight decreases from the previous year. The number of students documented with disabilities in community colleges totaled 11,639 in fiscal year 2004. Information on students enrolled in noncredit courses showed nearly identical gender representation (57.1 percent female), less minority participation, with around one-quarter minority non-credit enrollments, and over one-half of non-credit students 40 years of age or above.

Collegiate-level degrees and certificates were awarded to 47,986 students at Illinois Community Colleges in fiscal year 2004, 5.9 percent more than in fiscal year 2003. Baccalaureate/transfer degrees were earned by 14,022 students, up 3.1 percent since 2003, and made up 29.2 percent of all completions. Career and technical education programs made up nearly 69 percent of the remaining college degree and certificate completions, totaling 33,080, which was a 7.2 percent increase.

**HIGHLIGHTS OF 2005 ACCESS AND DIVERSITY ACCOMPLISHMENTS**

– Fiscal year 2005 saw a variety of efforts put forth by Illinois community colleges to increase access for and diversity of their

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students. Several colleges developed new and more flexible courses and programs to help attract a broader student population and reached out to community members to develop better relationships in assessing the needs of the community, and how the college can help meet those needs. Another common accomplishment that was reported was instituting some sort of diversity training at the college for staff and instructors to better prepare them for working with a variety of students. A third commonly reported accomplishment was the creation and implementation of some sort of event that would serve to display and promote examples of diversity at the college and encourage students to get involved.

**HIGHLIGHTS OF 2006 ACCESS AND DIVERSITY PLANS** – The fiscal year 2006 college plans are of a wide variety and range of focus, but with the ultimate goal of increasing access and diversity at individual institutions in ways that fit logically and locally. Several colleges report focusing on their marketing efforts, whether it be attracting new students to campus programs or heightening awareness to existing students on programs that are available to them. A few colleges report reaching out directly to a variety of community groups to gain knowledge that will help them to assess needs in their district. Some other forms of such marketing include special events and increased advertising. Numerous colleges also reported a strong focus in adding certificates, degrees or courses in an effort to increase access to all students. Several colleges also stated that they would focus on developing diversity workshops and training for faculty/staff, developing better placement testing, commissioning studies on retention, and making a commitment to student success in a variety of ways. Finally, several colleges will be seeking out additional funding sources, such as external grants, to assist them in developing new or supplementing current efforts in this area.

**SELECTED 2006 ACCESS AND DIVERSITY**

**CHALLENGES** – The most commonly reported challenge by colleges was the concern over decreases in state funds during the last few years and how that has impacted the local level with cuts and reallocations. Other fiscal concerns included problems in the local economy and the effect those would have on the district.

The most commonly reported challenge by colleges was the concern over decreases in state funds during the last few years and how that has impacted the local level with cuts and reallocations.

Another major challenge was recruiting a qualified and diverse faculty/staff as well as a student body. Remaining challenges that were commonly reported included under prepared students, implementing dual credit, classroom space and materials, and balancing program expansion with demand.

**SELECTED ACCESS AND DIVERSITY PERFORMANCE INDICATORS**

Several access and diversity indicators are included in the report: Individuals with Disabilities Completions; Race/Ethnicity Completions; Gender Completions; Number of Students Served Through Developmental Course work; Remedial Credits Earned Versus Attempted, Number of Students Served Through Adult Education (ABE/ASE) Course Work, and Number of Students Served Through English as a Second Language (ESL) Course Work.

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**Completions by Race/Ethnicity, Disability Status, and Gender (4C1)** Statewide the number of students with disabilities who graduated in fiscal year 2004 increased by 12.7 percent compared to the previous year. The College of DuPage reported the largest number of individuals with disabilities who graduated from a single college and the City Colleges of Chicago reported the overall largest number of individuals with disabilities who graduated from the whole district. Nearly one-third of fiscal year 2004 certificate and associate degree graduates identified themselves as being members of a minority group (non-white). From 2003 to 2004 the overall number of minority graduates increased by 9.4 percent. Waubensee Community College and Harold Washington College registered the largest percentage gains in minority completions over this time span. In fiscal year 2004, there were 27,365 female completers statewide in the Illinois Community College System, which was 57.0 percent of all completers, and a 4.6 percent increase from fiscal year 2003.

Population	Number of 2004 Graduates	Short-Term 1 Year Percent Change	Longer Term FY 00-04 Percent Change
Individuals with Disabilities	1,110	12.7%	63.0%
Minorities Combined	14,422	9.4%	62.0%
Asian	2,734	20.9%	116.6%
African American	7,229	7.7%	49.5%
Latino	3,917	6.8%	63.5%
Native American	209	18.8%	86.6%
Nonresident Alien	196	1.0%	40.0%
Other	137	-0.3%	-14.9%
White	33,564	4.4%	29.6%
Female	27,365	4.6%	30.2%
Male	20,621	7.6%	49.6%

**Number of Students Enrolled by Disability Status, Race/Ethnicity, and Gender (4M1)** During fiscal year 2004, a total of 11,639 students self identified as being disabled were enrolled in Illinois community colleges, which is approximately 1.7 percent of the total community college population served through credit course work. During fiscal year 2004, Wilbur Wright College served the largest proportion of disabled students (5.2 percent), nearly three times the state wide average. In fiscal year 2004, Olive-Harvey College served the largest proportion of combined minority students (98.7 percent of all students), which was much higher than the statewide average of 36.1 percent. Female students accounted for over two-thirds (67.9 percent) of Kennedy-King College students, which was much higher than the statewide figure of 55.9 percent.

**Number of Students Served Through Developmental Course work (4M6)** During fiscal year 2004, an average of 21.3 percent of students enrolled in Illinois community colleges (N = 103,542) were enrolled in developmental course work, which is similar to reports at the national level ( 23.2 percent).

During fiscal year 2004, Illinois Community College System students earned slightly more than two-thirds of the remedial credits they attempted, which was a 2.2 percent increase over fiscal year 2003.

**Remedial Credits Earned Versus Attempted (4M7)** During fiscal year 2004, Illinois Community College System students earned slightly more than two-thirds (66.8 percent) of the remedial credits they attempted, which was a 2.2 percent increase over fiscal year 2003.

**Number of Students Served Through Adult Education (ABE/ASE) Course work (4M2)** During fiscal year 2004, a total of 52,744 students were served through adult education course work, which was a 3.1 percent decrease from the 54,456 students served during fiscal year 2003.

**Number of Students Served Through English as a Second Language (ESL) course work (4M3)** During fiscal year 2004, 73,879 students were served through ESL course work, which was a 4.5 percent decrease from the 77,369 students served during fiscal year 2003.

## POLICY AREA FIVE: HIGH QUALITY

*Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.*

### **SELECTED HIGH QUALITY INDICATORS**

Information pertaining to several mission specific indicators is provided in the following paragraphs including: Transfer Rates, Full Time Baccalaureate-transfer Faculty Preparation, Number of General Education Courses Included in the Illinois Articulation Initiative, Average class size, and Number of Major-Specific Courses Included in the Illinois Articulation Initiative.



**Pass Rate on Professional Licensure Exams (5C2)**

Pass rates on Professional Licensure Exams are calculated based on the number of graduates from a program who pass the examination in a specified year versus all graduates from that program that take the test in that year. Illinois community college Associate Degree Nursing

programs on the National Council Licensure Examination for **Registered Nurses** (NCLEX-RN®) had a median pass rate of 89. Hence, Illinois community college A D N graduates performed above the state (87) and national (85) level on the NCLEX-RN® exam.

Fiscal year 2004 Illinois community college graduates in **Associate Degree Nursing/Registered Nursing, Dental Hygiene, and Radiologic Technology** all exceeded available comparative pass rates.

The median pass rate for Illinois community college **Dental Hygiene** programs in fiscal year 2004 was 100.0 percent versus 96.0 percent for the corresponding national average rate. Illinois community college **Radiologic Technology** programs providing fiscal year 2004 rate information reported a median pass rate of 93.0 percent versus 84.0 percent at the national level. The **Emergency Medical Technician** median pass rate for fiscal year 2004 Illinois community college graduates was 96.0 percent. Nine colleges reported flawless pass rates of 100.0 percent.

Transfer rate results in Illinois are competitive with recent National Transfer Assembly results.

**Transfer Rate (5M3)**

Transfer Rate (5M3) is one measure of quality for students interested in pursuing a bachelors degree. Transfer rates for Illinois community colleges are calculated using the National Transfer Assembly approach. Cohorts of

entering students with no prior college experience who completed 12 or more credits at the community college are tracked for four years and the number of successful transfers is identified. Over the last several years, national results have varied between 21.5 and 25.2 percent. The statewide **transfer rate** for cohorts of Illinois community colleges entering students **was 22.9 percent in fiscal year 2004 and 21.1 percent in fiscal year 2005**. Transfer rates reported here are limited to in-state public institutions and DePaul University. The rates would be higher if information from additional colleges and universities were readily available. The rates could also be expected to increase if the time frame was expanded. Still, Illinois' transfer rate results are competitive with recent National Transfer Assembly results.

**Average class size (5M4)**

Classes that are reasonable in size offer students an opportunity for additional interaction with the professor and classmates. During fiscal year 2004, the average class size among Illinois community colleges was 18.45, which is a 5.5 increase from fiscal year 2003 (17.5) and a 5.9 percent increase from fiscal year 2000 (17.4).

**Faculty Preparation (5M5)**

During fiscal year 2005, an average of 96.2 percent of all Illinois Community College System transfer faculty held a Master's or higher degree. Eight out ten colleges reported that 95 percent or

above of their transfer faculty held a Master's or higher degree. Nationwide the most recent available data from the *Digest of Education Statistics, 2002* are for full-time faculty teaching across all programs at community colleges and show 81.8 percent possessing a Master's degree or above (Fall, 1998).

**Number of General Education Courses Included in the Illinois Articulation Initiative (5M6)**

During fiscal year 2005, 4,327 Illinois community college general education courses were included in the Illinois Articulation Initiative. Every community college actively participates in the Illinois Articulation Initiative.

**POLICY AREA SIX: PRODUCTIVITY AND ACCOUNTABILITY**

*Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability*

**SELECTED ACCOUNTABILITY AND PRODUCTIVITY PERFORMANCE INDICATORS**

A handful of Performance Measures related to Accountability and Productivity are included: Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level; Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average; Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time, or are Still Enrolled or Transferred; Population Served, and Full-Time Equivalent Student/Faculty Ratio.

**Cost of Instruction per Credit Hour by Student Level as a Percent of Sector Average by Student Level (6C1)**

Statewide, the one-year rate of instructional unit cost between 2003 (\$191.09) to 2004 (\$193.16) increased by 1.1 percent, while the Higher Education Price Index (HEPI) for overall operations increased an estimated 4.6 percent during the same time frame.

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**Indirect Instructional Support Cost per Credit Hour as a Percent of Sector Average (6C2)**

Statewide, indirect instructional support costs experienced a 0.9 percent increase from 2003 to 2004. This translates into a \$0.77 average increase for community colleges. Many colleges experienced indirect instructional support cost decreases during fiscal year 2004 compared to the statewide average.

Of the 24,822 fall 2001 cohort of full-time, entering freshmen, 70.6 percent graduated, transferred, or were still enrolled by summer 2004.

**Proportion of First-time, Full-time Freshmen Who Complete Their Degree within 150% of Catalog Time, or are Still Enrolled or Transferred (6C3)**

Of the 24,822 fall 2001 cohort of full-time, entering freshmen, 70.6 percent graduated, transferred, or were still enrolled by summer

2004. From the 2000 cohort to the 2001 cohort, the number of successful student advancements increased 3.8 percent.

**Population Served (6M1)**

During fiscal year 2004, Illinois community colleges enrolled a total of 959,081 students through credit and noncredit course work. According to the most recent Bureau of the Census figures, there were 12,653,525 people living in Illinois. Therefore, one out of every thirteen Illinoisans attended course work in a community college. Narrowing the look to an estimated 11,122,448 Illinoisans over 18 years of age indicates that one out of eleven individuals attended a community college during fiscal year 2004. The average community college enrollment percentage of the entire population was 9.0 percent of each respective district.

**Full-Time Equivalent Student/Faculty Ratio (6M6)**

During fiscal year 2004, Illinois community colleges averaged a 20.3 student-faculty FTE ratio. The most recent national data from the *Digest of Education Statistics, 2004* are from fiscal year 2001 and indicate a student-faculty FTE ratio nationwide for public two-year colleges of 18.8 ([http://nces.ed.gov/programs/digest/d04/tables/dt04\\_226.asp](http://nces.ed.gov/programs/digest/d04/tables/dt04_226.asp)). The Illinois ratio shows a level of efficiency over the national average, while remaining sufficiently small to allow for individualized student attention. During fiscal year 2004, Frontier Community College had the lowest student-faculty FTE ratio (12.4).

**CLOSING CHALLENGES**

Lifelong learning will be necessary for workers to keep pace with the changing workplace. Community colleges and all of higher education have an important role to play in anticipating and responding to emerging needs of the marketplace. New York Times foreign affairs columnist and Pulitzer Prize winning author Thomas L. Friedman provides a national/international perspective on challenges facing present workers and the workers of tomorrow. In his latest book, *The World Is Flat: A Brief History of the Twenty-first Century* (2005) Friedman makes a strong case that highly skilled, innovative, collaborative, and competitive individuals will thrive in the emerging flattened global economy. He takes the reader through ten major political events, innovations and companies that created forces that flattened the competitive environment in the world. He writes about the billions of people living in China, India, Russia, Eastern Europe, Latin America, and Central America, where

Friedman (2005) makes a strong case that highly skilled, innovative, collaborative, and competitive individuals will thrive in the emerging flattened global economy.

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recent economic, technological and political alignments have opened up the workforces during the decade of the 1990s.

Maybe only 10 percent of the new 1.5 billion strong workforce entering the global economy have the education and connectivity to collaborate and compete at a meaningful level. But this is still 150 million people, roughly the size of the entire U.S. workforce . . . The winners will be those that learn the habits, processes and skills most quickly and there is simply nothing that guarantees it will be Americans or Western Europeans leading the way.

Friedman, Thomas L. (2005). *The World Is Flat: A Brief History of the Twenty-first Century*, p.183.

In his triple convergence discussions, Friedman (2005) relays a conversation with a successful entrepreneur from India. The entrepreneur makes some interesting points.

There are dozens of people who are doing the same thing you are doing, and they are trying to do it better. It is like water in a tray, you shake it and it will find the path of least resistance. That is what is going to happen to many jobs – they will go to the corner of the world where there is the least resistance and most opportunity. If there is a skilled person in Timbuktu, he/she will get work if he/she knows how to access the rest of the world which is quite easy today. You can make a website and have an e-mail address and you are up and running. If you are able to demonstrate your work, using the same infrastructure, and if people are comfortable giving work to you, and if you are diligent and clean in your transactions you are in business . . .

Instead of complaining about outsourcing . . . think about how you can raise your bar and raise yourself into doing something better . . . It's about how you can create a great opportunity for yourself and hold onto that or keep creating new opportunities where you can thrive . . . It's about efficiency, collaboration and competitiveness . . . It's about staying sharp.

Friedman, Thomas L. (2005). *The World Is Flat: A Brief History of the Twenty-first Century*, pp. 190-191

In the flattened economy, where an individual lives is of little consequence, as long as the individual has the ability to communicate effectively and deliver a quality product cost effectively and on time. Demonstrating a capacity to improve either product, price, or both can also be important considerations in landing and retaining business.

Education and training are the foundations upon which success in the flattened economy will be built.

Education and training are the foundations upon which success in the flattened economy will be built. The Performance Report provides one mechanism for Illinois higher education to measure progress, identify challenges, and develop plans to move forward. Colleges and

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universities shoulder part of the responsibility to help prepare and empower individuals to compete successfully in the flat global economy. It is particularly important that Illinois Community Colleges rise to these challenges since over nine out of ten graduates remain in state and must be part of the solution for the State of Illinois and Illinoisans to attain and retain a competitive advantage in the marketplace.

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UNAPPROVED

Minutes of the 360th Meeting of the  
Illinois Community College Board  
Business Session  
September 16, 2005  
Harry L. Crisp Community College Center  
401 East Capitol Avenue  
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:15 a.m. Roll call was taken with the following members present: Guy Alongi, Jenna Altadonna, John Aurand, John Donahue, Marikay Hegarty, Dianne Meeks, Suzanne Morris, Bill Naegele, and Judith Rake. Marjorie Cole and Rudolph Papa were absent.

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

Chairman Alongi welcomed the two new Board members. Dianne Meeks (Carbondale) was appointed by Governor Blagojevich on August 24, 2005. Mrs. Meeks has been active with Southern Illinois University at Carbondale and serves as a member of the School of Arts Design. She is a member of the Foundation's President's Council and Board of Directors. Dianne is cofounder of One Village which provides workshops that give young people the opportunity to explore diverse forms of art and literature. She is also active in the Southern Illinois University's Preparation Program as the Assistant Director.

Bill Naegele (Chicago) was appointed by Governor Blagojevich on Wednesday, September 14, 2005. Mr. Naegele serves as the Illinois Federation of Teachers Union Vice President. He was also a long-time South Suburban College instructor and Cook County College Teachers Union Legislative Chair.

Roberto Rivera submitted a resignation letter after recently accepting a position with the Illinois Tollway Authority. Working for the State and serving on a board or commission is a conflict of interest under the current ethics legislation. Within days of accepting the new employment, Roberto was involved in a helicopter accident. Mr. Rivera sustained major injuries, but is recovering well. We wish him the best in his recovery and new employment. Lurna Godwin has also submitted a resignation letter. These names will be submitted to the Governor's Office for replacement.

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Mr. Alongi introduced Judy Erwin, the new Executive Deputy Director of the Illinois Board of Higher Education, who is seated in the audience today. Judy was an educator before joining the State Senate staff in 1971. She served on that staff as Communication Director and Staff Director.

Ms. Erwin was then elected to the Illinois House of Representatives in 1993 and served for over a decade. She also served as Chair of the Illinois House Committee on Higher Education. Guy Alongi welcomed Ms. Erwin on behalf of the Board.

Chairman Alongi extended a warm thank you on behalf of the Board to all staff members for a great job and all the hard work they have been doing for the ICCB.

Item #3 - Nomination of Vice Chair

Marikay Hegarty made a motion, which was seconded by Judith Rake, to nominate Suzanne Morris to remain as the Vice Chair for fiscal year 2006. The motion was approved by unanimous voice vote. Student advisory vote: Yes. Ms. Morris accepted the appointment.

Item #4 - Committee Reports

Item #4.1 - Adult Education & Family Literacy Committee

Marikay Hegarty reported that since responsibility of the General Educational Development (GED) program has been transferred to the ICCB, staffing has become a major issue. All administrative functions are being handled by ICCB staff. There are positions that need to be filled. With numerous calls coming in on a daily basis, according to Ms. Hegarty, ICCB staff need help.

Approval of the reauthorization will not likely occur this year. Jennifer Foster, Senior Director for Adult Education and Family Literacy, was in Washington, D.C., recently and participated in positive but lengthy meetings. At this time, it appears that there will be an extension on the current year. ICCB staff will consider the obstacles that may occur in the next year.

The U.S. Department of Education, Office of Vocational and Adult Education, conducted a follow-up monitoring visit on August 8-9, 2005. The focus of the visit was the new data collection system that will be tested with pilot sites beginning July 1, 2007.

Item #4.2 - Budget and Finance Committee

Suzanne Morris reported that part of the reason there is a budget balance is because so many positions have not been filled, which puts a strain on current staff. This issue must be addressed. Now that the GED is entirely the responsibility of the ICCB, an additional strain has been placed on staff. Suzanne Morris thanked staff for doing a good job dealing with this issue.

Item #5 - President/CEO Report

Geoff Obrzut welcomed the two new Board members, Dianne Meeks and Bill Naegele.

Mr. Obrzut regretfully informed the Board that Marjorie Cole has notified him that she will resign very soon due to vision/hearing problems and that one of her family members is very ill. She has not, however, turned in a resignation letter yet.

Geoff Obrzut also thanked Lurna Godwin and Roberto Rivera for their service to the Board.

Mr. Obrzut welcomed Judy Erwin, the new Executive Deputy Director at IBHE. Ms. Erwin has been a steadfast advocate of higher education.

Everyone involved with the ICCB should be proud for the response the system has given to the Hurricane Katrina disaster. Mr. Obrzut is proud to announce that the ICCB was the first agency to respond when the Governor asked for support with displaced college students. ICCB staff took the opportunity to discuss the commitment that the Illinois Community College System will have in dealing with this tragedy. The ICCB also encourages all the community colleges to support and assist the displaced students. To aid the community colleges with expenses from assisting the displaced students, funds will be requested in next year's budget.

There were some concerns with the displaced students, including residency, assessment, enrollment, student payments, financial aid, text books, adult education classes, and fund-raising efforts. Most of the colleges offered displaced students an in-district tuition rate, and some are offering to waive fees. City Colleges of Chicago has waived fees for auditing a class. Over 160 displaced students have enrolled in classes at Illinois community colleges, with the majority of the students attending the City Colleges of Chicago.

A large majority of community colleges are sponsoring fund-raisers on their campuses. The money raised will be given to the Red Cross. Students enlisted in the National Guard that are being sent to the Gulf area have been granted permission to withdraw from classes without penalty and will be allowed to re-enroll when they return.



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Housing is another issue. The community colleges, in accordance with the Illinois Public Community College Act, are not allowed to have housing; however, some of the businesses that the community colleges deal with have been very helpful with trying to house some of the displaced students and their families. Illinois Central College has a new campus building that is being used to house displaced students and their families.

One of the success stories reported by Southwestern Illinois College involves a group of girls that escaped the flooded area just in time. As they were driving through Texas, one of the girls made a call to Southwestern Illinois College. She was concerned about continuing classes in order to still be on track with obtaining her pharmacy degree.

Mr. Obrzut is happy to report that she is now a full-time student at Southwestern Illinois College and was able to replicate all the classes she had been taking in New Orleans. Updates will be provided to the Illinois Community College System as these stories develop.

The 40<sup>th</sup> Anniversary campaign kicked off in Joliet with a press conference, followed by additional press conferences in Rockford, Rock Island, DuPage County, and Southern Illinois. Randy Barnette, Vice President for External Affairs, and his staff have been doing an excellent job promoting this event. The Public Relations campaign includes a DVD of the history of the Illinois Community College System. Geoff Obrzut was able to show a “close to final” version of the DVD at the American Community College Trustees Association Conference in Seattle, Washington, and received a positive reaction.

Congratulations to Tom Bennett, the current President of the Illinois Community College Trustees Association, who won a bid for a seat on the Board of Directors for the National Association of Trustees (ACCT). Mr. Bennett was able to join us today.

An ongoing issue with Jay Leno on the “Tonight Show with Jay Leno” making jokes about the community colleges provoked community colleges across the U.S. to fight back. A community college President from Northwest Ohio, Betty Young, who was an unemployed, 28 year old single mother who went back to school at a community college and eventually earned five degrees, is planning to do a seven-city tour while riding her Harley Davidson motorcycle. Dr. Young’s first leg of her journey will stop in Joliet where a press conference is scheduled for 10:00 a.m. Tuesday, September 20, 2005. The whole concept is to get Jay Leno’s attention and stress how important community colleges are to many people. Dr. Walter Packard, President of McHenry County College, has agreed to ride his Harley Davidson as well. Updates will be provided as this issue progresses.

A report on the Baccalaureate Access Task Force will be presented later in the agenda. Progress on this initiative has been going very well. Virginia McMillan was not able to be here today, but will provide a status report at the November Board meeting. Carol Lanning, Interim Vice President for Instructional and Policy Studies, will provide a brief update.

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On Friday, September 9, 2005, the Dual Enrollment/Dual Credit Task Force held its first meeting and began identifying issues for consideration in the future development of dual credit/dual enrollment programs. A second meeting is scheduled for November 10 at the ISBE Springfield office, at which the group plans to conclude its discussion of issues and determine action steps and recommendations.

Mr. Obrzut announced that there will be a Board retreat prior to November Board meeting. The retreat will be held in the Marion area, and the Board meeting will be held at Shawnee Community College. Ann Chandler, Executive Assistant to the President/CEO, will contact Board members in the near future regarding travel plans. The Board retreat will begin at 12:00 noon on Thursday and end at 7:00 p.m. Dr. Gary Davis, recently retired Executive Director of the Illinois Community College Trustees Association, will be the facilitator of the retreat. Virginia McMillan is working on the Strategic Plan and will provide an update at the retreat.

Geoff Obrzut introduced new staff members who have joined the ICCB recently. Jeri Dixon, Associate Director for Adult Education & Family Literacy/Program Support Specialist-Region I in Chicago, is located in the Chicago office; Rod Lane, Associate Director for Adult Education & Family Literacy/Program Support Specialist-Region III in Central Illinois, is located in the Springfield office; and Brenda Pryor, Associate Director for External Affairs, is located in the Chicago office. Mr. Obrzut also announced that Rob Kerr and Aimee LaFollette-Julian have resigned and will be leaving the ICCB very soon.

Geoff Obrzut concluded his report by announcing that his daughter, Lauren, has joined the ranks of the Illinois Community College System. She began the fall semester at the University of Iowa and has recently transferred to Joliet Junior College.

Item #6 - 40<sup>th</sup> Anniversary Update

Randy Barnette, Vice President for External Affairs, reported that the PR campaign for the 40<sup>th</sup> Anniversary of the ICCB has progressed on schedule. Funds were not available in the budget for this event, so constituencies around the state were called upon and came through. With their assistance, the ICCB has raised close to \$20,000 to help facilitate the campaign.

A special thank you was extended to those who have contributed financially to the 40<sup>th</sup> Anniversary campaign. A certificate of appreciation from the ICCB will be presented to: State Farm Insurance Agency Director Dan Billock; Illinois Community College Presidents Council, President Dr. Alice Jacobs; Billboard Association of Outdoor Advertising, Rose Trader; Illinois Community College System Foundation, Ray Hancock; Illinois National Bank; a CPA firm in Springfield who wishes to remain anonymous; and Illinois Community College Trustees Association, Mike Monaghan and Tom Bennett.

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Nine press conferences have already taken place with several more scheduled in the near future across the state. There is both a DVD that shows the history of the ICCB and a billboard campaign being developed. The billboards will be placed all across the state. Some public service announcements will be broadcast on radio and television stations. The DVD, which is in the final revision stage, was shown during the Board meeting today and will be distributed to all the colleges. To recoup any costs associated with making the DVD, a fee will be charged.

Item #7 - Advisory Organizations

Item #7.2 - Student Advisory Committee

Jenna Altadonna, the new student member for fiscal year 2006, reported that a Student Leadership Institute was held recently and attended by 28 student trustees who learned about basic Trusteeship and Leadership. Since then, they have been keeping in contact through an online chat room discussing next year's schedule.

The next SAC meeting will be held September 30 - October 1 in Springfield. A round table discussion about Homeland Security will be included in the agenda.

Item #7.3 - Illinois Community College Trustees Association

The President for 2005-2006, Tom Bennett, congratulated the new Board members on their appointment to the Illinois Community College Board. He reported that the trustees were delighted to work on SB 2112 with the Illinois Federation of Teachers and the Illinois Education Association, which added a requirement that community college faculty and trustees be represented by placing a faculty member and a trustee on the Illinois Community College Board. The trustees association is still anxiously awaiting the appointment of the trustee.

Mr. Bennett thanked Geoff Obrzut for his valuable contributions at the national meeting in Seattle. Geoff made a video presentation and provided information about the Illinois Community College System. He was successfully able to show the presidents and trustees what was being developed in Illinois. According to Mr. Obrzut everyone seemed very impressed.

Chairman Alongi was thanked for the great work that the Board is doing to protect state funding and the resources that are going to the community colleges in relation to Minority Transfer Centers. His leadership has served the system very well and is very appreciated.

The ICCTA is monitoring on a couple of issues as the veto session approaches, including working with the City Colleges of Chicago and various labor organizations to add the City Colleges of Chicago retirees to the college health insurance program. They are also working with the Presidents Council, the ICCB, and others to prepare for future initiatives.

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Their next meeting is September 30 - October 1 in Springfield, which will be Tom Bennett's first meeting as President. Items on the agenda will include discussion of financial plans and Homeland Security issues associated with campus buildings.

Item #7.4 - Presidents Council

Dr. Alice Jacobs, President of Danville Area Community College, reported that the Presidents Council held its annual planning retreat in July. The main priority issues were adequate funding for the community colleges, joint House Resolution 24, and Senate Bill 26.

Officers for 2005-2006 are: Vice President – Dr. Keith Miller, President of Black Hawk College; Secretary – Mr. Terry Bruce, Chief Executive Officer of Illinois Eastern Community Colleges.

Item #7.5 - Adult Education and Family Literary Advisory Council

Sarah Hawker, Vice President for Workforce Development and Adult Education, reported in the absence of Gay Graves, Adult and Family Education Director for the St. Clair County Regional Office of Education, who was unable to attend. The Council is working to fill vacancies since several two-year terms have expired, and the process is nearly complete. The Council's next meeting will be September 29, 2005.

Item #8 - Illinois Community College Foundation & Horizon Report

Dr. Raymond Hancock, Executive Director of the Illinois Community College System Foundation, reported that the Foundation is considering adding another floor to the downtown office building in Springfield. If the new floor was added, all ICCB staff located in Springfield could be consolidated into one building instead of some staff being located at the Lincoln Land campus. The addition would also provide the Foundation with an opportunity to rent any remaining space to other educational agencies and would be a potential source of revenue for the Foundation. Donations and grants are scarce, and rental of this building is a huge source of income. The addition would cost approximately \$1.8 million. The Foundation is interested in the opinion of the Illinois Community College Board on this endeavor.

Dr. Hancock also reported on a purchasing plan the Foundation has developed entitled the Illinois Community College Purchasing Consortium, which could be an additional source of revenue. The Foundation would be working with Horizon Resource Group, a company based in Brentwood, Tennessee. The plan has been presented to the Presidents Council and Chief Financial Officers, and they all seemed to support the concept.

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Mr. Obrzut thanked Dr. Hancock for the Foundation's support for the Illinois Community College Board and the Illinois Community College System. He asked Dr. Hancock if an ICCB member would be allowed to sit on the Illinois Community College System Foundation's Board. Dr. Hancock will look into the request and report back to ICCB in the near future.

Item #9 - Associate of Arts in Teaching Degree Models

Carol Lanning, Interim Vice President for Instruction and Policy Studies, provided an update on the third and fourth completed Associate of Arts in Teaching (AAT) modules. In September 2002, a steering committee worked with hundreds of faculty, administrators, and agency representatives to propose AAT models in high need teaching disciplines. To date, AAT degree models in Secondary Mathematics and Secondary Science have been approved. Work has now been completed on an AAT Early Childhood Education model and Special Education model. Both of the models are being presented to the ICCB for approval.

Item #9.1 - Associate of Arts in Teaching Early Childhood Education

Judith Rake made a motion, which was seconded by Bill Naegele, to approve the proposed Associate of Arts in Teaching Early Childhood Education degree model. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #9.2 - Associate of Arts in Teaching Special Education

Bill Naegele made a motion, which was seconded by John Aurand, to approve the proposed Associate of Arts in Teaching Special Education degree model. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #10 - Revisions to Program Review

Carol Lanning reported that, over the past year and a half, a team of consultants has been engaged in an evaluation of the Illinois Community College Board program review system. The results of the evaluation were presented to the Board in July 2005 in a report titled "Findings and Recommendations: Evaluation of the Program Review System of the Illinois Community College Board," which was included as an external attachment. The report and recommendations are now being presented to the Board for its consideration.

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Marikay Hegarty made a motion, which was seconded by Suzanne Morris, to accept and endorse the recommendations of the Program Review Evaluation Project consultant team and charges the President/CEO and staff to implement the revised program review process. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #11 - Baccalaureate Access Task Force Update

Virginia McMillan was unable to attend the Board meeting today. Carol Lanning reported that the Task Force has developed a preliminary draft report which is now available for public comment on the ICCB and Illinois Board of Higher Education (IBHE) website. Task Force members were also asked to work with constituents that they represent to get comments and feedback on the report, and IBHE is working with their constituent groups to get feedback as well. One public hearing will be scheduled and is tentatively scheduled to be held in Springfield. The Task Force will then analyze all the feedback and finalize the report,. The final report should be ready to present to the ICCB at its meeting on November 18, and presented to the IBHE at its meeting the following week.

Item #12 - Homeland Security

Sarah Hawker, Vice President for Workforce Development and Adult Education, and Karen Hunter Anderson, Senior Director for Student/Instructional Development, reported that in cooperation with the Office of the Governor and the Department of Commerce and Economic Opportunity, the Illinois Community College Board has undertaken efforts to address the educational, training, and business support services required to meet state and national homeland security needs. In order to retain and recruit businesses and industries that provide homeland security products and services, the Illinois Community College Board has identified eight colleges as demonstration sites for innovative strategies in five homeland security priority areas identified by the Office of the Governor. The priority areas are: Bio-Technology and Public Health; Manufacturing; Information Technology; Agro-Security/Food Safety and Security; and First Responder, Security, and Emergency Services.

The colleges that will be demonstration sites will serve as models for business partnership and support, educational program development, and technical training. Businesses and industries interested in establishing a presence in Illinois or seeking assistance in homeland security-related business services or training will work with the community colleges to develop customized and innovative programs and services to fit their specified needs. After the demonstration period, other colleges can replicate the demonstration project, seek input and assistance from the demonstration site, or customize the training for their own business partners using the demonstration model as a starting point.

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The homeland security demonstration sites are as follows:

Harper College  
Illinois Central College  
Kankakee Community College  
College of Lake County  
Moraine Valley Community College  
Richland Community college  
Wilbur Wright College  
Illinois Eastern Community Colleges

Karen Hunter Anderson also gave an update on the Illinois Community College System Homeland Security and Emergency Response Institute. The ICCB is working with college leaders and agency partners to plan an Illinois Community College System Homeland Security and Emergency Response Institute to be held February 21-22, 2006, at the Crowne Plaza Hotel in Springfield.

Conference sessions and speakers are being recruited from the Illinois Community College System, disaster relief and emergency response agencies, security agencies, business partners, and national experts. The goal of the Institute is to create awareness of campus security issues; identify the connection between homeland security, emergency response, and workforce and economic development; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs.

The planning committee hopes the conference will command campuses to think about the community colleges' role in meeting regional and statewide needs in homeland security and disaster preparedness and management.

Item #13 - GED Online Update

Jennifer Foster, Senior Director for Adult Education, reported that on May 31, 2005, legislation transferring state administration of the GED Testing Program from the Illinois State Board of Education (ISBE) to the Illinois Community College Board was passed by the Illinois General Assembly. Effective July 6, 2005, administration of the Illinois GED Testing Program was implemented at the ICCB.

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ICCB staff will work during the next six months to implement a smooth transition. Jennifer Foster will serve as Interim State Director of the GED Testing Program until a permanent Director is selected. Sarah Hawker, Vice President for Adult Education and Workforce Development; David Baker, Associate Director for Adult Education- Staff Development/ Training and Marketing; and Roz Petrilli, a consultant and former State Director of the GED Testing Program at ISBE will work together to structure and implement administration of the program within the agency and with external constituents. Adult Education staff have developed a transition work plan outlining the tasks required for effective transfer of the program and have met with staff of the ISBE to obtain all information and records related to GED testing. Staff will continue to work with Regional Offices of Education, the Cook County GED Testing Center, and the American Council on Education/GED Testing Service to ensure a successful transfer of the program.

A GED Administration Transition Advisory Committee has been established consisting of representatives of the Regional Offices of Education (ROE), who are the local test administrators, and other key stakeholders in the program. The Committee is working with the ICCB to identify and address transition and program issues. They met for the first time on August 31, 2005, to discuss issues surrounding GED test administration, such as expanding access to testing opportunities, the cost of operating the program across the state, and the requirement that Illinois GED test takers pass a State constitution test.

Rosella Wamser, Superintendent of the St. Clair County Regional Office of Education and a member of the Transition Committee, will join the statewide Adult Education Advisory Committee to represent GED and transition issues. The next meeting of the Transition Advisory Committee will be held on Thursday, October 6, 2005, at the ICCB in Springfield.

Item #14 - Workforce Investment Act Innovation Grants Final Report

Lavon Nelson, Director for Workforce Systems, reported that the Illinois Community College Board chose to focus on meeting the healthcare shortages across the state, mostly in the nursing profession, by providing grants to community colleges to develop pilot initiatives. The grants gave colleges the opportunity to address capacity, pipeline, technology, and public-private venture issues in healthcare education.

Community colleges were able to be creative and flexible in developing their pilot initiatives. Three regions of the state were the focus of the funds: the Northeast, Central, and Southeastern. The grant period ended June 30, 2005. The year-end report summarizes the innovations that were pilot tested and their results.



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The collaborative nature of the initiatives brought colleges together to address four major healthcare shortage issues:

- Online Hybrid Associate Degree Nursing Programs
- Fast-Track Nursing Programs
- Rural Hospital Healthcare Programs
- Healthcare Bridge Programs

Harry S Truman College, Triton College, and Kankakee Community College came together to develop online nursing curricula which will increase the pipeline and expand capacity by allowing more nontraditional students to have access to nursing programs.

The colleges were also able to purchase state-of-the-art technology to create and share the on-line curricula, develop web links, create videos, and develop an on-line library. Although not in the original scope of work, Triton was able to pilot-test with 28 students to get early feedback to make refinements to their courses. Triton paid tuition and fees for the students. Faculty were very pleased with the initiative and plan to continue the development of additional courses.

The colleges received a total of \$226,995.

Item #15 - Longitudinal Study of the Class of 2002 Illinois High School Graduates Presentation by Dr. Jennifer Presley, Director of the Illinois Education Research Council

Jennifer Presley, Director of the Illinois Education Research Council, gave a presentation to the Board regarding the College Readiness and Choice: The Longitudinal Study of the Illinois Class of 2002. The final observations that were concluded from their data were as follows:

- The Illinois Education Research Council (IERC) study demonstrates that high school preparation is a critical challenge for schools across the state. Raising graduation requirements is a good start, but attention also needs to be focused on the content of courses.
- Academic preparedness is the major critical component to college access. It also strongly influences the type of institution attended and continuation. All high school students benefit from being in higher quality schools; the access to such an education needs to be more equalized.

The IERC will provide updates on this research as they follow the high school class of 2002 class through college to graduation.

Item #16 - Consent Agenda

Suzanne Morris made a motion, which was seconded by Judith Rake, to approve the following items:

Item #16.1 - Minutes of the June 17, 2005 Meeting

The Illinois Community College Board hereby approves the minutes of the June 17, 2005 meeting, as recorded.

Item #16.2 - 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**

**BACKGROUND**

Black Hawk College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics
- ▶ Massage Therapy & Bodywork Certificate (40 semester credit hours)

College of DuPage

- Mecomtronics A.A.S. degree (68 semester credit hours)

Joliet Junior College

- Health Information Management Technology A.A.S. (68 semester credit hours)
- Radiology Technology A.A.S. degree (68 semester credit hours)

Kishwaukee College

- Aviation Flight A.A.S. degree (62 semester credit hours)

Lewis & Clark Community College

- Paralegal Certificate (39 semester credit hours)
- Paralegal A.A.S. degree (66 semester credit hours)

Lincoln Trail College

- Building Trades Certificate (36 semester credit hours)

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Prairie State College

- Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics

Southwestern Illinois College

- Aviation Management (65 semester credit hours)

Spoon River College

- Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics
- Associate of Arts in Teaching (A.A.T.) - Secondary Science

Triton College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Science

Waubonsee Community College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics
- ▶ Exercise Science Certificate (30.5 semester credit hours)

**TEMPORARY PROGRAM APPROVAL**

Truman College

- ▶ Bioinformatics Certificate (32 semester credit hours)

Item #16.3 - Certification of Eligibility for Special Tax Levy

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2005 or fiscal year 2006 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.15 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.15 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  
Highland Community College  
Illinois Central College  
Illinois Eastern Community Colleges  
Illinois Valley Community College  
Kankakee Community College

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Kaskaskia College  
Lake Land College  
Lewis and Clark Community College  
Moraine Valley Community College  
Prairie State College  
Rend Lake College  
Carl Sandburg College  
South Suburban College  
Southwestern Illinois College  
Spoon River College  
John Wood Community College

Item #16.4 - Final Recognition Reports

The Illinois Community College Board hereby grants a status of “recognition continued” to the following districts:

Morton College  
Richland Community College

\* \* \* \* \*

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

Item #17 - Information Items

Item #17.1 - Fiscal Year 2005 Financial Statements

Financial Statements were provided for the Board’s information and review.

Item #17.2 - Fiscal Year 2006 Financial Statements

Financial Statements were provided for the Board’s information and review.

Item #17.3 - Illinois Community College Board Advisory Committee Member Appointments

A summary was provided for the Board’s information and review.

Item #17.4 - Lincoln’s Challenge Program FY 2005 Final Report

A summary was provided for the Board’s information and review.

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Item #18 - Other Business

Mr. Obrzut informed the Board that a Personnel Committee meeting is tentatively scheduled for sometime next week. He will be in touch with Personnel Committee members (Suzanne Morris, John Aurand, and Rudolph Papa) to set the date and time for the meeting.

Some of the Board members were scheduled to get a state Identification (ID) badge today. Those involved will be taken over to receive one after the meeting is over. Ann Chandler will take one group right after the meeting, and Geoff Obrzut will take the second group after they had eaten lunch.

The new members need to decide what committees they would like to serve on. Dianne Meeks will be on the Adult Education and Family Literacy Committee. Bill Naegele will be getting back to Mr. Obrzut on this issue.

Item #19 - Executive Session

At 10:50 a.m., Judith Rake made a motion, which was seconded by John Aurand, to go into Executive Session to discuss personnel matters. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

\* \* \* \* \*

At 11:15 a.m., John Donahue made a motion, which was seconded by Suzanne Morris, to adjourn the Executive Session meeting and return to the regular Board meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

The Board voted on issues discussed in the Executive Session.

John Aurand made a motion, which was seconded by Suzanne Morris, to increase the Executive Assistant to the President/CEO Ann Chandler's base salary to the minimum posted amount of \$35,000. The motion was approved by a unanimous roll call vote. Student advisory vote: Yes.

Judith Rake made a motion, which was seconded by Marikay Hegarty, to increase Sarah Hawker's base salary 6%, increasing it to \$115,000. The motion was approved by a unanimous roll call vote. Student Advisory vote: Yes.

Marikay Hegarty made a motion, which was seconded by Dianne Meeks, to give all employees of the ICCB a 3% raise or a minimum of \$1,000. This motion excludes President/CEO Geoff Obrzut due to his contract previously being voted on at the April 22 Board meeting. The motion was approved by a unanimous roll call vote. Student Advisory vote: Yes.

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Bill Naegele made a motion, which was seconded by Dianne Meeks, to give the Career and Technical Education contractual employees a 3% raise. The motion was approved by a unanimous roll call vote. Student advisory vote: Yes.

\* \* \* \* \*

Marikay Hegarty left the meeting at 11:25 a.m., after voting on the matters discussed in Executive Session, due to personal reasons.

Item # 20 - Adjournment

At 12:15 p.m., Bill Naegele made a motion, which was seconded by John Aurand, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Guy H. Alongi  
Chairman

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Geoffrey S. Obrzut  
President/CEO

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Joliet Junior College

- ▶ HVA/C A.A.S. degree ( 64 semester credit hours)

Lewis & Clark Community College

- ▶ Process Operations Technology A.A.S. degree (62.5 semester credit hours)

Lincoln Land Community College

- ▶ Customized Applied Technology A.A.S. degree (62 semester credit hours)

Southwestern Illinois College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics

Waubonsee Community College

- ▶ Health and Wellness Specialist A.A.S. degree (64 semester credit hours)

Wilbur Wright College

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

**BACKGROUND**

**Joliet Junior College** is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Heating, Ventilation and Air Conditioning”. This program will prepare individuals for employment as HVA/C (or HVA/CR) technicians in a variety of residential, commercial, and industrial environments. The curriculum consists of 16 semester credit hours of required general education coursework, 45 semester credit hours of required career and technical education coursework, and three (3) semester credit hours of related technical electives.

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The career and technical component of the curriculum includes blueprint reading, introductory air conditioning, introductory heating, advanced laboratory in applied heating and A/C, heat pumps and hydronic boiler technology, duct design and installation, heat loss and gain calculations, industrial controls, electrical controls for HVA/CR, commercial building automation control design, commercial building air flow, and a required work-based learning experience in HVA/C. Assessment of student learning objectives will be accomplished through a comprehensive final exam, both written and performance based, as evaluated by the program coordinator.

Students will also be observed and evaluated by local employers during their internship. The curriculum was developed according to guidelines established by The ESCO (Educational Standards Corporation) Institute for Heating, Ventilation and Air Conditioning/Refrigeration, and will lead towards two certifications available from the Environmental Protection Agency (EPA) for HVA/CR technicians. This includes the required EPA 608 Certification for residential and commercial air conditioning and refrigeration, and the optional EPA 609 Certification for motor vehicle air conditioning.

Labor market information provided by the college supports the interest in and need for a degree program in heating, ventilation, and air conditioning. According to the Illinois Department of Employment Security, growth in the employment of “HVA/C technicians” is anticipated to be much faster than average both statewide and within the college’s district through 2012. The college anticipates an enrollment of 15 full-time and 20 part-time students the third year, increasing to 20 full-time and 30 part-time students by the third year. One (1) existing full-time and one (1) existing part-time faculty will be required the first year. Costs of implementing this program will be approximately \$5,250 the first year, \$8,250 the second year, and \$3,150 the third year.

**Lewis & Clark Community College** is seeking approval to offer a 62.5 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Process Operations Technology”. This program will prepare individuals for employment as process technicians capable of performing a variety of duties related to the petrochemical refinery process. The program was developed in collaboration with ConocoPhillips, a local refinery and major employer within the college’s district. The curriculum consists of 26 semester credit hours of required general education coursework, 35.5 semester credit hours of required career and technical education coursework, and 1-3 semester credit hours of required work based learning. The career and technical component of the curriculum includes chemistry, introductory and advanced process technology, process technology equipment, process technology instrumentation control, process technology operations, process troubleshooting, introductory fire science, emergency response, quality control, safety of environment, and a required work-based learning experience in process technology. Assessment of student learning objectives will be accomplished through observation and evaluation of the student’s required internship by both the employer and college faculty, as well as a written final exam developed by The Center for Advancement of Process Technology (CAPT).



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The curriculum was developed according to guidelines established by CAPT. This center is a part of the National Science Foundation Advanced Technological Education Center for Excellence in Process Technology, whose goal is to lead education, industry and government policymakers in developing a skilled process technology workforce to remain globally competitive.

Although according to statewide labor market information demand for process technicians is on the decline, locally the district's market exhibits strong demand. ConocoPhillips is expected to be affected by mass retirements in the coming year which will drive the demand for trained process technicians. Furthermore, this employer recently acquired and re-opened a new refinery within the college's district. This is also expected to increase demand for skilled workers. The college anticipates an enrollment of 15 full-time and five (5) part-time students the first year, increasing to 25 full-time and 15 part-time students by the third year.

One (1) new part-time faculty will be required the first year, one (1) full-time faculty member will be added during the second year of operation. Costs of implementing this program will be approximately \$18,718 the first year, \$40,000 the second year, and \$85,000 the third year. Higher second and third year costs reflect the addition of faculty and the purchase of equipment.

**Lincoln Land Community College** is seeking approval to offer a 62 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Customized Applied Technology". The program will allow individuals to pursue postsecondary education in an area specific to their personal needs and the needs of their employers where existing career and technical education programs do not exist. The program is designed to allow students to design a customized program of study that meets their and their employers unique educational needs, building upon several specific areas of study currently available at the college. The curriculum will consist of 15 semester credit hours of required general education, 14 semester credit hours of core career and technical courses, and a minimum of 30 semester credit hours of career and technical coursework directly related to the students career goal(s), in addition to a work-based learning experience in an appropriate field. Assessment of student learning objectives will be accomplished through a student portfolio and an observation and evaluation by both the employer and college faculty during their internship. Career and technical coursework will be jointly determined by the student, college personnel and the employer, where applicable, to ensure the successful completion of the program and to ensure that the course work furthers the student's learning objectives. Program areas currently offered by the college from which students may focus their career and technical coursework include Computer Aided Drafting (CAD), Welding, HVA/CR, and Transportation.

This program was developed in response to local business and industry support for a two-year career and technical degree program tailored to meet their needs across a range of employment fields. The college anticipates an enrollment of five (5) full-time and 10 part-time students each year during the first three years. One (1) new part-time faculty, four (4) existing full-time and three (3) existing part-time faculty will be required the first year of the program. Costs of implementing this program will be approximately \$1,500 per year during the first three years.

**Southwestern Illinois College** has submitted a proposal to offer the Associate of Arts in Teaching (A.A.T.) Secondary Mathematics Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credit hours of professional education coursework and 9-15 semester credit hours in major content area coursework. This proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

**Waubensee Community College** is seeking approval to offer 64 semester credit hour “Health and Wellness Specialist” Associate of Applied Science (A.A.S.) degree program. This curriculum will prepare individuals for employment as personal trainers, group fitness instructors and planners, and fitness coordinators in corporate, commercial, or public training facilities. The curriculum consists of 18 semester credit hours of required general education coursework, and 46 semester credit hours of required career and technical education coursework.

The career and technical component of the curriculum consists of nutrition, human structure and function, psychology, personal wellness, fitness training, principles of resistance training, exercise for special populations, fitness assessment and exercise programming, first aid and emergency care, small business creation and management, and an exercise science internship. Completion of this program will prepare students for the optional Certified Personal Trainer (CPT) certification and the Health/Fitness Instruction certification exams offered by the American College of Sports Medicine (ACSM). Assessment of student learning objectives will be accomplished through a portfolio collection of the student’s work, as well as through observation and evaluation of their performance during the internship by the employer and college faculty.

Labor market information provided by the college supports the interest in and need for a formalized training program for entry-level fitness trainers. According to the Illinois Department of Employment Security, employment demand for “fitness trainers” is expected to increase much faster than the average for all occupations both statewide and within the college’s district through 2012. The college anticipates an enrollment of three (3) part-time students the first year, increasing to five (5) full-time and eight (8) part-time students by the third year. The program will require one existing full-time and two new part-time instructors the first year. Costs of implementing this program will be approximately \$8,000 the first year, and \$10,500 each year during the second and third years.

**Wilbur Wright College**, one of the City Colleges of Chicago, is seeking approval to offer a 65 semester credit hour “Paralegal” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as paralegals in both legal and non-legal environments. The curriculum consists of 21 semester credit hours of required general education coursework, and 44 semester credit hours of career and technical education coursework. The career and technical component of the curriculum includes introductory paralegal studies, civil litigation, family law, real estate law, business law, tort law, criminal law, elder law, environmental law, immigration law, introductory and advanced legal research and writing, wills, trusts and probate.

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This curriculum also includes a required internship in paralegal practice. Assessment of student learning will be accomplished through a comprehensive final exam and through an evaluation of the student during their internship by both the employer and faculty. The curriculum was developed using guidelines established by the National Federation of Paralegals Association (NFPA) and includes all of the competencies outlined for paralegals by the American Association for Paralegal Educator's (AAfPE). In addition, graduates of this program will be prepared to sit for several optional credentialing exams, including the Paralegal Advanced Competency Exam (PACE) for the Registered Paralegal (RP) credential offered through NFPA, and the Certified Legal Assistant (CLA) credential offered through the National Association of Legal Assistants (NALA). Program accreditation is available through the American Bar Association (ABA). The college plans to seek this optional accreditation once the program has met the criteria for application, which includes being in operation for two years and graduating at least one class.

Labor market demand for paralegals is well documented both statewide and locally by the Illinois Department of Employment Security. Employment of "paralegals" is expected to increase at a rate much faster than the average for all occupations through the year 2012. While there are several private institutions offering paralegal training within the college's district boundaries, there are no other public colleges or universities currently offering a two-year associate's degree.

The Paralegal A.A.S. degree at Wright College will provide district students with a more accessible and affordable option in this field of study. The college anticipates an enrollment of five (5) full-time and 20 part-time students the first year. The program will require one new part-time faculty and three (3) existing full-time faculty the first year. Costs of implementing this program will be approximately \$42,250 the first year and \$39,750 the second and third years.

### **TEMPORARY PROGRAM APPROVAL**

#### Kennedy-King College

- ▶ Elevator Construction Technology A.A.S. degree (64 semester credit hours)
- ▶ Elevator Construction Technology Advanced Certificate (48 semester credit hours)

### **BACKGROUND**

**Kennedy-King College**, one of the City Colleges of Chicago, is seeking temporary approval to offer 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Elevator Construction Technology", and a related 48 semester credit hour certificate program of the same title, for a period of three years. The degree program will prepare individuals for employment as elevator maintenance and repair technicians. The curriculum consists of 16 semester credit hours of required general education coursework, and 48 semester credit hours of required career and technical education coursework.

The career and technical component of the curriculum includes blueprint reading, basic electricity, meters, hydraulics, DC generators and motors, basic elevator electronics, circuit tracing, machine room and overhead installation, car and counterweight assembly and roping, pit structures and guide rails, doors and operators, elevator maintenance, construction wiring, escalators and moving walkways, elevator industry safety, and a required internship in elevator construction technology. Assessment of student learning objectives will be accomplished through a comprehensive final exam, both written and performance-based, as well as through observation and evaluation of the internship by both the employer and college faculty. The program was developed in collaboration with the International Union of Elevator Constructors (IUEC), using the National Elevator Industry Educational Program standards for technician training.

The related certificate program requires coursework that is included as part of the A.A.S. program and will serve as an educational ladder for students interested in pursuing the two-year degree. Temporary approval is sought to meet the immediate needs of the district's local industry. *Permanent approval of these programs will be considered after a period of three years, based on program outcomes.*

#### **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 for the following programs:

##### Elgin Community College

- ▶ Personal Trainer Certificate (22 semester credit hours)

##### Lincoln Trail College

- ▶ Microsoft Computer Systems Engineer Certificate (27 semester credit hours)

##### Moraine Valley Community College

- ▶ Polysomnography Technologist Certificate (24 semester credit hours)
- ▶ Medical Assistant Certificate (41 semester credit hours)

#### **BACKGROUND**

**Elgin Community College** is seeking permanent approval to offer a 22 semester credit hour "Personal Trainer" certificate program. The program was approved on a temporary basis August 9, 2001. This program prepares individuals for employment as personal athletic or fitness trainers in private practice or in health and fitness facilities. The curriculum prepares graduates for the National Strength and Conditioning Association (NSCA) Certified Personal Trainer credential.

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The program has met its benchmarks for enrollments over the last three year period and has not changed the content nor focus of the curriculum since its original approval.

Student interest in related courses remains very high. Quality improvements planned for this program by the college include the addition of a kinesiology course and a required work-based learning experience.

**Lincoln Trail College**, one of the Illinois Eastern Community Colleges, is seeking permanent approval to offer a 27 semester credit hour “Microsoft Computer Systems Engineer” certificate program. The program was approved on a temporary basis July 30, 2003. The program prepares individuals for employment in computer systems network design and administration and follows the curriculum developed by Microsoft that will prepare students for their MCSE certification. This certificate program has also served as an educational ladder into the college’s existing Microcomputer Support Specialist A.A.S. degree. The program has met its benchmarks for enrollments over the last two year period and students continuing onto the related degree program have exceeded original projections. Student interest in the related courses and MSCE certification remains high. Quality improvements planned for this program by the college include the addition of new faculty for coordinating the testing process and follow-up for data collection, and increased marketing and promotion of educational ladder opportunities.

**Moraine Valley Community College** is seeking permanent approval to offer a 24 semester credit hour “Polysomnography Technologist” certificate program. This program was approved on a temporary basis April 30, 2002. The program prepares individuals for employment as polysomnography technicians who perform testing for the diagnosis and treatment of sleep/arousal disorders in hospitals, sleep clinics and other testing facilities. The program exceeded its original benchmarks for enrollments, completions and has maintained a placement rate of 100% over the last two year period. The curriculum has been enhanced by increasing the required number of clinical hours, based on feedback by the program advisory committee and students. Quality improvements planned for this program by the college include increased retention activities and maintaining a level of consistency among various clinical sites.

**Moraine Valley Community College** is also seeking permanent approval to offer a 41 semester credit hour “Medical Assistant” certificate program. The program was approved on a temporary basis June 14, 2002. This program prepares individuals for routine administrative and clinical tasks in hospitals, group practices, clinics, long-term care facilities, and medical offices. The program has met its benchmarks for enrollments, completions in the required courses, and on placements in the field.

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They also originally planned to have started application for program accreditation through the Commission on Accrediting Allied Health Education Programs (CAAHEP), which they have done. This process inspired several curricular revisions based on American Association of Medical Assistants (AAMA) guidelines, which are supported by both advisory committee and student feedback over the last two years. Quality improvements planned for this program include increasing the number of clinical sites available for internship students and achieving full program accreditation.

**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:

**Temporary Program Approval**

Richard J. Daley College

- ▶ Professional Bank Teller Certificate (17 semester credit hours)

Kennedy-King College

- ▶ Elevator Construction Technology Technician Certificate (24 semester credit hours)