

Illinois Community College Board

362nd Meeting Agenda and Materials



January 24, 2006

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

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Agenda
362nd Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, Illinois

January 24, 2006

Committee Meetings

8:00 a.m. - Adult Education Committee - *Library, Second Floor*

8:00 a.m. - Budget and Finance Committee - *Board Room, First Floor*

9:00 a.m. - Business Meeting - Second Floor Conference Room

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LEGISLATIVE/BUDGET UPDATE

An oral report will be presented to the Board at the meeting on January 24.

Illinois Community College Board

FISCAL YEAR 2007 CAPITAL BUDGET REQUEST

The Illinois Community College Board fiscal year 2007 capital budget request has three components:

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

RECOMMENDED ACTION

It is recommended that the following motions be adopted:

The Illinois Community College Board hereby:

1. Approves the fiscal year 2006 Capital Budget Request for the Illinois Community College System as presented in the Table 1;
2. Authorizes the submission of the request to the Illinois Board of Higher Education; and
3. Authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

The complete capital list (Table 1) and details of each individual project will be distributed at the Board meeting.

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

College of DuPage

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

Highland Community College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics (64 semester credit hours)

Illinois Central College

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

Joliet Junior College

- ▶ HVA/C Certificate (36 semester credit hours)

Lewis & Clark Community College

- ▶ Aviation Pilot Training A.A.S. degree (60 semester credit hours)

Kaskaskia College

- ▶ Electrical Technology Certificate (30 semester credit hours)

Kishwaukee College

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

College of Lake County

- ▶ Medical Assisting Certificate (43 semester credit hours)

Lewis & Clark Community College

- ▶ Aviation Pilot Training A.A.S. degree (60 semester credit hours)

Richard J. Daley College

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

Richland Community College

- ▶ Associate of Arts in Teaching (A.A.T.) - Secondary Mathematics (64 semester credit hours)

Prairie State College

- ▶ Paramedicine A.A.S. degree (67 semester credit hours)

Southwestern Illinois College

- ▶ Manufacturing Technology A.A.S. degree (69-71 semester credit hours)
- ▶ Manufacturing Technology Certificate - Option I (33-34 semester credit hours)
- ▶ Manufacturing Technology Certificate - Option II (33-35 semester credit hours)
- ▶ Machine Tool Manufacturing Certificate (32-33 semester credit hours)

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- ▶ CAD Manufacturing Certificate (33-34 semester credit hours)
- ▶ Electronics Manufacturing Certificate (33 semester credit hours)

Spoon River College

- ▶ Small Business Management A.A.S. degree (65 semester credit hours)
- ▶ Retail Sales Certificate (32 semester credit hours)
- ▶ Health Information Management A.A.S. degree (63 semester credit hours)
- ▶ Medical Insurance & Billing Certificate (35 semester credit hours)

BACKGROUND

College of DuPage is seeking approval to offer a 64 semester credit hour “Medical Assistant” Associate in Applied (A.A.S.) degree program. This program will prepare individuals for employment as medical assistants to physicians in a variety of medical and allied health settings. Graduates of this program will be capable of performing both medical office and clinical tasks under the direct supervision of licensed physician. The proposed program was developed according to standards developed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American Association of Medical Assistants (AAMA). The curriculum consists of 15 semester credit hours of general education requirements, 43 semester credit hours of required career and technical coursework, and six (6) semester credit hours of work-based learning. The career and technical component includes coursework in human anatomy, biomedical terminology, clinical lab, phlebotomy, basic EKG practices, medical assistant administrative procedures, medical assistant clinical procedures, CPT coding, ICD coding and billing, pharmacology, pathophysiology, legal aspects of health care as well as over 160 contact hours of clinical experience in phlebotomy and EKG practices, and a medical assistant externship. Assessment of student learning objectives will be achieved through observation and evaluation of the student’s capstone medical assistant externship experience. Graduates of this program will be prepared for the optional Certified Medical Assistant (CMA) credentialing exam as offered through the AAMA. The college plans to seek CAAHEP accreditation once all appropriate state approvals have been received.

Labor market information provided by the college supports the interest in and need for a two-year degree program in this field. Currently there are no surrounding community college districts offering a medical assistant degree program. The college anticipates an enrollment of 20 full-time and five (5) part-time students the first year, increasing to 40 full-time and 10 part-time students by the third year. The program will require two (2) full-time and five (5) part-time existing faculty, and one new part-time faculty the first year. Costs of implementing this program will be approximately \$89,700 the first year, \$59,300 the second year, and \$75,800 the third year. Higher first year costs reflect the initial purchase of equipment, and third year costs reflect the addition of a full-time program coordinator.

Highland Community College and **Richland Community College** have submitted proposals to each offer a 64 semester credit hour 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. Both proposals meet the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

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Illinois Central College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) in “Multimedia”. This program will prepare individuals for employment as Multimedia designers in a variety of industries including graphic arts, advertising, marketing, entertainment and publishing. The curriculum consists of 22 semester credit hours of required general education coursework, and 42 semester credit hours of required career and technical education coursework. The career and technical component of the program includes instruction in multimedia software, multimedia production, multimedia theory, multimedia authoring, digital photography, digital video production, video special effects, graphic design, introductory and advanced images and web pages, audio production, and computer animation. Three (3) credit hours of related electives are allowable within the career and technical portion of the curriculum. Assessment of student learning objectives will be achieved through the critical evaluation of a final comprehensive program portfolio conducted by program faculty and a student peers.

Labor market information provided by the college is supportive of the need for a two year applied degree program the multimedia field. According to the Illinois Department of Employment Security employment in fields related to multimedia is expected to increase at a rate faster than average for all industries through 2012. Locally, IDES projects 94 average annual job openings within the college’s district for “multimedia artists and animators” through 2012. The college anticipates an enrollment of 36 students the first year, increasing to 72 students by the third year. The program will require one new full-time and one existing full-time faculty member the first year. Costs of implementing this program will be approximately \$40,000 the first year, \$6,600 the second year, and \$4,000 the third year.

Joliet Junior College is seeking approval to offer a 36 semester credit hour certificate program in “Heating, Ventilation and Air Conditioning”. This program will prepare individuals for entry-level employment as HVA/C specialists in a variety of residential, commercial and industrial environments. The curriculum consists of six (6) semester credit hours of general education requirements and 30 semester credit hours of career and technical education requirements. Career and technical coursework includes basic blueprint reading, industrial controls, HVA/CR electrical controls, introductory air conditioning principles, introductory heating fundamentals, heat loss and gain calculating, duct design and installation, refrigeration principles, heat pump and hydronic boiler technology, and advanced laboratory in air conditioning systems. 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 toward certification available from the Environmental Protection Agency (EPA 608 Certification for HVA/CR technicians) for residential and commercial air conditioning and refrigeration.

Labor market information provided by the college supports the interest in and need for an entry-level certificate training program in heating, ventilation and air conditioning. According to the Illinois Department of Employment Security, growth in the employment of “HVA/CR technicians” is anticipated to be much faster than average, statewide and within the college’s district through 2012.

The college anticipates an enrollment of 5 full-time and 10 part-time students the first year, increasing to 10 full-time and 15 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.

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Kaskaskia College is seeking approval to offer a 30 semester credit hour “Electrical Technology” certificate program. This program will prepare individuals for entry-level employment in the installation, maintenance and repair of basic electrical wiring for in lighting systems, appliances, motors, and heating and air conditioning systems.

The program was developed according to the National Center for Construction Education and Research Center’s (NCCER) model curriculum in electrical technology. The curriculum consists of career and technical requirements including fundamentals of electricity, electrical installations, residential wiring, electrical construction methods, electrical power and machinery, commercial electrical wiring, electrical math, National Electrical Code, and industrial safety. Assessment of student learning objectives will be achieved through a comprehensive final exam modeled after the NCCER’s National Construction Career Test (NCCT) for electrical technology.

Labor market information provided by the college supports the interest in and need for a formalized training program in basic electrical wiring within the college’s district. Statewide and locally, the need for “electricians” is expected to increase faster than the average need for all occupations through 2012, according to the Illinois Department of Employment Security. The college anticipates an enrollment of five (5) full-time and three (3) part-time students the first year, increasing to 10 full-time and six (6) part-time students by the third year. The program will require one existing full-time and one existing part-time faculty the first year. Costs of implementing this program will be approximately \$3,500 the first year, \$2,300 the second year, and \$12,200 the third year. Higher third year costs reflect the addition of one new part-time faculty member to the program.

Kishwaukee College has submitted an application to offer the Associate in Applied Science (A.A.S.) degree program (62 semester credit hours) of the “Paraprofessional Educator” Statewide Model Curriculum. This 62-62 semester credit hour curriculum consists of coursework including 18-22 semester credit hours of general education, 22-28 semester credit hours of career and technical course requirements, and 16-28 semester credit hours of related career and technical electives. This proposal meets the model guidelines endorsed by the Illinois Community College Board on May 16, 2003. The Board indicated in its action at that time that colleges meeting these guidelines would be granted approval without further Board action required. This proposal will be recommended for action at the next available meeting of the Illinois Board of Higher Education.

College of Lake County is seeking approval to offer a 43 semester credit hour “Medical Assisting” Certificate program. This program will prepare individuals for entry-level employment as medical assistants capable of performing in a variety of health settings. The curriculum consists of seven (7) semester credit hours of general education requirements, and 36 semester credit hours of career and technical education requirements, including a medical assisting externship.

The career and technical component of the program consists of coursework in medical terminology, medical office procedures, insurance procedures in the medical office, medical transcription, pharmacology, basic CPT coding, basic ICD-9-CM coding, introductory medical lab technology, phlebotomy techniques, and medical assisting procedures. The curriculum was developed based on entry-level competencies identified by the American Association of Medical Assistants (AAMA), in cooperation with the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students will be prepared to sit for several optional credentialing exams, including the Certified Medical Assistant (CMA) offered by the AAMA.

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Labor market information provided by the college supports the need for and interest in a formalized medical assistant training program within the college's district. Currently the college sends its students to neighboring districts for this training program. The college anticipates an enrollment of 10 part-time students the first year, increasing to 30 part-time students by the third year. One new full-time, three (3) existing full-time and three (3) existing part-time faculty will be required during the first year of the program. The costs of implementing this program will be approximately \$62,050 the first year, \$60,400 the second year, and \$61,488 the third year.

Costs reflect the hiring of a full-time faculty coordinator for this program as well as fees related to program accreditation through CAAHEP.

Lewis & Clark Community College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Aviation Pilot Training". This program will prepare individuals for employment as commercial aircraft pilots. The college developed the proposed program in partnership with Langa Air, a flight school located within the college's district, and according to the requirements outlined by the Federal Aviation Administration's (FAA) Federal Aviation Regulations (FARs) for licensure as a commercial aircraft pilot. The curriculum consists of 18 semester credit hours of required general education coursework, and 42 semester credit hours of required career and technical education coursework, including three (3) semester credit hours of work-based learning. Career and technical instruction includes practical flight training. General education and pilot ground instruction will be offered through the college, while basic flight hours will be offered through Langa Air Flight Training School. The program will prepare individuals for the FAA's commercial pilot license examination, both single- and multi-engine ratings, private pilot, instrument rating, and flight instructor. Assessment of student learning objectives will be accomplished through observation of the student's performance by college faculty during their practical flight hours.

The proposed program will also articulate with Southern Illinois University at Carbondale's Aviation Management Bachelor of Science degree, and Franklin University's Applied Management Bachelor of Science degree programs.

Labor market information provided by the college supports the interest in a formalized two-year educational program for commercial pilots in the college's district and surrounding metropolitan areas. The college anticipates an enrollment of 15 full and part-time students the first year, increasing to 30 full and part-time students by the third year. The program will require one (1) new part-time faculty the first year. Costs of implementing this program will be approximately \$12,584 the first year, \$25,608 the second year, and \$26,453 the third year. Increased costs over the three year period reflect the addition of part-time faculty.

Richard J. Daley College, one of the City Colleges of Chicago, is seeking approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Communications Technology". This program will prepare individuals for journey-person level employment as communications technicians for inside building communications systems, including low voltage wiring, data and video networks, and security systems. The program was developed through a cooperative effort between the college and the Electrical Joint Apprenticeship and Training Trust (EJATT), which is sponsored by the National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW) Local #134. The EJATT covers the entire Chicagoland area.

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The curriculum consists of 15 semester credit hours of required general education coursework, and 50 semester credit hours of required career and technical education coursework, which includes 8,000 hours of on-the-job training. The career and technical component includes instruction in electronics, construction technology, structured wiring, print reading, integrated systems, fire alarm systems, communications systems, fiber optics and computer networking. The program will articulate with the Bachelor of Science in Telecommunications at Northern Illinois University. Assessment of student learning objectives will be achieved through several means including a review at the completion of each apprenticeship year covering the work-based learning component and an evaluation of the student's cumulative performance in the classroom component of the training. Final evaluation of the student's overall performance as an apprentice will be performed by a sub-committee of the EJATT and faculty at the college.

The college anticipates an enrollment of 40 full-time students each year during the first three years of the program. Labor market information provided by the college indicates a strong need for and interest in a degree program for communications technology apprentices within the City College's district. The EJATT has sole responsibility for training communications workers within Cook County and the City of Chicago. Currently, no other training program exists within these boundaries. The target audience for this program will be technicians already employed within IBEW Local #134's district or individuals seeking employment within these boundaries.

The program will require 15 existing full-time faculty the first year. The program will cost approximately \$6,000 the first year, \$6,250 the second year, and \$6,500 the third year. The college plans to provide all faculty/instruction for the general education component, and EJATT journey-person level communications technicians will provide instruction for the career and technical component of the program.

Prairie State College is seeking approval to offer a 67 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Paramedicine". This program will prepare individuals for employment as Emergency Medical Technician (EMT) Paramedics. This program was developed according to the National Standard Curriculum for EMT-Paramedics as outlined by the National Highway Traffic Safety Administration, and includes 16 semester credit hours of required general education, 46 semester credit hours of required career and technical electives and at least five (5) semester credit hours of related work based learning.

The career and technical component of the curriculum includes anatomy and physiology, medical terminology, emergency medical technology-basic (EMT-B) preparation, general patient assessment, pre-hospital care management, pharmacology, trauma and shock assessment, medical conditions and behavioral emergencies, infectious disease, allergic reactions, and developmental conditions (including obstetrics and geriatrics). Assessment of student learning objectives will be achieved through observation during the required paramedic field and hospital practical experiences as well as a comprehensive written exam evaluated by program faculty.

Graduates of this program will be prepared to sit for the EMT-P licensing exam offered through the Illinois Department of Public Health (IDPH). Licensure is required for entry-level employment in Illinois. Graduates are also eligible for the optional National Registry of Emergency Medical Technicians exam. The college has received preliminary approval for these programs through IDPH. Full approval for program operation is granted once the college has received all appropriate state approvals.

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Labor market information provided by the college supports the need for and interest in a degree program in emergency medical services. The college anticipates an enrollment of 10 full-time and 10 part-time students the first year, increasing to 15 full-time and 15 part-time students the third year. The programs will require one new part-time faculty the first year. Costs of implementing the programs will be approximately \$85,000 the first year, \$62,000 the second year, and \$52,000 the third year.

Southwestern Illinois College is seeking approval to offer a 69 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Manufacturing Technology”. This program will prepare individuals for employment as manufacturing, industrial and/or instrumentation technicians and related occupations within the broad field of manufacturing. The proposed curriculum combines aspects of several programs currently offered by the college including Machine Tool Technology, Computer Aided Drafting, and Electronics Technology. The curriculum consists of 21 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 basic drafting, advanced CAD, CAD/CAM, manufacturing drafting, introductory CNC programming, CNC fundamentals, statistical process control, PLC manufacturing, machine shop technology, assembly drawings, industrial robotics, industrial electricity, metallurgy, and manufacturing technologies. Assessment of student learning objectives will be accomplished through a combination of a comprehensive final exam and a portfolio review by program faculty and advisory committee members. The proposed A.A.S. will also articulate with Southern Illinois University at Carbondale’s Industrial Technology Bachelor of Science degree program.

Furthermore, the college is seeking approval of five (5) related certificate programs: Manufacturing Technology - Option I (33 semester credit hours), Manufacturing Technology Option II (33 semester credit hours), Machine Tool Manufacturing (32 semester credit hours), CAD Manufacturing (33 semester credit hours), and Electronics Manufacturing (33 semester credit hours). Each of these programs requires coursework found within the degree and will provide individuals with specialized training in fields related to machine tool operation, industrial electronics, industrial robotics, computer aided drafting/design and computer aided manufacturing.

Labor market information provided by the college supports the need for and interest in a formal two-year educational training program and related certificates for technicians in manufacturing environments. According to the Illinois Department of Employment Security the projected growth in the need for manufacturing technology related occupations is expected to increase faster than the average demand for all occupations statewide through 2012. The college anticipates a combined enrollment of five (5) full-time and 10 part-time students the first year, increasing to 10 full-time and 20 part-time by the third year. The programs will require two (2) existing full-time faculty, and two (2) new and existing part-time faculty the first year. Costs of implementing these programs will be approximately \$33,000 the first year, \$273,500 the second year, and \$35,000 the third year. Higher second year costs reflect the purchase of equipment needed for the programs including a conveyor/packaging system, computer hardware and software, and robotic trainers.

Spoon River College is seeking approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Small Business Management”. This program will prepare students for managing all levels of operations within a small business. The program was developed with extensive input from local small business owners and personnel.

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The curriculum consists of 15 semester credit hours of general education requirements, 44 semester credit hours of career and technical education requirements, and six (6) semester credit hours of related career and technical electives. Approximately half of the general education and technical course requirements are transferrable into baccalaureate programs in Business Management. Assessment of student learning objectives will be achieved through evaluation of a portfolio containing artifacts of the students educational experience.

Furthermore, the college is seeking approval of five (5) related certificate program in Retail Sales (32 semester credit hours), Retail Supervision (24 semester credit hours), Small Office Accounting (21 semester credit hours), Customer Service (15 semester credit hours), and Cashier (14 semester credit hours). These programs will prepare students for employment small and large retail businesses, both on and off the sales floor. Each of these programs requires coursework found within the degree and will provide individuals currently employed in related fields with formalized education, as well as provide entry-level training to individuals interested in working in retail business.

Labor market information provided by the college supports the interest in and need for a formalized training program in the area of small business management and related fields. Extensive input from local businesses was sought during the development of these programs.

The college anticipates a combined enrollment 10 full-time and five (5) part-time students the first year, increasing to 15 full-time and five (5) part-time students by the third year. The programs will require two new part-time and two existing full-time faculty the first year. Costs of implementing this program will be approximately \$5,600 the first year, \$6,600 the second and third years.

Spoon River College is also seeking approval to offer a 63 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Health Information Management". This program will prepare individuals for employment in medical records and data management positions in a variety of health care environments. The curriculum was developed based on competencies outlined by the American Health Information Management Association (AHIMA) and includes 15 semester credit hours of general education requirements, 42 semester credit hours of career and technical education requirements, and six (6) semester credit hours of related career and technical electives.

The career and technical component of this curriculum includes coursework in anatomy and physiology, medical terminology, document preparation, health care computer applications, medical transcription, introduction to pharmacy technology, insurance reimbursement, medical coding, patient record systems, human resource management and supervision, and a required internship in health information management. Assessment of student learning will be achieved through observation and evaluation of the student's internship experience by local employers and program faculty.

Furthermore, the college is seeking approval of three (3) related certificate programs: Medical Insurance and Billing (35 semester credit hours), Medical Transcription (28 semester credit hours), and Medical Records (22 semester credit hours). Each of these programs requires coursework found within the degree program and will provide individuals with specialized training for entry-level employment in each of the described fields. The Medical Insurance and Billing certificate prepares students for the optional Certified Coding Specialist (CCS) both hospital and physician based certifications, available through AHIMA. The Medical Transcription certificate prepares students for the optional Certified Medical Transcriptionist (CMT) credential available through the American Association of Medical Transcription (AAMT).

Labor market information provided by the college supports an interest in and need for both entry-level and management-level training programs in health information. According to the Illinois Department of Employment Security, growth in the employment of “health information technicians” is expected to be faster than the average growth for all occupations statewide through 2012. Locally, the college indicates a strong need for formalized training in medical billing, coding and transcription. The college anticipates a combined enrollment of 10 full-time and five (5) part-time students the first year, increasing to 15 full-time and five (5) part-time students by the third year. The programs will require two (2) new part-time faculty and one (1) existing full-time faculty member the first year. Costs of implementing these programs will be approximately \$3,500 the first year, \$4,750 the second year, and \$6250 the third year.

TEMPORARY PROGRAM APPROVAL

Carl Sandburg College

- ▶ Therapeutic Massage Certificate (34.5 semester credit hours)

BACKGROUND

Carl Sandburg College is seeking temporary approval to offer a 34.5 semester credit hour “Therapeutic Massage” certificate program for period of three years. This program will prepare individuals for entry-level employment as “Massage Therapists”. The curriculum was developed according to the guidelines for massage therapy programs as established by the Commission on Massage Therapy Accreditation (COMTA) and consists of six (6) semester credit hours of required general education and 28.5 semester credit hours of required career and technical education coursework. The career and technical component includes medical terminology, introductory massage, introductory and advanced therapeutic massage techniques, applied anatomy and kinesiology, pathology for massage therapists, ethics and business practices in massage therapy, and clinical practice in therapeutic massage.

This curriculum prepares students for the required licensure by the Illinois Department of Professional Regulation for employment as a massage therapist. Graduates of this program will also be prepared for optional certification through the National Certification Board for Therapeutic Massage and Bodywork.

Labor market information provided by the college supports the interest in and need for formalized training within the college’s district. Currently, Carl Sandburg College must send its students outside of the district or to private training providers for this program. The college anticipates an enrollment of 15 full- and part-time students during the first semester of the program. Temporary approval is requested to meet the immediate interest in and need for training within the district and to evaluate the long-term need for the program(s). ***Temporary approval is recommended for a period of three years, after which permanent approval will be considered, 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:

Wilbur Wright College

- ▶ Computer Security and Forensic Investigation Certificate (20 semester credit hours)

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Danville Area Community College

- ▶ A.A.S. in Corrections for IDOC - Parole Officer Option (68 semester credit hours)
- ▶ Corrections Parole Officer Certificate (30 semester credit hours)

John A. Logan College

- ▶ A.A.S. in Corrections for IDOC - Parole Officer Option (64 semester credit hours)
- ▶ A.A.S. in Corrections for IDOC - Youth Supervisor Option (64 semester credit hours)

Southeastern Illinois College

- ▶ A.A.S. in Corrections for IDOC - Parole Officer Option (65 semester credit hours)
- ▶ A.A.S. in Corrections for IDOC - Youth Supervisor Option (64 semester credit hours)

BACKGROUND

Wilbur Wright College, one of the City Colleges of Chicago, is seeking permanent approval of a 20 semester credit hour “Computer Security and Forensic Investigation” certificate program. This program was originally approved on a temporary basis March 7, 2002 for a period of three years. The program has exceeded its benchmarks for enrollments (part-time students) and completions have been at 60% or higher per semester. The college indicates that this lower completion rate is primarily due to their primary audience already being employed in the field.

The college met its programmatic goals for establishing a local advisory committee, integrating hands-on training into the curriculum, and adding a second focus area on “information security”. The college has revised the curriculum during the temporary approval period and changes include an increase in total credit hours from 19 to 20 semester credits, and a change in the program title. The program was originally approved as “Forensic Computer Investigation”. Information provided by the college indicates this title change better reflects the field within computer science. *Based on a review of the college’s request, staff recommend this certificate program for permanent approval.*

Danville Area Community College, John A. Logan College, and Southeastern Illinois College are seeking permanent approval to offer a 64-68 semester credit hour Associate in Applied Science (A.A.S.) “Corrections” degree program with a Correctional Officer/Youth Supervisor option and a Parole Officer option. DACC is also seeking permanent approval for a related 30 semester credit hour certificate program. These programs were originally granted temporary approval as statewide model curricula on August 1, 2002 for a period of three years. These colleges have been successfully working with local correctional facilities and the Illinois Department of Corrections to provide educational advancement opportunities for existing officers.

Based on the need for expanding the educational and career ladders for new and existing employees a training program was developed by the Illinois Department of Corrections and the Illinois Community College Board staff in consultation with representatives of colleges where correctional institutions exist within district. The A.A.S. in Corrections program builds on the knowledge, skills and specialized training new IDOC recruits and existing employees receive through Academy training and continuing education. The curriculum consists of coursework in criminal justice, criminal law, criminology, sociology in the areas of race/ethnic relations or social problems, and management/supervision in addition to general education studies. Students’ elective coursework options focus in the areas of Correctional Officer/Youth Supervisor or Parole Officer, and include security, correctional counseling, investigations, parole/probation, Spanish for law enforcement, CPR/First Aid and Special Topics courses in either criminal justice, protective services/security, or addictions studies.

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The 64 semester credit hour curriculum builds on the 16-18 semester credit hours of course work students earn through IDOC training as Correctional Officers/Youth Supervisors or Parole Officers, and adds 15-19 semester credit hours of general education requirements and 23-28 semester credit hours of required occupational/technical education requirements. The related 30 semester credit hour "Corrections Parole Officer" certificate program requires coursework in corrections, probation and parole, criminal investigation, criminal law, community based corrections, and criminology, in addition to nine (9) semester credit hours of psychology and sociology.

Over the past three years the colleges have had an average combined enrollment of 30 students per year. The colleges indicate that because their students are already employed by IDOC and receive incentives towards promotional opportunities, their course completion rates remain high. While all of the colleges indicate the main weakness for this program has been marketing, several colleges plan on hiring marketing coordinator to target IDOC employees for this program.

The colleges have maintained the curriculum as it was originally approved and indicate that it serves as an excellent opportunity for existing IDOC employees interested in furthering their education. ***Based on a review of the colleges' requests, staff recommend permanent approval of these programs at Danville Area Community College, John A. Logan College, and Southeastern Illinois College.***

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:

Oakton Community College

- ▶ Applied Business Certificate (29 semester credit hours)
- ▶ Customer Service Certificate (15 semester credit hours)

Spoon River College

- ▶ Supervision Certificate (24 semester credit hours)
- ▶ Small Office Accounting Certificate (21 semester credit hours)
- ▶ Customer Service Certificate (15 semester credit hours)
- ▶ Cashier Certificate (14 semester credit hours)
- ▶ Medical Transcription Certificate (28 semester credit hours)
- ▶ Medical Records Certificate (22 semester credit hours)

Harold Washington College

- ▶ Music Technology Certificate (26 semester credit hours)

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Illinois Community College Board

**IBHE PERFORMANCE REPORT: COMMUNITY COLLEGE SYSTEM
EFFECTIVE PRACTICE - ILLINOIS EASTERN COMMUNITY
COLLEGES/WABASH VALLEY COLLEGE**

A presentation will be presented to the Board at the meeting on January 24.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2005**

Executive Summary

The Illinois Community College Board provided \$3.3 million to community colleges during fiscal year 2005 to provide workforce and economic development services through their Business and Industry Centers. The workforce development activities conducted under this grant include customized job training on campus or on-site at a business; assisting entrepreneurs in business start-up; providing counseling and management assistance to small- and medium-sized business owners; helping businesses with government procurement opportunities; offering professional continuing education; developing training programs for unemployed and underemployed workers; and serving businesses with alternative education modalities, such as distance learning. The grant funds allow colleges to help companies grow by providing economic development assistance at costs they can afford and by providing needed technical and English language training for upgrading workers' skills. Below are highlights of the community colleges' activities for fiscal year 2005.

- **Contract/Customized Job Training.** Community colleges provided 9,159 contract training courses to 3,032 companies. Through these courses, 88,232 employees were trained for a total of 255,363 contact hours of instruction or 31,920 days of training. This contributed to the start up of 67 companies, the expansion of 81 companies, the retention of 552 companies, the development of 2,053 jobs and the retention of another 9,491 jobs.
- **Entrepreneurship Seminars and Workshops.** Community colleges conducted 1,221 entrepreneurship seminars and workshops for 11,723 participants. A total of 154 companies were started, 38 were expanded and another 208 companies were retained. As a result, 477 jobs were created and 612 jobs were retained.
- **Counseling and Management Assistance.** Business counseling and management assistance were provided to 5,859 individuals or organizations which resulted in 263 companies starting, 90 expanding and another 236 companies being retained. Business counseling led to the creation of 1,509 jobs and the retention of 1,302 jobs.
- **Contract Procurement Assistance.** Eleven community college districts served 1,417 businesses through government Contract Procurement Technical Assistance Centers. Working with the community college centers, 751 companies received 2,221 federal contracts for a total of \$341,195,094. As a result of the contracts, one company was started, three companies were able to expand, five companies were retained, 458 jobs were created, and another 1,339 jobs were retained.
- **Public Training Activities.** Illinois community colleges provided 2,380 noncredit public training courses and 1,396 noncredit workshops and seminars to 24,814 individuals and served 1,870 organizations.

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- **Employment and Training Services for Unemployed or Underemployed Workers.** Thirteen community colleges reported offering 480 noncredit workshops and seminars to 5,285 unemployed or underemployed individuals. Another 67 noncredit and credit courses were provided to 527 participants. As a result, 1,213 individuals received counseling or job placement. Community colleges also reported an additional 413 activities such as job fairs, job networks, assessments, and advisement services that served another 15,239 individuals.
- **Business Attraction, Retention and Expansion.** As a result of the business attraction, retention and expansion activities reported by the community colleges, a total of 43 companies were assisted for potential expansion or location. Community colleges participated in other economic development activities that resulted in 29 companies created, 63 expanded, and 233 retained. This resulted in 549 new jobs and the retention of 6,376 existing job.
- **Distance Learning and Continuous Improvement.** Because of the changing learning environment, community college Business and Industry Centers offered 2,616 noncredit internet courses, 36 satellite broadcasts, and 93 two-way interactive video courses.
- **Other Workforce Development Activities and Partnerships.** Throughout the state, community college Business and Industry Centers performed job testing for 57 organizations and developed job profiles and assessments for 75 organizations. Other services included 54 workplace literacy programs and one bench-marking study.

In summary, Illinois community colleges provided workforce and economic development services to a total of 12,353 businesses and organizations and 145,820 individuals which resulted in the start up of 514 companies, 275 company expansions, and 1,234 companies retained. The total performance outcome of fiscal year 2005 resulted in 5,043 jobs created and another 19,120 jobs retained.

Illinois Community College Board

PROMISE REVISITED

In 2001, the Illinois Community College Board adopted a strategic plan entitled **Promise for Illinois**. This plan has guided the Board and the Illinois community college system for the past five years. As the system enters its 40th year of existence, the **Promise** has been reviewed by the Board and revised appropriately to guide the Board during the next few years.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby adopts the attached plan, **PROMISE OF ILLINOIS REVISITED**, as its plan and guiding document and directs the President/CEO to take the necessary steps to implement the plan.

BACKGROUND. In 2001, the Illinois Community College Board coordinated the development of a strategic plan, **Promise for Illinois**, for the Illinois Community College System. The plan was the product resulting from discussions with thousands of individuals. These discussions occurred across the State of Illinois with community, business and labor leaders, executive branch and legislative leaders, workforce and economic development entities, educational partners, and representatives from all groups within the community college system.

The **Promise** served as a guide for the Board and community college system during the first few years of the new millennium. Five years later, the Board has reviewed the **Promise** and believes much progress has been made in accomplishing the pledges set forth in the document. The basic premises of the original plan still hold true. The Board believes some areas need more emphasis than five years ago while others have progressed to the point that, while still important, they need less emphasis. The Board understands that it has selected only a few of the responsibilities of the Board and system on which to focus and that does not diminish the importance of these other responsibilities. With the **Promise Revisited**, the Board sets its direction for the next few years and will use the **Promise Revisited** as its guide in meeting its mission of administering the Public Community College Act in a manner that maximizes the ability of the colleges to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges.

The attached plan identifies six major promises to the citizens of Illinois. These promises result from the realization that Illinois needs a citizenry that can read, write, compute, communicate, and contribute to society as well as to local and global competitiveness. To accomplish this, it needs high quality, affordable, and accessible education. It needs an education system that accommodates smooth transitions for students as they move among and between levels of education and work and assists them to be successful in reaching their goals. Each promise is followed by objectives designed to achieve the promise.

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Once formally adopted by the Board, the plan will be formatted for distribution and implementation. Board staff will develop action plans including specific activities, time lines, and staff responsibilities to accomplish the objectives.

With the adoption of the plan, the Board renews its pledge to vigorously pursue its promises to the people of Illinois. It is dedicated to emphasizing high quality in all programs, services, and operations; delivering affordable and accessible learning opportunities for all residents; addressing workforce and economic development needs with flexible, responsive, and progressive programs; offering rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another; expanding adult education and literacy programs necessary for individuals and families to have high quality work and life in Illinois; and providing programs and services to assist all students to succeed in their education endeavors. The Board is further committed to measuring and reporting the results of its efforts in order to keep the people of Illinois informed about the quality of programs and services, to ensure the wise use of resources, and to foster efforts to continuously improve programs, services, and outcomes.

Illinois Community College Board

HOMELAND SECURITY INITIATIVE STATUS REPORT

Homeland Security Demonstration Projects

In order to retain and recruit business and industry in Illinois that supports the need for homeland security products and services, the Illinois Community College Board and the Illinois Department of Commerce and Economic Opportunity (DCEO) have been working with community colleges to serve as demonstration sites in five economic development focus areas identified by the Office of the Governor. These focus 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 will serve as models for business partnership and support, 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. The three demonstration sites to receive funding to date are:

- College of Lake County - \$25,000 for business continuity training program,
- Richland Community College - \$107,000 to establish and operate the Food Systems Policy Council; and
- Harper College -- \$57,000 to establish the Homeland Security Computer Security Training Center, create an AA degree and put the courses on Internet Course Exchange (ICE).

ICCB and DCEO continue to work on finding resources and grants to support other community college homeland security demonstration projects.

Illinois Community College System Homeland Security and Emergency Response Institute

The Illinois Community College System Homeland Security and Emergency Response Institute will be held on February 21-22, 2006 in Springfield, Illinois, at the Crowne Plaza Hotel. Response to the Institute through registration has been very positive. Conference sessions and speakers will present information on campus security, program development, economic development, IT security, and first responder issues. The Institute's goal is to create awareness of campus security issues; identify the connection between homeland security, emergency response, and workforce/economic development; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs. More information on sessions, a conference schedule, and registration information is available at www.iccb.state.il.us.

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2005**

The externally attached annual report on student enrollments and completions in the Illinois Community College System is based on fiscal year 2005 student data as provided by the colleges at the close of the fiscal year. Summary data for the four previous fiscal years (2001-2004) are also referenced to examine longer term trends. Detailed tables comparing fiscal year 2004 and fiscal year 2005 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. Additionally, the report contains information on the characteristics of students participating in noncredit courses. The following background material includes highlights from the report.

BACKGROUND. Annual student enrollment and completion (A1) data are reported for all students who are officially enrolled at the college in credit coursework at any time during the fiscal year. An A1 record is also submitted for the small number of individuals who graduate but are not officially enrolled during the fiscal year. Completions are reported only for collegiate-level programs. Advancements in adult education and English as a Second Language programs are excluded, but will be provided in the 2006 edition of *Data and Characteristics of the Illinois Public Community College System*. Noncredit student information is not a part of the A1 database. Fiscal year 2005 is the seventh year that community colleges have submitted annual noncredit course enrollment data (N1) on an individual student basis to supply both demographic and course-specific information on the wide range of noncredit instruction the colleges provide. Between fiscal years 1994 and 1998, only aggregate noncredit enrollment data were gathered through the use of a yearly survey. For fiscal year 2005, the N1 database was exclusively used for noncredit information.

Overview of Student Enrollments

- ▶ The Illinois Community College System recorded a total of 957,051 students in credit and noncredit courses in fiscal year 2005, a very slight decrease of 0.2 percent since fiscal year 2004.
- ▶ Credit-generating students accounted for 73.0 percent of the overall fiscal year 2005 headcount.
- ▶ During fiscal year 2005, the 48 public community colleges in Illinois enrolled 698,971 students in instructional credit courses. Overall results remained relatively stable with 264 additional students attending compared to the previous year (0.0 percent). The full-time equivalent (FTE) enrollment was 244,758, which is a slight decrease of 0.2 percent since fiscal year 2004.
- ▶ For fiscal years 2004 to 2005, the number of individuals receiving instruction through noncredit course offerings decreased by only 0.9 percent to 258,080 students.
- ▶ Statewide, 27,825 noncredit course sections were conducted during fiscal year 2005.

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- ▶ Statewide, just 30,928 students of all 957,051, enrolled in both credit and noncredit courses during fiscal year 2005 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

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

- ▶ Females accounted for 55.6 percent of the fiscal year 2005 student population enrolled in credit-generating programs.
- ▶ Representation of minority (non-white) students remained virtually unchanged from 2004 at 35.5 percent. African American student representation rose slightly from the previous year to 14.8 percent. Representation of Latino students decreased slightly to 15.6 percent. Asian representation was virtually unchanged at 4.4 percent. Foreign/nonresident alien participation decreased slightly at 0.4 percent.
- ▶ The median age of credit-generating students was 26.1 during fiscal year 2005, slightly younger than the previous year. Likewise, the average age decreased slightly to 30.8 years.
- ▶ Baccalaureate/transfer remained the largest credit instructional program area enrolling 38.9 percent of fiscal year 2005 Illinois Community College System students. Enrollments in baccalaureate/transfer programs increased 3.3 percent from last year.
- ▶ Statewide, career and technical education credit program enrollments accounted for more than one-quarter of all credit students (27.4 percent). Enrollments in career and technical education programs remained fairly constant compared to the previous year (0.1 percent).
- ▶ Although 38.9 percent of the fiscal year 2005 credit student population was enrolled in the baccalaureate/transfer area, only 29.1 percent of all students indicated an intent to transfer.
- ▶ Students enrolled in adult education courses in community colleges comprised 17.3 percent of the credit generating students. Enrollment in adult education decreased by 4.6 percent over fiscal year 2004.
- ▶ Of the students in adult education, approximately 58.8 percent were enrolled in English as a Second Language (ESL) courses. This is up from 58.3 percent in fiscal year 2004.
- ▶ More than one-half (52.1 percent) of the fiscal year 2005 credit students enrolled in Illinois community colleges indicated that they were not pursuing a degree, but attending only to complete one or several courses. Participation in college to take courses instead of pursue a degree or certificate remained constant compared to the previous year.

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- ▶ Nearly three out of four credit students attended on a part-time basis during both the fall (70.5 percent) and spring (72.4 percent) semesters in fiscal year 2005.
- ▶ Nearly 18 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 38,105 who earned a bachelors degree or higher which is similar to last year (38,090).
- ▶ Illinois community college students were enrolled in 7,342,738 credit hours throughout fiscal year 2005 and earned 75.8 percent of those hours.
- ▶ Accumulated credit hours were available for 69.4 percent of the fiscal year 2005 student population. Of that percentage, 34.4 percent had accumulated 30 or more college-level hours (sophomore level).
- ▶ Cumulative grade point average data was reported for 66.4 percent of the fiscal year 2005 students. Nearly 47 percent held an A-B average.
- ▶ In fiscal year 2005, Illinois community college students earned 63.3 percent of the remedial credits they attempted. This percentage is down from 66.8 percent in fiscal year 2004.
- ▶ In fiscal year 2005, slightly over one-fifth (20.7 percent) of Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – down slightly from 21.3 percent in fiscal year 2004.

Noncredit Enrollments. Noncredit courses are not eligible for state credit hour reimbursement grants and include those designed for and funded by special groups such as a specific business or industry, as well as those offered for personal development to the general public. Noncredit course enrollment figures in the report for fiscal year 2005 come from the Noncredit Course Enrollment database (N1).

- ▶ Fiscal year 2005 unduplicated noncredit headcount decreased 0.9 percent over last year. Similarly, the duplicated headcount or “seat count” was 1.2 percent lower than the previous year. Fewer students took fewer classes.
- ▶ Reasons for recent declines in noncredit activity and participation vary by locality. Part of the reason for these declines may be the overall economic climate in the state. The state’s economy has been in a recessionary period over the last four years including a sizable part of fiscal year 2005. Some individuals and businesses have fewer discretionary funds and are searching for ways to cut their expenses. The latest economic news shows that the Illinois economy is improving. Fiscal year 2006 data will be monitored to see if this contributes to growth in noncredit enrollments for next year’s report. Additionally, selected colleges may still be encountering some resistance from participants in noncredit courses about providing complete information to create the N1 record. Likewise, noncredit coursework is offered by multiple

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entities within each college and reporting could be better in some areas than in other units. Records were not added to the noncredit database unless category of activity information was supplied – business/industry contract, professional/vocational development, personal/social development, and youth programs.

- ▶ Female students accounted for 57.2 percent of 2005 noncredit enrollments for which gender data were reported.
- ▶ Minority students accounted for more than one-fifth (21.9 percent) of individuals enrolled in noncredit programs among those who supplied racial/ethnic data.
- ▶ Just over one-half of the noncredit students were 40 years of age or above, based on the individuals who supplied this information.
- ▶ Over 56 percent of the noncredit offerings (duplicated) were in the personal and social development category of activity. Nearly 29 percent of the noncredit courses were dedicated to developing workplace skills: professional/vocational (19.0 percent) and business and industry contractual training (9.8 percent). The remaining 15.0 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, etc.).
- ▶ Across all categories of activity, eight broad programs (two-digit CIP) had over 7,000 noncredit students enrolled. Combined, these program areas accounted for nearly two-thirds (65.8 percent) of the students enrolled in noncredit courses for which CIP data were reported. Thirty-five percent of the enrollments were in work related programs: business management (17.6 percent), transportation workers (9.9 percent), health professions (3.8 percent), and computer information systems (3.7 percent).
- ▶ Instructional site information shows that 57.6 percent of the noncredit courses offered in fiscal year 2005 were held on main college campuses.

Overview of Student Completions

- ▶ A total of 51,444 collegiate-level degrees and certificates were awarded to students at Illinois community colleges in fiscal year 2005, which is 7.2 percent more than in fiscal year 2004.
- ▶ Baccalaureate/transfer degrees were earned by 14,418 students during fiscal year 2005. This was up 2.8 percent from a year ago. Baccalaureate/transfer degrees accounted for 28.0 percent of all completions.
- ▶ Seventy percent of all fiscal year 2005 college-level degrees and certificates were earned in career and technical education programs.
- ▶ Students successfully completed 36,020 career and technical education degrees and certificates in Illinois community colleges during fiscal year 2005, which is an 8.9 percent increase from the previous year.

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- ▶ Approximately 27 percent of the career and technical education award recipients in fiscal year 2005 earned Associate in Applied Science degrees.
- ▶ Females accounted for 56.1 percent of all completions during fiscal year 2005. A similar proportion was reflected in career and technical education program areas. In the baccalaureate/transfer programs, females accounted for 60.9 percent of the completions.
- ▶ The largest number (10,736) of male completers of a specific degree or certificate was in the category of career and technical education certificates of less than one year program. Males made up the majority of those receiving these certificates (52.7 percent).
- ▶ Although small in number (85), the Associate in Engineering Science program had the highest proportion of male graduates (90.6 percent).
- ▶ Minority students earned approximately 29 percent of the collegiate-level degrees and certificates granted in the Illinois Community College System during fiscal year 2005. African American students achieved 14.6 percent, Latino students earned 8.3 percent, and Asians earned 5.1 percent of the degrees and certificates.
- ▶ Minorities accounted for more than 20 percent of the total baccalaureate/transfer degree recipients. African American students accounted for 9.0 percent, 7.1 percent were Latino, and 3.1 percent were of Asian origin.
- ▶ Nearly four times as many minority graduates completed career and technical education degrees and certificates (11,511) than baccalaureate/transfer degrees (2,900).
- ▶ Among the largest minority groups, African American students completed 3,217 more collegiate-level programs than Latino students.
- ▶ Nearly 13 percent of the students who were awarded degrees and certificates during fiscal year 2005 were less than 21 years of age. The age groups with the largest percentages of graduates were 21 to 24 (30.6 percent), 25 to 30 (18.5 percent), and 40 to 55 years of age (18.5 percent).
- ▶ In general, the proportion of career and technical education graduates increased as age advanced.
- ▶ Nearly three-quarters of the students who successfully completed baccalaureate/transfer degrees in fiscal year 2005 indicated an intent to transfer to a four-year institution.
- ▶ Nearly 22 percent of fiscal year 2005 Associate in Applied Science degree graduates indicated their goal was to only complete one or several courses or finish a certificate, *not* to earn an associate degree. This demonstrates that students sometimes alter their goals as they progress through the community college system.

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Remarkably, fiscal year 2005 is the sixth consecutive year of increase in the number of community college system graduates. Of the 51,444 completions during fiscal year 2005, associate degrees accounted for 48.9 percent, and the remaining 51.1 percent were certificates. Fiscal year 2005 was just the second year that the number of certificates awarded outnumbered associate degrees. Prior to fiscal year 2004, more associate degrees were awarded than certificates, despite the fact that, by definition, acquiring a certificate always involves a shorter program of study. The reason for this reversal is partly due to additional initiatives by college officials to encourage students to obtain the certificates they earn once they have completed the required coursework.

In an era of increased accountability, fully capturing and reporting graduates through the Annual Enrollment and Completion Submission (A1) is very important. At the same time, it is recognized that there are individuals served by community colleges who attend with an exclusive interest in completing particular courses to provide specific skills for success in their chosen field. Fiscal year 2005 data show that 52.1 percent of all students identify themselves as not pursuing a formal award. Approximately one-third (34.7 percent) of the career and technical education students reported attending to complete one or several courses.

Yet, there are individuals attending community colleges who meet certificate and sometimes degree requirements but either do not recognize that they have done so or do not file the necessary paperwork to receive their formal award. To promote student success, each achievement should be recognized as it is accomplished. Degree audit processes help the colleges and students capture and promptly recognize program completion outcomes.

Systemwide over the past three years, community colleges, in conjunction with a Postsecondary Perkins initiative, have been undertaking projects to develop, implement, or expand local computerized automated degree and certificate audit systems. These initiatives will continue through fiscal year 2006. Results of these systemwide efforts are impressive as the number of certificates awarded has increased nearly 62 percent over the past five fiscal years. Over the same period of time, the system has seen an increase of nearly 34 percent in the total number of certificates and degrees awarded. Computerized certificate and degree audits are useful tools to recognize student accomplishments and can help encourage students to pursue additional goals. Automated degree audit systems require an ongoing commitment to make further refinements and keep the system updated. Degree and certificate requirements change frequently, and permitted electives tend to be extensive. Community colleges have made investing in processes that promote student success and student outcomes a priority.

The large number of students served through credit and/or noncredit courses – totaling 957,051 in fiscal year 2005 – affirms that the Illinois Community College System continues to adapt to the evolving education and training needs of the communities the colleges serve. Efforts to promote degree and certificate completion for students with an interest in earning a formal academic award are paying dividends for students, area employers, and the colleges.

INFORMATION ONLY

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January 24, 2006

UNAPPROVED

Minutes of the 361st Meeting of the
Illinois Community College Board
Business Session
November 18, 2005
Shawnee Community College
Ullin, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 10:00 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, Judith Rake, and Rudolph Papa.

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

Chairman Alongi first off thanked the President of Shawnee Community College, Larry Choate, for allowing the board to use their facilities and for their hospitality.

The Chairman also gave a synopsis of the retreat that was held for the board the day before, November 17, at the Kokopelli Golf Course. There were many great topics discussed, including the funding formula, the board's responsibilities, and the relationship between the IBHE/ICCB. There will be a follow-up retreat for the board in the future.

Guy then introduced a new staff member that has joined the Illinois Community College Board just recently. Her name is Elaine Johnson, and she is the new Vice-President for Instruction and Policy Studies.

Item #3 - Remarks by Dr. Larry Choate, President Shawnee Community College

Mr. Choate welcomed the board and staff. The Shawnee Community College is very please to be able to host one of the board meetings. He also spoke of how great southern Illinois is and encouraged everyone to spend some time and experience the wonderful contributions it has to offer.

Item #4 - Recognition of Marjorie Cole, Laurna Godwin, and Roberto Rivera for Service as Members of the Illinois Community College Board

Judith Rake read certificates that recognized three of the former board members, Laurna Godwin, Marjorie Cole who left due to age, and Roberto Rivera who left due to a state job conflict of interest.

President/CEO of the ICCB, Geoff Obrzut, officially thanked the three former board members for their work while serving on the board. He also reported that even though Rivera sustained injuries from his helicopter crash earlier this year, he is doing just fine.

Item #5 - Committee Reports

Item #5.1 - Adult Education & Family Literacy Committee

Marikay Hegarty reported the group discussed the GED Transition Committee. There is an on going cost study of the GED program in order to get the exact cost of administering that program.

The Adult Education Monitoring Project was also discussed. The ICCB has initiated a monitoring program. This year thirty five programs is the target to be monitored. This is being done by current staff members, which takes them away from their regular duties. However, five consultants have been hired to assist in that process. So far, it is going well.

GED Online is a very successful program. Five states have asked to come on as users of the program. Hopefully, this will generate funding to put back in to the program for enhancements and improvements.

The Adult Family Literacy and Advisory Council met their six new members. The next meeting is going to be in January. A ICCB board member will be attending to show their support.

Vacancies have been a problem for the ICCB staff. This is making it harder for the staff.

Item #5.2 - Budget and Finance Committee

Suzanne Morris reported the information out there indicates that the ICCB has had flat funding for the past couple of years, but that is not necessarily true. Our total budget, minus the fifteen million that the City Colleges of Chicago received, is down about ten million for the system. There is hope that new sources of revenue will start coming in and it will provide money. The board will be asked to set some priorities to help the staff decide where the new revenue money should go in the budget.

One of the main priorities is to restore money to the base operating grant. Another priority is if there were to be a large increase in the budget, a large part of that money needs to be put in to the base operating grants rather than equalization. The reason being, the base operating grants gives presidents and the local board of trustees more authority on how to spend their money. It would be respectful to allow them to make those decisions. The third important priority is to have the disadvantage student grants and deferred maintenance increased.

Item #6 - President/CEO Report

Geoff Obrzut first thanked President Larry Choate, his trustees, and the staff for hosting the board meeting. He also thanked Shawnee Community College for giving the ICCB a wonderful, strong new Vice President of Instruction and Policy Studies, Dr. Elaine Johnson.

Mr. Obrzut thanked the ICCB board members for the strong attendance at the board retreat held Thursday. It was a great discussion and there was a lot of progress made. There is possibly another retreat that will take place in March at Eagle Creek before the meeting at Mattoon, Lake Land Community College.

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There will be a couple of reports that will be given today by Virginia McMillan, Baccalaureate Access Task Force and Strategic Plan. A big thanks goes to Virginia for her work on these projects and to David Peirce who was the facilitator of the Baccalaureate Access Task Force.

The Homeland Security and Emergency Response Institute will be held on February 21-22, in Springfield at the Crown Plaza. This is a program that everyone should be interested in and attend. Hopefully all the ICCB board members will also be able to participate. One of the major speakers is a Dr. Wayne Blancherd, who is from the US Department of Homeland Security.

Geoff thanked board member Suzanne Morris for attending the IBHE Summit that was held on November 9 in Chicago. It was a very good program, but there was some disappointment in the ICCB not having a role in the Summit. There were forty four out of two hundred people who attended that were representing Community Colleges. Half of the forty four were presidents.

The 40th Anniversary is coming along nicely. There is a lot going on in this area. Randy Barnette, Vice President of External Affairs, will be giving a report later on it. There have been press conferences and billboards being put together, and the DVD has been shown as much as possible.

Geoff and some ICCB staff members will be speaking at the Latino Caucus Conference on December 1, in Rosemont. This is a group that has grown within the community colleges. They now represent 17% of the students. The ICCB is looking at creating a Spanish website and brochures.

There has been a Collective Bargaining Unit formed recently within the staff, the Illinois Federation of Teachers. The lawyer representing ICCB and the staff will be working together to negotiate a contract. Possibly one of the reasons for this union is the staff vacancies. There are eleven vacancies within the ICCB. The Governor's Office have not been approving the hiring of the vacant spots. Mr. Obrzut announced that he has made it clear that this is a high priority.

An issue being discussed within the board is the need to get the ICCB staff's salaries up. The salaries are not comparable to agencies such as the IBHE, Illinois Student Advisory Committee (ISAC), and Lincoln Land Community College.

Talks for the FY07 budget have been taking place. Work is being done to provide the colleges with equal amounts of money for their budgets, and the ICCB is also working on getting nine million dollars for Disadvantage Students.

Item #7 - Advisory Organizations

Item #7.1 - Presidents Council

Dr. Larry Choate first introduced some of the Shawnee Community College staff and some of their trustees. He then reported that the council endorsed the selling of the ISAC resources, the Baccalaureate Access Task Force report, and the funding for disadvantage students.

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Item #7.2 - Illinois Community College Faculty Association

Kevin Weston reported that they hosted the Illinois Community College Faculty Association Conference on October 28 in Springfield. There were thirty six concurrent sessions and were covering core values, technology in the classes, and the practices of teaching.

At the conference, they presented to the recipients \$5,000 in grants, \$5,000 in scholarships to students.

Mr. Weston addressed the issue of community colleges paying their dues. This year, twenty out of forty two community colleges have paid their dues. However, they still need dues paid from twenty two colleges. This issue is becoming a problem.

Item #7.3 - Student Advisory Committee

Jenna Altadonna, ICCB student member, reported the committee has met twice since the last board meeting. They talked about having two new awards, an Outstanding Administrator and an Outstanding Program.

The committee is putting together a scrapbook with their accomplishments and pictures from the past year. The scrapbook should be available by the end of the year.

They have decided to put together a textbook report for the community colleges. So far, over half of the colleges have theirs turned in. Once all of them are in, the report will start being put together.

For their Service Project, the committee thought they had come to an agreement to support the community colleges affected by Hurricane Katrina. However, they ended up deciding to send care packages to the soldiers overseas.

Item #7.4 - Illinois Community College Trustees Association

Mike Monaghan, the Executive Director, reported that the Trustees met just this past week on Thursday evening, Friday and Saturday in Chicago. A number of actions were considered. Opposed proposal, learn more about what this proposal is and how it affects the students.

The Trustees spent much time discussing the recommendations of the Baccalaureate Task Force Report.

The Trustees endorsed the efforts to increase funding not only for the Community College System, but also for the targeted area of Disadvantaged Students.

An unexpected problem has occurred. The new schedule for the General Assembly is causing a problem for the Trustee's Lobby Day. The General Assembly is scheduled to adjourn in April, and the Lobby Day is scheduled to be on May 3. The day will try to be rescheduled to fit in to the General Assembly's schedule.

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The Trustees are not having a meeting in January. Instead the meeting will be February 5-8, in Washing, D.C. in order to be coordinated with their Federal Lobby Day activities.

The Trustees Association believes they will be dealing with three issues while the General Assembly is in session, such as, the ISAC Financial Aid issue, supporting the ICCB in their FY07 budget issue, and getting the City Colleges of Chicago involved with the Community Colleges Retiree Health Insurance.

Geoff Obrzut added a thank you to Don Patton, who was a member of the Baccalaureate Access Task Force. The ICCB is hoping that the Governor's Office approves the appointment of the Trustee, Jake Rendleman, as a new board member.

Item #7.5 - Adult Education and Family Literary Advisory Council

Gay Graves thanked Jennifer Foster and staff for allowing her to be on the council. She reported that their first meeting was held on September 29. There was twelve ICCB staff members, twenty one council members, and one guest. They have five areas involved in the committee, such as, Curriculum and Instruction, Student Support Services, Policy Research and Accountability, Professional Development, Marketing, and Training, and Workforce Formation. Their next meeting dates will be January 19 and 23, and June 1.

Item #8 - External Affairs Report

Randy Barnette, Vice President for External Affairs, introduced a DVD to each of the board member, a miniature structure of the billboards that are being put up around the state, and the report covers that will hold all of the ICCB reports that will go out in the future.

There will be more press conferences within the state as well. Chairman Alongi gave a warm thanks to Randy and his staff for a job well done with the 40th Anniversary events.

Item #9 - Baccalaureate Access Task Force Update

Virginia McMillan gave a report on the recommendations the Baccalaureate Access Task Force came up with at the end of their research. She presented the final report to the Presidents Council and Illinois Community College Trustees Association for approval during their meeting last week.

The Baccalaureate Access Task Force's recommendations were accepted by both parties. The report and its recommendations is now being presented to the ICCB for their approval:

Judy Rake made a motion, which was seconded by Bill Naegele, to approve the following recommendation:

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.

The report will now move on to the Illinois Board of Higher Education for their approval at their December 6 board meeting.

Item #10 - Illinois Community College Accountability Reports

Item #10.1 - Follow-Up of Fiscal Year 2004 Career and Technical Education Graduates

Scott Parke, Senior Director for Policy Studies, gave a report on 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.

Rudy Papa made a motion, which was seconded by Suzanne Morris, to approve the following recommendations:

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.*

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Item #10.2 - Accountability and Productivity in the Illinois Community College System - Fiscal Year 2005

Scott Parke, Senior Director for Policy Studies, gave a report on the externally attached Accountability and Productivity in the Illinois Community College System which 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.

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.

Item #10.3 - Performance Report - Fiscal Year 2005

Scott Parke also stated this report is structured around the policy areas in the Illinois Board of Higher Education's Illinois Commitment, the pledges from the Illinois Community College System's Promise for Illinois compliment these policy areas, and while narrative reporting is targeted on three of the six policy areas, performance indicator data reporting is required across all policy areas every year. The six policy areas include, economic growth, P-20 Partnership/Teaching and Learning, Affordability, Access and Diversity, High Quality, and Accountability and Productivity. Tuition is slowly going up since other funding has not been kicking in, which the students end up paying the price. They may not be able to make it without the financial aid. Illinois is right in line with other states and is making much progress.

Item #11 - Consent Agenda

Bill Naegele made a motion, which was seconded by Rudy Papa, to remove Item #11.4 from the Consent Agenda. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Rudy Papa made a motion, which was seconded by Judy Rake, to approve the following items:

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Item #11.1 - Minutes of the September 16, 2005 Meeting

The Illinois Community College Board hereby approves the minutes of the September 16, 2005 meeting, as recorded.

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Item #11.2 - New Units of Instruction

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

PERMANENT PROGRAM APPROVAL

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

Wilbur Wright College

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

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)

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)

Item #11.3 - Revised Calendar for Fiscal Year 2006

The Illinois Community College Board hereby approves the following 2006 calendar:

January	24	2006	@	Springfield Downtown Office
March	31	2006	@	Lakeland Community College in Mattoon
May	19	2006	@	City Colleges of Chicago
June	9	2006	@	Springfield

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September	15	2006	@	John A. Logan Community College
November	17	2006	@	John Wood Community College

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

Item #12 - Information Items

Item #12.1 - Fiscal Year 2006 Financial Statements

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

Item #14 - Adjournment

At 12:00 p.m., Marikay Hegarty made a motion, which was seconded by John Donahue, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

**PROPOSED AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES CONCERNING
ILLINOIS COMMUNITY COLLEGES ONLINE (ILCCO) PROGRAM SHARING**
(Final Approval)

Three years following input from a systemwide task force on online learning, the Illinois Community College Board established Illinois Community Colleges Online (ILCCO), a program designed to encourage the development and use of online delivery of courses and programs in community colleges. A federal grant was obtained to assist in the development costs of the new initiative. Up to this time, much of the activity on ILCCO has been the delivery of shared courses. However, from the beginning, one of the major objectives of the initiative was to expand the delivery of community college degree and certificate programs by allowing students who live in one district that does not have a specific program to access a program from another community college district in the state through computerized delivery. ILCCO, working as a consortium of colleges allows goal is to allow a student to achieve this through a seamless path from his/her own community college. The proposed rule change expands the Illinois Community College Board administrative rules for cooperative agreements to allow one college to award a degree or certificate offered by another community college through cooperative agreement. The degree or certificate could only be offered through the online cooperative agreement. If that agreement was no longer in effect, the college would not be approved to award the degree or certificate on its own.

The following proposed rule modifications were presented to the Board and the system in the January 31, 2005, agenda for review and comment and again in the April 22, 2005, agenda for initial approval. No opposition to the proposed changes has been received. The item is, therefore, presented for the Board's final approval to be forwarded to the Joint Committee on Administrative Rules for adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

SUBPART C: PROGRAMS

Section 1501.307 Cooperative Agreements and Contracts

- d) Interdistrict Cooperative Agreements for Instruction. A community college district may enter into interdistrict contractual arrangements with another community college district to enable its students to attend the other district's program(s)/course(s) upon approval by the ICCB.
- 1) Criteria for the approval of interdistrict agreements for instruction shall be:
 - A) accessibility of instruction to students
 - B) labor market need
 - C) comprehensiveness of available programs for students
 - D) cost-effectiveness in providing instructional programs
 - E) impact on regional and statewide programs
 - F) impact on programs at neighboring community college districts
 - 2) The curricula included in the cooperative agreement for instruction shall be listed in the catalog of the college that does not have the program, but is making it available to its students through a contractual arrangement with another college. A copy of the listing shall be kept on file at the district central administrative office.
 - 3) Interdistrict Cooperative Agreements may be entered into for courses and/or curricula offered through Illinois Community Colleges Online. The cooperative agreement may specify that the programs/courses will be approved as programs/courses of the receiving district and will be included in the receiving district's Illinois Community College Board curricula and course master files as such. This agreement would allow the receiving institution to offer the program only through online delivery through the sending college. ICCB approval for such agreements will be based on the following:
 - 1) a request for approval must be filed in a format specified by the ICCB;
 - 2) the request must be accompanied by a draft cooperative agreement and a signed statement of agreement that the program/course will be offered only through online delivery and that both the sending and receiving institutions agree that the sending institution will be the institution of academic control of the course/curriculum;
 - 3) the receiving institution must notify ICCB if and when the cooperative agreement is no longer operational so that the program/course can be removed from the approved ICCB program/course file.