

# Illinois Community College Board

## 364th Meeting Agenda and Materials

May 19, 2006

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



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Agenda  
364<sup>th</sup> Meeting of the  
Illinois Community College Board  
Harry L. Crisp II Community College Center  
401 East Capitol Avenue  
Springfield, Illinois

May 19, 2006

Committee Meetings

8:00 a.m. - Adult Education & Family Literacy Committee

8:00 a.m. - Budget and Finance Committee

9:00 a.m. - Business Meeting

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1. Roll Call and Declaration of Quorum	-
2. Announcements and Remarks by Guy H. Alongi, Chair	-
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3.1 Adult Education & Family Literacy Committee	-
3.2 Budget and Finance Committee	-
4. President/CEO Report	-
5. Advisory Organizations	
5.1 Illinois Community College Trustees Association	-
5.2 Presidents Council	-
5.3 Adult Education and Family Literacy Advisory Council	-
5.4 Illinois Community College Faculty Association	-
5.5 Student Advisory Committee	-
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11. Consent Agenda ( <b>ACTION</b> )	
11.1 Minutes of the March 31, 2006 Meeting	19-30
12. Information Items	
12.1 Reports on Restricted Grants for FY 2005	31-35
16.1a P-16 Initiative Grant	
12.2 Fiscal Year 2006 Financial Statements	–
13. Other	
14. Adjournment	

Illinois Community College Board

**LEGISLATIVE/BUDGET REPORT**

**FISCAL YEAR 2007 COMMUNITY COLLEGE SYSTEM BUDGET**

The Illinois Community College Board fiscal year 2007 operating budget, presented in Table 1, includes funding for all grants appropriated to the ICCB for the community college system, as well as other community college grants administered by the ICCB office. The operating grants are presented in total in Table 1. Table 2 includes the allocations to each district.

The General Assembly completed the Spring session on Thursday, May 4 with the passage of the fiscal year 2007 budget. The total fiscal year 2007 general funds operating budget for the community college system totals \$303.7 million. This is a \$5.4 million (1.8 percent) increase over fiscal year 2006 appropriation.

Adult Education general funds increased \$684,800 or 2 percent and GED Testing increased \$160,000. This will allow the Board to hire staff and run the testing program. It was transferred over from the Illinois State Board of Education last year without administrative funds to support the program. The Career and Technical Education general revenue funds were also increase by two percent.

The ICCB office budget increased 1.3 percent.

**Illinois Community College Board  
Table 1  
Fiscal Year 2007 Operating Grants**

<u>Grants</u>	<u>FY 2006 Appropriation</u>	<u>FY 2007 Governors Recommendations</u>	<u>FY 2007 General Assembly Action</u>	<u>Difference from FY2006</u>	<u>Percent Difference</u>
Base Operating Grant	\$ 191,837,100	\$ 199,318,000	\$ 197,818,000	\$ 5,980,900	3.1%
Small College Grant <sup>(1)</sup>	\$ 780,000	\$ 840,000	\$ 840,000	\$ 60,000	7.7%
Funding Formula Impact Grant	\$ 5,507,500	\$ 0	\$ 0	\$ (5,507,500)	-100.0%
Equalization Grant	\$ 76,617,500	\$ 77,383,700	\$ 77,383,700	\$ 766,200	1.0%
<b>Unrestricted Grants</b>	<b>\$ 274,742,100</b>	<b>\$ 277,541,700</b>	<b>\$ 276,041,700</b>	<b>\$ 1,299,600</b>	<b>0.5%</b>
Workforce Development Grant	\$ 3,311,300	\$ 3,311,300	\$ 3,311,300	\$ 0	0.0%
P-16 Initiative Grant	\$ 2,279,000	\$ 2,279,000	\$ 2,779,000	\$ 500,000	21.9%
Student Success Grant	\$ 0	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	-
Retirees Health Insurance Grant	\$ 626,600	\$ 626,600	\$ 626,600	\$ 0	0.0%
<b>Restricted Grants</b>	<b>\$ 6,216,900</b>	<b>\$ 9,216,900</b>	<b>\$ 9,716,900</b>	<b>\$ 3,500,000</b>	<b>56.3%</b>
<b>TOTAL GRANTS</b>	<b>\$ 280,959,000</b>	<b>\$ 286,758,600</b>	<b>\$ 285,758,600</b>	<b>\$ 4,799,600</b>	<b>1.7%</b>
<b>Statewide Initiative &amp; Other Grants</b>					
East St. Louis Higher Education Center	\$ 1,589,100	\$ 1,589,100	\$ 1,589,100	\$ 0	0.0%
Lincoln's Challenge Grant	\$ 120,100	\$ 120,100	\$ 120,100	\$ 0	0.0%
Special Legislative Grants	\$ 600,000	\$ 600,000	\$ 1,280,000	\$ 680,000	-
City Colleges of Chicago Grant	\$ 15,000,000	\$ 15,000,000	\$ 15,000,000	\$ 0	0.0%
<b>Total Statewide Initiatives &amp; Other Grants</b>	<b>\$ 17,309,200</b>	<b>\$ 17,309,200</b>	<b>\$ 17,989,200</b>	<b>\$ 680,000</b>	<b>3.9%</b>
<b>GRAND TOTAL</b>	<b>\$ 298,268,200</b>	<b>\$ 304,067,800</b>	<b>\$ 303,747,800</b>	<b>\$ 5,479,600</b>	<b>1.8%</b>

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

**Illinois Community College Board**  
**Table 2**  
**FISCAL YEAR 2007 TOTAL GRANTS TO DISTRICTS**  
**General Assembly Action**

	Base Operating Grants		Small College Grant	Equalization Grant	Student Success Grant *	Retirees Health Ins. Grant	Workforce Development Grant *	P-16 Initiative Grant*	Additional Grant	Total Grants
	Credit Hour Grant	Square Footage Grant								
BLACK HAWK	\$ 4,297,173	\$ 48,845	\$ 0	\$ 4,488,540	* \$ 0	\$ 75,782	* \$ 0	\$ 0	\$ 8,910,340	
CHICAGO	\$ 41,085,646	\$ 412,073	\$ 0	\$ 0	* \$ 626,600	\$ 247,726	* \$ 15,300,000	\$ 57,672,045		
DANVILLE	\$ 1,584,857	\$ 40,940	\$ 120,000	\$ 1,767,644	* \$ 0	\$ 55,337	* \$ 0	\$ 3,568,778		
DUPAGE	\$ 13,438,589	\$ 142,785	\$ 0	\$ 0	* \$ 0	\$ 180,788	* \$ 0	\$ 13,762,162		
ELGIN	\$ 5,296,147	\$ 80,113	\$ 0	\$ 0	* \$ 0	\$ 89,724	* \$ 0	\$ 5,465,984		
HARPER	\$ 6,539,720	\$ 111,806	\$ 0	\$ 0	* \$ 0	\$ 93,071	* \$ 0	\$ 6,744,597		
HEARTLAND	\$ 2,020,127	\$ 24,466	\$ 0	\$ 50,000	* \$ 0	\$ 49,631	* \$ 0	\$ 2,144,224		
HIGHLAND	\$ 1,473,638	\$ 27,136	\$ 60,000	\$ 948,992	* \$ 0	\$ 50,809	* \$ 0	\$ 2,560,575		
ILLINOIS CENTRAL	\$ 6,198,169	\$ 80,709	\$ 0	\$ 3,497,416	* \$ 0	\$ 103,750	* \$ 0	\$ 9,880,044		
ILLINOIS EASTERN	\$ 6,397,475	\$ 57,968	\$ 0	\$ 6,935,910	* \$ 0	\$ 131,935	* \$ 0	\$ 13,523,288		
ILLINOIS VALLEY	\$ 2,586,380	\$ 32,245	\$ 0	\$ 553,234	* \$ 0	\$ 66,334	* \$ 0	\$ 3,238,193		
JOLIET	\$ 6,186,546	\$ 69,237	\$ 0	\$ 0	* \$ 0	\$ 103,596	* \$ 0	\$ 6,359,379		
KANKAKEE	\$ 3,160,022	\$ 30,454	\$ 0	\$ 3,020,765	* \$ 0	\$ 61,087	* \$ 0	\$ 6,272,328		
KASKASKIA	\$ 3,449,229	\$ 29,629	\$ 0	\$ 4,751,269	* \$ 0	\$ 83,014	* \$ 0	\$ 8,313,141		
KISHWAUKEE	\$ 2,180,493	\$ 38,049	\$ 0	\$ 1,773,843	* \$ 0	\$ 57,674	* \$ 0	\$ 4,050,059		
LAKE COUNTY	\$ 6,380,210	\$ 91,487	\$ 0	\$ 0	* \$ 0	\$ 91,231	* \$ 0	\$ 6,562,928		
LAKE LAND	\$ 5,371,822	\$ 38,052	\$ 0	\$ 5,097,559	* \$ 0	\$ 119,838	* \$ 0	\$ 10,627,271		
LEWIS & CLARK	\$ 2,949,093	\$ 55,650	\$ 0	\$ 2,918,679	* \$ 0	\$ 69,920	* \$ 0	\$ 5,993,342		
LINCOLN LAND	\$ 3,691,660	\$ 52,319	\$ 0	\$ 312,020	* \$ 0	\$ 74,097	* \$ 250,000	\$ 4,380,096		
LOGAN	\$ 4,497,209	\$ 52,506	\$ 0	\$ 7,972,755	* \$ 0	\$ 96,318	* \$ 0	\$ 12,618,788		
MC HENRY	\$ 2,380,498	\$ 39,065	\$ 0	\$ 0	* \$ 0	\$ 55,185	* \$ 0	\$ 2,474,748		
MORAIN VALLEY	\$ 7,505,385	\$ 72,710	\$ 0	\$ 630,945	* \$ 0	\$ 110,613	* \$ 0	\$ 8,319,653		
MORTON	\$ 1,659,000	\$ 23,907	\$ 0	\$ 1,364,580	* \$ 0	\$ 51,743	* \$ 0	\$ 3,099,230		
OAKTON	\$ 5,636,707	\$ 59,824	\$ 0	\$ 0	* \$ 0	\$ 92,901	* \$ 0	\$ 5,789,432		
PARKLAND	\$ 5,071,407	\$ 59,757	\$ 0	\$ 2,544,311	* \$ 0	\$ 89,357	* \$ 180,000	\$ 7,944,832		
PRAIRIE STATE	\$ 2,301,755	\$ 40,574	\$ 0	\$ 50,000	* \$ 0	\$ 59,461	* \$ 300,000	\$ 2,751,790		
REND LAKE	\$ 2,769,867	\$ 35,756	\$ 60,000	\$ 3,866,387	* \$ 0	\$ 73,017	* \$ 0	\$ 6,805,027		
RICHLAND	\$ 1,888,266	\$ 25,413	\$ 60,000	\$ 714,446	* \$ 0	\$ 57,332	* \$ 0	\$ 2,745,457		
ROCK VALLEY	\$ 4,351,430	\$ 64,782	\$ 0	\$ 985,332	* \$ 0	\$ 82,989	* \$ 0	\$ 5,484,533		
SANDBURG	\$ 2,227,309	\$ 26,926	\$ 60,000	\$ 2,597,835	* \$ 0	\$ 65,846	* \$ 0	\$ 4,977,916		
SAUK VALLEY	\$ 1,375,780	\$ 27,617	\$ 60,000	\$ 1,007,851	* \$ 0	\$ 50,129	* \$ 0	\$ 2,521,377		
SHAWNEE	\$ 1,749,526	\$ 16,876	\$ 120,000	\$ 2,804,390	* \$ 0	\$ 53,709	* \$ 0	\$ 4,744,501		
SOUTH SUBURBAN	\$ 3,966,143	\$ 61,676	\$ 0	\$ 3,018,635	* \$ 0	\$ 86,527	* \$ 250,000	\$ 7,382,981		
SOUTHEASTERN	\$ 2,377,277	\$ 24,200	\$ 120,000	\$ 3,189,425	* \$ 0	\$ 73,539	* \$ 0	\$ 5,784,441		
SOUTHWESTERN	\$ 7,051,335	\$ 67,576	\$ 0	\$ 7,945,792	* \$ 0	\$ 131,887	* \$ 0	\$ 15,196,590		
SPOON RIVER	\$ 1,143,734	\$ 20,974	\$ 120,000	\$ 887,480	* \$ 0	\$ 47,122	* \$ 0	\$ 2,219,310		
TRITON	\$ 7,697,042	\$ 87,206	\$ 0	\$ 50,000	* \$ 0	\$ 106,201	* \$ 0	\$ 7,940,449		
WAUBONSEE	\$ 4,098,532	\$ 59,073	\$ 0	\$ 0	* \$ 0	\$ 70,153	* \$ 0	\$ 4,227,758		
WOOD	\$ 1,429,346	\$ 19,618	\$ 60,000	\$ 1,637,562	* \$ 0	\$ 51,927	* \$ 0	\$ 3,198,453		
Totals	\$ 195,464,544	\$ 2,349,999	\$ 840,000	\$ 77,383,597	\$ 3,000,000	\$ 626,600	\$ 3,311,300	\$ 2,779,000	\$ 16,280,000	\$ 302,035,040
Rounding	\$ 3,456	\$ 1	\$ 0	\$ 103	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 3,560
Totals	\$ 195,468,000	\$ 2,350,000	\$ 840,000	\$ 77,383,700	\$ 3,000,000	\$ 626,600	\$ 3,311,300	\$ 2,779,000	\$ 16,280,000	\$ 302,038,600

\* Due to discussions and finalizing the allocation methodology for the Student Success and the P-16 Grants, district allocations have not been made yet.

Illinois Community College Board

**APPOINTMENTS TO JOINT TASK FORCE ON COMMUNITY COLLEGE:  
HOUSE JOINT RESOLUTION 122 (ACTION)**

The below is a copy of the House Joint Resolution 122.

2. HJ0122

LRB094 20275 RAS 58269 r

HOUSE JOINT RESOLUTION

1

2

WHEREAS, There are 39 public community college districts

3

serving all 102 counties within the State of Illinois; and

4

WHEREAS, Within the 39 community college districts, there

5

are 48 community colleges, serving nearly 1.2 million

6

Illinoisans annually; and

7

WHEREAS, Over the past decade, enrollment at the 48

8

community colleges has increased by more than 20% and the role

9

of the community college has expanded dramatically; local

10

communities and businesses have become reliant on community

11

colleges as the primary provider of worker education and

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12

training; and

13

WHEREAS, The U.S. Department of Labor estimates that by the

14

end of this decade 85% of all jobs in the State of Illinois

15

that are capable of sustaining a middle-class lifestyle will

16

require access to post-secondary education; and

17

WHEREAS, The U.S. Department of Labor also reports that 75%

18

of all current workers will require re-skilling or retraining

19

during the current decade in order to maintain the jobs they

20

presently hold; and

21

WHEREAS, The reimbursement rules that are currently in

22

place for community colleges are, in some instances, more than

23

30 years old and do not reflect the vast diversity of the

24

structure and operation of the community college model of

25

today; therefore, be it

26

RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE

27

NINETY-FOURTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE



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28 SENATE CONCURRING HEREIN, that there is  
created a Joint Task

29 Force on Community Colleges, to be  
facilitated by the Illinois

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1 Community College Board, for the purpose of  
reviewing the

2 present community college system and making  
recommendations to

3 the General Assembly pertaining to whether  
the mechanisms that

4 are in place will handle the expanded role  
and demands on the

5 system in the future; and be it further

6 RESOLVED, That the Joint Task Force on  
Community Colleges

7 shall consist of the following members: 2  
co-chairpersons, each

8 a member of the General Assembly, with one  
appointed by the

9 Speaker of the House and one appointed by  
the President of the

10 Senate; 2 spokespersons, each a member of  
the General Assembly,

11 with one appointed by the Minority Leader of  
the House and one

12 appointed by the Minority Leader of the  
Senate; 3 community

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- 13 college presidents appointed by an organization representing
- 14 public community college presidents; 3 community college
- 15 trustees appointed by an organization representing Illinois
- 16 community college trustees; 2 community college faculty
- 17 members appointed by the Chairperson of the Illinois Community
- 18 College Board; 2 community college students appointed by the
- 19 Illinois Community College Board Student Advisory Committee;
- 20 and 2 members appointed by the Chairperson of the Illinois
- 21 Community College Board, one of whom is a nationally recognized
- 22 community college expert; and be it further
- 23 RESOLVED, That the Joint Task Force members shall serve on
- 24 a voluntary basis and shall not be responsible for any costs
- 25 associated with their participation in the Joint Task Force;
- 26 and be it further
- 27 RESOLVED, That the Joint Task Force shall meet initially at
- 28 the call of the Chairperson of the Illinois Community College
- 29 Board and thereafter as necessary and shall report its findings

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30 to the General Assembly by filing copies of  
its report with the

31 Clerk of the House and the Secretary of the  
Senate no later

32 than December 31, 2006; and that upon filing  
its report the

33 Joint Task Force is dissolved; and be it  
further  
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1 RESOLVED, That suitable copies of this  
resolution be

2 delivered to the Chairperson of the Illinois  
Community College

3 Board and to the Illinois Community College  
Board Student

4 Advisory Committee.

Illinois Community College Board

**REPORT ON THE EVALUATION OF THE  
ILLINOIS ARTICULATION INITIATIVE (ACTION)**

This item is a report on the recently completed evaluation of the Illinois Articulation Initiative (IAI). It is a culmination of over two and one-half years of discussions among the IAI General Education Core Curriculum and major panels, the IAI Steering Panel, Illinois Board of Higher Education and Illinois Community College Board staffs, the Technical Taskforce, Illinois Transfer Coordinators, institutional Chief Academic Officers, the Student Advisory Committee, and others; a report on the major panels commissioned by the IAI Steering Panel; a report commissioned by the Illinois Community College Board and Illinois Board of Higher Education and conducted by Dr. Ivan Lach and Dr. Kathleen Kelly; (included as External Attachment) as well as feedback to these reports. This document presents proposed revisions to the IAI processes and procedures based upon the findings of this comprehensive evaluation.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board accepts and endorses the report, *Evaluation of the Illinois Articulation Initiative*, and directs the Illinois Community College Board staff to collaborate with staff of the Illinois Board of Higher Education to implement the recommendations contained in this report as they deem appropriate.

**REPORT ON THE EVALUATION OF THE ILLINOIS ARTICULATION INITIATIVE**

**BACKGROUND** In January 1993, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and transfer coordinators of Illinois colleges and universities jointly launched the IAI to ease the transfer of students among Illinois public and independent, associate and baccalaureate degree-granting institutions. The IAI grew out of the IBHE's 1990 undergraduate education policies on transfer and articulation. Three key concepts in these policies provided the underlying foundation for IAI: (1) that "associate and baccalaureate degree granting institutions are equal partners" in educating college freshmen and sophomores, (2) that "faculties should take primary responsibility for developing and maintaining program and course articulation," and (3) that "institutions are expected to work together to assure that lower-division baccalaureate programs are comparable in scope, quality, and academic rigor."

The IAI has unfolded in four phases. The first phase developed a General Education Core Curriculum (GECC). The second phase established major panels. The third phase instituted a five-year review process. The fourth phase initiated a comprehensive review of the initiative and its processes. The details of each phase are provided below.

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The first phase developed a general education package, the GECC, that as part of a completed transferable associates degree, “would be acceptable in transfer at all IAI participating institutions in lieu of each college or university’s own campus-wide lower division general education curriculum of comparable size.” The IAI GECC is not intended to replace a college or university’s general education curriculum, but rather to provide transferring students with a guaranteed pathway among institutions.

The second phase expanded the project to create models for easing transfer into baccalaureate major programs. Major panels were established with the intent of providing general advice to students who had decided upon a field of study but not upon a baccalaureate institution. Panels were to develop recommendations for lower-division course work that would best prepare the student to transfer into that major in a baccalaureate program with “junior” status. Recommendations included courses in the IAI GECC package that could be used by the student to meet the prerequisite or foundational requirements of the major, plus courses in the major that a native student would normally take in the first two years of study, and additional information a student should know in order to prepare for transfer (e.g., grade point average (GPA), entry exam, portfolio or other requirements).

The third phase instituted a process of regular five-year reviews designed to evaluate the efficacy of the panels’ recommendations. The five-year review process for all panels includes a review of the core competencies, standards, and outcomes recommended by the panels. For the GECC panels, this includes a review the panels’ statement of philosophy, review of courses within recommendations and a general review of institutional offerings to ensure current course offerings are aligned with the course descriptions provided by the institution when those courses were initially approved.

The fourth and current phase included a comprehensive evaluation of the IAI processes, procedures, and goals and the roles of the individual components, and recommendations for adjustment of these. This evaluation included discussions among the GECC and major panels, the IAI Steering Panel, IBHE and ICCB staffs, the Technical Taskforce, Illinois transfer coordinators, institutional Chief Academic Officers, the Student Advisory Committee, and others; a report on the major panels commissioned by the IAI Steering Panel; a report commissioned by the ICCB and IBHE and conducted by Dr. Ivan Lach and Dr. Kathleen Kelly (attached); as well as feedback to these reports. This document presents revisions to the IAI processes and procedures based upon the findings of this comprehensive evaluation.

**REVIEW FINDINGS** The IAI is a significant statewide cooperative effort designed to facilitate student transfer among Illinois institutions. Ease of transfer is a central aspect of increased access, and the maximization of credit in transfer is key to reducing time-to-degree and thereby increasing affordability. The IAI GECC provides transferring students with a guarantee for acceptance of lower-division work as meeting general education requirements at IAI participating institutions. Consensus among all stakeholders is that the IAI GECC has benefitted thousands of transferring students and has helped facilitate discussions of the nature of general education. However, the processes in place for review of courses and approval for inclusion in an institution’s GECC package may take as long as six months to a year, and sometimes even longer. Therefore, the review findings suggest that use of the IAI GECC be continued, but that the process be streamlined.

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The review of the major panel processes found that the efforts of the panel members were not justified by the benefits realized by the students. Considerable resources, reflected in the time devoted to syllabi review by panel members and in the institutional processes for submission of syllabi for review, were expended. However, the resulting recommendations were having little or no effect on the actual transfer of students or credits among institutions. Therefore, the review findings suggest a restatement of the charge to the major panels with a focus on recommendations for undecided students.

The review of institutional and staff roles and responsibilities suggested minor changes aimed at streamlining processes and ensuring a fair and equitable review of course submissions by the GECC panels. Additionally, the review suggested a restatement of the roles and responsibilities of all constituent groups, including the Steering Panel, the Technical Taskforce, board staffs, and the institutions.

Based on this evaluation, the following revisions to the Illinois Articulation Initiative were proposed:

1. Clarify the general goals of the Initiative;
2. Clarify the roles and responsibilities of the GECC faculty panels;
3. Revise the GECC course review and approval processes;
4. Redefine the roles and responsibilities of the major field panels;
5. Clarify the roles and responsibilities of participating colleges and universities;
6. Clarify the roles and responsibilities of the ICCB and IBHE;
7. Recommend that Illinois colleges and universities allow students to complete the GECC package after transfer. For example, when the transfer student has completed a statewide articulated associate degree model such as the Associate of Fine Arts (AFA), Associate of Engineering Sciences (AES), or Associate of Arts in Teaching (AAT), or; When the transfer student has completed 30 semester hours of transfer credit without having completed the GECC;
8. Revise the iTransfer.org website to serve as a general transfer information site.

After reviewing the attached report and consulting with the various interest groups, the staffs of the IBHE and the ICCB are collaborating to implement the changes they deem appropriate.

Timetable  
Spring 2006

- Current course review and approval processes remain in effect.
- GECC panel reviews will migrate to the iTransfer.org course review site.
- IBHE and ICCB staffs will communicate process changes to participating institutions.
- Website staff will begin revision of site.
- Institutions will identify institutional process for course submission.

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- Course review for GECC panels will begin phasing in a rolling schedule.
- IBHE and ICCB staffs will work with GECC panels to identify objective criteria for course review.
- IBHE and ICCB staffs will work with major panels to identify lower-division recommendations for students undecided about baccalaureate institution.
- Website staff will present proposed site revisions to IBHE and ICCB staff.

Spring 2007

- Complete transition to new processes and procedures.

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

- ▶ Radiation Therapy Certificate (39 semester credit hours)

Illinois Central

- ▶ Games Programming Certificate (41 semester credit hours)
- ▶ Surgical Technology A.A.S. degree (65 semester credit hours)

Kennedy-King College

- ▶ Baking and Pastry Arts A.A.S. degree (60 semester credit hours)

College of Lake County

- ▶ Medical Assisting A.A.S. degree (61 semester credit hours)

Lincoln Land Community College

- ▶ Associate of Arts in Teaching-Special Education (64 semester credit hours)
- ▶ Associate of Arts in Teaching-Early Childhood Education (64 semester credit hours)

John A. Logan College

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

Oakton Community College

- ▶ Associate of Arts in Teaching-Special Education (61 semester credit hours)

Rock Valley College

- ▶ Industrial Computer Systems A.A.S. degree (65 semester credit hours)

Sauk Valley Community College

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

Waubonsee Community College

- ▶ Health Care Interpreting A.A.S. degree (64 semester credit hours)



## **BACKGROUND**

**College of DuPage** is seeking approval to offer a 39 semester credit hour certificate program in “Radiation Therapy”. This program will prepare graduates of radiography and nuclear medicine technology programs for employment as radiation therapists. The curriculum consists of coursework in radiation therapy physics, radiation biology and protection, quality management in radiation therapy, cross-sectional anatomy, pathophysiology for radiation therapy, operational issues in radiation therapy, principles and practices of radiation therapy and radiation therapy clinical. This program incorporates standards for radiation therapy curricula as outlined by the American Society of Radiologic Technologists and upon completion of the program students will be eligible for certification through the American Registry of Radiologic Technologies. Labor market information provided by the college supports the interest in and need for a training program in radiation therapy within the college’s district. Currently there are no programs in this field being offered at nearby community colleges. The college anticipates an enrollment of 15 part-time students the first year, increasing to 20 part-time students by the third year. Four (4) new part-time and one (1) existing full-time faculty will be required during the first year of the program. Costs of implementing this program will be approximately \$43,000 the first year, \$45,500 the second year, and \$48,000 the third year.

**Illinois Central College** is seeking approval to offer a 41 semester credit hour certificate program in “Games Programming”. This program will prepare students who already possess education and/or skills in information technology for employment specializing in gaming development and programming. The curriculum consists of coursework in calculus, linear algebra, C++ programming, data structures, object oriented programming, windows programming, introductory games and design, advanced game design and mechanics, programming non-graphical games, writing direct-X windows games, writing network and web based games, C# programming, graphic design in Illustrator/Photoshop, and computer illustrations. Labor market information provided by the college supports the interest in and need for a program for existing IT professionals interested in focusing on games programming. The college anticipates an enrollment of 10 full-time and 12 part-time students the first year, increasing to 30 full-time and 36 part-time students by the third year. Two (2) existing full-time faculty will be required the first year of the program. No new costs will be required to implement this curriculum.

**Kennedy-King College** is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Baking and Pastry Arts”. The program will prepare individuals for employment as pastry chefs and bakers in retail, commercial and entrepreneurial environments. The curriculum consists of 15-16 semester credit hours of required general education coursework and 45 semester credit hours of required career and technical coursework. The career and technical component includes introductory and advanced baking, baking safety and sanitation, baking techniques, pastry techniques, cookies and tarts, basic/classical and specialty cakes, individual pastries, confectionary arts, hearth breads and rolls, specialty breads, chocolate confections and contemporary desserts. The curriculum was developed according to the Illinois Occupational Skill Standards and Credentialing Council’s (IOSSCC) standards for cooks and bakers. Assessment of student learning objectives will be accomplished through the evaluation of a final project including the planning, preparation and service of bakery goods.

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This program will be offered through the college's Washburne Culinary Institute which offers students state of the art facilities and equipment, as well as catering services, a full-service restaurant, and in the near future a bakeshop.

Labor market information provided by the college supports the interest in and need for a culinary arts program specializing in baking and pastry arts. According to the Illinois Department of Employment Security, the demand for bakers and pastry chefs is expected to increase much faster than the statewide average for all occupations through 2012. The college currently offers similar programs in Culinary Arts which have proven very successful for their district. The college anticipates an enrollment of 48 full- and part-time students during the first year. The program will require two (2) faculty the first year, one (1) new full-time and one (1) existing part-time faculty the first year. Costs for implementing this program will be approximately \$60,000 the first and second years, and no new costs being projected during the third year.

**College of Lake County** is seeking approval to offer a 61 semester credit hour "Medical Assisting" Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as medical assistants capable of performing in a variety of health settings. The curriculum consists of 16 semester credit hours of general education requirements, and 39 semester credit hours of career and technical education requirements, including a medical assisting externship, and six (6) semester credit hours of related technical electives. 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, introductory and advanced medical assisting procedures, and a work-based learning component. The curriculum was developed based on 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. Assessment of student learning objectives will be accomplished through an end-of-program simulated certification exam as well as an evaluation of the student's externship performance by the employer.

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 20 part-time students the first year, increasing to 45 part-time students by the third year. One (1) 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.

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**Lincoln Land Community College** has submitted a proposal to offer an Associate of Arts in Teaching Special Education, Statewide Model Curriculum. The 60-64 credit hour model curriculum consists of 40-44 semester credit hours of general education coursework, 18-21 semester credit hours of professional and special education coursework. The college's proposal for a 64 semester credit hour degree program meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

**Lincoln Land Community College** has also submitted a proposal to offer an Associate of Arts in Teaching Early Childhood Education, Statewide Model Curriculum. The 60-64 credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credits of professional education and an additional 3-6 semester credit hours in the major core. The college's proposal for a 64 semester credit hour degree program meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

**Oakton Community College** has submitted a proposal to offer an Associate of Arts in Teaching Special Education, Statewide Model Curriculum. The 60-64 credit hour model curriculum consists of 40-44 semester credit hours of general education coursework, 18-21 semester credit hours of professional and special education coursework. The college's proposal for a 61-64 semester credit hour degree program meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

**Rock Valley College** is seeking approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S) degree program in "Industrial Computer Systems". This program will prepare individuals for employment as computer professionals in industrial and manufacturing settings. The curriculum consists of 25 semester credit hours of required general education coursework, 31-32 semester credit hours of career and technical requirements, and 8-9 semester credit hours of related career and technical electives. The career and technical component of the curriculum includes introductory computers and information systems, Visual Basic programming, C/C++ programming, introductory and advanced DC/AC networks, electronic devices and circuits, digital electronics, programmable logic controllers, electronic computer-aided design, and computer networking. Related technical electives can be selected in the areas of programming, networking or electronics. Assessment of student learning objectives will be accomplished through a cumulative performance examination.

Labor market information provided by the college supports the interest in and need for a program of study that combines electronics, programming and networking for industrial settings at the two-year level. Local employers have expressed a strong need for individuals with this type of education and training. Furthermore, Illinois State University's existing bachelor's degree program in Industrial Computer Systems will provide graduates of the proposed program an opportunity to extend their education to the baccalaureate level. The college anticipates an enrollment of four (4) full-time and two (2) part-time students the first year, increasing to eight (8) full-time and four (4) part-time students by the third year.

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The program will require 11 existing faculty during the first year. Because existing coursework and faculty are already in place, costs of implementing this program will be very little over the first three years - approximately \$1,000 the first year, and \$500 per year the second and third years.

**Sauk Valley Community College** has submitted a proposal to offer an Associate of Arts in Teaching Secondary Mathematics, Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-45 semester credit hours of general education coursework, 3-9 semester credits of professional education and 9-15 semester credits in major content area coursework. The college's proposal for a 64 semester credit hour degree program meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

**Waubonsee Community College** is seeking approval to offer 64 semester credit hour "Health Care Interpreting" Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as healthcare interpreters for the deaf and hearing impaired in a variety of healthcare environments and will give them an employment advantage over individuals with no formalized education in this area. The curriculum consists 19 semester credit hours of required general education coursework, 35 semester credit hours of required career and technical education coursework, and 10 semester credit hours of related electives. The career and technical component of the curriculum includes communications strategies for healthcare careers, English and Spanish healthcare interpreting and translation, racial and ethnic relations, anatomy and medical procedures for healthcare interpreting, mental health and substance abuse issues for interpreting, anatomical terminology, cultural approaches to healthcare, Spanish for Native speakers, business communications, English/Spanish translation laboratory, simultaneous healthcare interpreting, medical translation laboratory, and a required healthcare interpreting practical experience. Assessment of student learning will be accomplished through both practical interpreting exams and on-site observation of students during their practical work experience.

Labor market information provided by the college supports the interest in and need for a two-year degree program in this specialized area of interpreting. Currently the college offers several certificate level programs that have been very successful for recruiting and placing quality students. The college anticipates an enrollment of 10 part-time students the first year, increasing to 20 part-time students by the third year. The program will require one new full-time faculty member and three (3) existing part-time faculty the first year. Costs for implementing this program will be approximately \$75,700 the first year, \$82,150 the second year, and \$93,100 the third year.

## **TEMPORARY PROGRAM APPROVAL**

### Parkland College

- ▶ Dietetic Technician A.A.S. degree (72 semester credit hours)
- ▶ Construction: Plumbers and Pipefitters Certificate (43 semester credit hours)

## **BACKGROUND**

**Parkland College** is seeking temporary approval to offer a 72 semester credit hour “Dietetic Technician” Associate in Applied Science (A.A.S.) degree program for a period of three years. This program will prepare individuals for employment as technician assistants to Registered dietitians. Students may focus their coursework in either clinical and community dietetics or in dietetic food management. Course work consists of 15 semester credit hours of general education requirements, 33 semester credit hours of career and technical requirements, and 24-29 semester credit hours of coursework in either of the focus areas. Career and technical coursework includes basic anatomy and physiology, fundamentals of nutrition, food microbiology, chemistry for health professions, medical terminology, food service sanitation, food standards and production, food service systems, menu management, nutritional counseling, cultural foods and a nutrition clinic practicum. The clinical and community option includes coursework in nutrition and the life cycle, medical nutrition theory, and an advanced nutrition seminar and clinical practicum. The food management option includes coursework in food service seminar, advanced food standards and production, and an advanced clinical practicum.

Labor market information provided by the college supports the interest in and need for dietetic technicians within the college’s district. Furthermore, acceptance of individuals trained at the two-year level in this field is becoming more popular statewide. The college anticipates an enrollment of 20 students annually. Temporary approval is being requested to determine the continued marketability of two-year program graduates and the sustainability of a degree program. *Permanent approval will be considered after a period of three years based on program outcomes.*

**Parkland College** is also seeking temporary approval to offer a 43 semester credit hour “Construction: Plumbers and Pipefitters” certificate program for a period of three years. This program will prepare plumbing and pipefitting apprentices for employment in commercial and industrial plumbing, pipelaying, pipefitting and steamfitting. The curriculum includes coursework in occupational health and safety, history of the labor movement, orientation to the field, pipes, valves and fittings, science and rigging, drawing interpretation, introductory and advanced pipefitting and welding, drainage, gas and water plumbing, fundamentals of refrigeration and air conditioning, hydronics and cooling, welding, basic electricity and heating, pneumatic controls, plumbing fixtures and appliances, uniform plumbing code, plumbers service work and applications, and customer service relations. This curriculum was developed based on the U.S. Department of Labor-Bureau of Apprenticeship and Training’s apprenticeship program for plumbers and pipefitters. The college anticipates an enrollment of 33 students per year. Temporary approval is requested to meet the immediate need of local union affiliates for skilled plumbers and pipefitters. *Permanent approval will be considered after a period of three years based on program outcomes.*

## **INFORMATION ITEM - BASIC CERTIFICATE APPROVAL**

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

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**Permanent Approval**

Kankakee Community College

- ▶ Global Supply Chain Certificate (29 semester credit hours)
- ▶ Supply Chain Management Certificate (14 semester credit hours)

John A. Logan College

- ▶ RCT - Scopist Reporter Certificate (25 semester credit hours)

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Illinois Community College Board

**ETHICS ACT UPDATE**

The State Officials and Employee Ethics Act (Public Acts 93-0615 as amended by 93-0617, effective November 19 and December 9, 2003, respectively) expanded and revised Ethics laws in the State of Illinois. This Act not only calls for the adoption and implementation of personnel policies for all state employees and all boards and commissions, but also specifically requires the Illinois Community College Board to adopt and implement personnel policies “with respect to State employees of community colleges.” Based on the Illinois Constitution of 1970 and the Illinois Public Community College Act (110 ILCS 805), the Board has never considered employees of the colleges to be State employees. They are employed by the college district, which is, by definition, a unit of local government having taxing authority and a locally elected board of trustees. While the new revisions to the Ethics Act excluded units of local government from many requirements of the Act, the Act also further defined state employees of higher education institutions as being employees of institutions defined in Section 2 of the Higher Education Cooperation Act (HECA), which does include community colleges

Due to those conflicting definitions within the Ethics Act, the Illinois Community College Board requested an official opinion from the Honorable Lisa Madigan, Attorney General of the State of Illinois, regarding the impact of the Act as it pertained to community colleges. On October 5, 2005, the Attorney General issued an Opinion 05-009 stating that the employees of the public community colleges, for the purposes of the Ethics Act, are to be considered State employees, and she went on further to state that they must also comply with the personnel policies established by the Illinois Community College Board. This of course, did not resolve the conflict between state agency status versus unit of local government status. The community colleges had already taken necessary actions to be in compliance with the Act under the unit of local government standards.

In response to the Attorney General Opinion, the Illinois Community College Trustees Association (ICCTA) had legislation drafted to clarify the Act with respect to community colleges. This Legislation was not acted on by the Legislature during the Spring Session. Consequently, the Inspector General’s Office sent out a letter to the community colleges to begin the process of conducting Ethics Training and has requested the name and contact information for each of their Ethics Officers. Under the Ethics Act, the Inspector General has the responsibility to conduct Ethics Training of all State employees, as well as the jurisdiction to investigate allegations of Ethics Act violations. There are about 105,500 state employees excluding the community colleges. The colleges employ over 38,000 employees.

The ICCB staff has been in communication with the colleges (via the President’s Council), the ICCTA, and the Inspector General’s Office regarding the Attorney General’s Opinion. On April 11, 2006, President Obrzut issued a memorandum to the colleges presidents in response to the Inspector General’s letter asking them to submit their Ethics Officer’s name to the Board for transmission to the Inspector General’s Office. As of May 9<sup>th</sup>, twenty-five of the community colleges have complied with this request. ICCB staff will continue to monitor this situation.

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UNAPPROVED

Minutes of the 363<sup>rd</sup> Meeting of the  
Illinois Community College Board  
Business Session  
March 31, 2006  
Harold Washington College  
30 East Lake Street  
Chicago, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 10:15 a.m. Roll call was taken with the following members present: Jenna Altadonna, John Aurand, Marikay Hegarty, Bill Naegele, Judith Rake, Jake Rendleman, John Donahue, Dianne Meeks, Suzanne Morris, Angela Perez Miller, and Guy Alongi. Rudolph Papa was absent.

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

Chairman Alongi thanked Harold Washington College staff for the tour of the campus.

Mr. Alongi welcomed the new Board member, Dr. Angela Perez Miller from Chicago, Illinois, to the Board. Dr. Miller has her Ph.D. in Public Policy Analysis Education from the University of Illinois in Chicago. She has an extensive background in teaching in Education Administration, Bilingual Education, and Special Education. Dr. Miller serves on the Second Legislative District Educational Advisory Committee and has served on the Chicago Public School's Department of Drop-Out Prevention and Recovery Advisory Council.

Chairman Alongi also welcomed Dr. Addison E. Woodward, Jr. from Palos Park, Illinois. Dr. Woodward is the new nonvoting Board member. He currently serves on the Illinois Board of Higher Education Board.

At this time, there is nothing new to report on the status of the fiscal year 2007 State budget; however, we thank our staff for working so hard to protect the ICCB's interests. Hopefully, there will be some progress to report on within the next few weeks.

Item #4 - Recognition of Sarah Hawker for her Service to the Illinois Community College Board as the Vice President for Workforce Development and Adult Education

A proclamation by Illinois State Treasurer Judy Barr Topinka for Sarah Hawker was read by Judith Rake:



May 19, 2006

**Illinois Community College Board  
Resolution in Honor of**

**SARAH HAWKER**

WHEREAS, Sarah Hawker began working for the Illinois Community College Board in 1999; and

WHEREAS, during Ms. Hawker’s career with the Illinois Community College Board as Vice President for Workforce Development and Adult Education, she displayed leadership, organizational skill, and professional demeanor; and

WHEREAS, Ms. Hawker served the Illinois Community College Board supervising many agency functions, including Adult Education and Family Literacy, Workforce Development, and Student and faculty Services; and

WHEREAS, Ms. Hawker represented the Illinois Community College Board on a variety of professional boards, commissions, and organizations, including being responsible for state-level community college planning initiatives, serving as a member of Adult Education Advisory Council; and

WHEREAS, Ms. Hawker has served both the members of the Illinois Community College Board and the entire Illinois Community College System, with the utmost professionalism and attention to detail and duty; and

WHEREAS, Ms. Hawker has chosen to retire from her duties at the Illinois Community College Board after her years of faithful and excellent service;

THEREFORE, we, the members of the Illinois Community College Board, do hereby honor Sarah Hawker in appreciation of her service and express our sincere best wishes for her future undertakings.

Illinois Community College Board  
March 31, 2006

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Guy H. Alongi, Chairperson

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Suzanne Morris, Vice Chairperson

\_\_\_\_\_  
John Aurand, Jr.

\_\_\_\_\_  
Marjorie P. Cole

\_\_\_\_\_  
John Donahue

\_\_\_\_\_  
Diane Meeks

\_\_\_\_\_  
Marikay Hegarty

\_\_\_\_\_  
Rudolph J. Papa

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Judith Rake

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Bill Naegle

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Jenna Altadonna, Student Member

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Geoffrey S. Obrzut, President/CEO

Item #5 - Committee Reports

Item #5.1 - Adult Education & Family Literacy Committee

Marikay Hegarty reported that, at the state level, the ICCB recently submitted its State Plan, which is a continuation plan pending reauthorization. A report was also submitted to the Governor's Office that provided the status of Adult Education and Family Literacy activities.

The Committee has agreed to reschedule the start date of the new Data Collection System to July 2007. The federal government, as well as the Committee, recommends that all participants be using the same data collection system when it becomes available.

An Adult Education Administrator's meeting will be held in Peoria on April 11-13, 2006. Gay Graves will attend the meeting and will present a report on the Adult Education Advisory Council.

Item #5.2 - Budget and Finance Committee

Suzanne Morris reported that the ICCB does support the Governor's budget with a 1.9% increase. However, the budget still has not passed the General Assembly as of yet.

The Veterans Scholarship Grant, a grant that allows veterans to attend public schools for free in the State of Illinois, is facing some important issues. Most of the veterans who take advantage of this grant attend community colleges. At this point, the Legislature has not funded this grant. If this continues, the community colleges will be forced to absorb all the tuition costs for the Veterans.

Item #6 - President/CEO Report

Geoff Obrzut thanked Harold Washington College for the tour and for allowing the ICCB to hold its Board meeting on campus.

Geoff Obrzut welcomed Dr. Angela Perez Miller as the new ICCB member. He also thanked Dr. Addison Woodward for joining the Board as the new nonvoting member.

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Chairman Alongi recommended that the ICCB plan a conference that focused on Homeland Security issues. ICCB staff pursued his request, and the ICCB recently hosted its first Homeland Security Conference on February 21-22 in Springfield. A total of 220 people attended. Judging by the evaluations submitted, participants considered the conference an excellent event. Mr. Obrzut thanked Dr. Karen Hunter Anderson, Senior Director for Student and Instructional Development, and Preston Morgan, Senior Director for Workforce Development, for coordinating the planning of the conference. ICCB staff here there might be some discussions from the American Association of Community Colleges about co-hosting a similar program with the ICCB in Chicago. Updates will be provided as this initiative progresses.

The ICCB is currently looking for outside funding sources. Mr. Obrzut and Lavon Nelson, Director for Workforce Systems, recently met with the Joyce Foundation who plans to invest \$10 million in a three-year project to help with student success rates. The Foundation is interested in providing funding for four out of six Midwestern States, and they seem to be very interested in Illinois. The Lumina Foundation and Fifth Third Bank have also expressed interest in providing outside funding for the ICCB.

Geoff Obrzut updated the Board on the progress the ICCB has made regarding the Attorney General's Opinion on Ethics Training. Legislation was introduced by Representative Jay Hoffman to exclude the Board from ethics training; however, that legislation has stalled. It is anticipated that this bill may be considered in the veto session. Updates will be provided as the issue progresses.

The Illinois Community College System Foundation has been very active lately. The Foundation is currently looking at ways to reduce the cost of student's textbooks. Discussion continues regarding adding a third floor to our building, and the next step is to conduct a visibility study. Marikay Hegarty has agreed to participate on the Foundation Board.

The Senate and House cancelled session at the last minute during the week that Student Lobby Day was scheduled. For the most part, students were still able to meet with some of the legislators.

The next Board meeting will be held in Springfield at the Harry L. Crisp II Community College Center. There is discussion regarding scheduling a New Members Orientation on the afternoon of May 18.

**REMINDER:** All Board members should have received an Economic Interest Statement. The form must be returned to the Secretary of State's Office by the May 1 deadline. A penalty will be assessed if it is not submitted on time.

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Item #7 - Advisory Organizations

Item #7.1 - Student Advisory Committee

Jenna Altadonna, the ICCB student member for fiscal year 2006, reported that the Student Advisory Committee held its last meeting on March 17. Two awards are being considered: Most Outstanding Program and Most Outstanding Administrator. It is anticipated that the awards will be presented at the May meeting.

The Outreach Committee is still planning on sending care packages to the soldiers. Carl Sandburg College has agreed to ship the care packages to the soldiers and will cover all the shipping charges. The Outreach Committee has also decided to send letters to all the incoming Student Trustees and inform them what the Student Advisory Committee is and what it does.

Randy Barnette, Vice President for External Affairs, spoke to the SAC members about Lobby Day.

Student Advisory Committee membership elected the ICCB Student Board Member for fiscal year 2007. Her name is Sarah Anderson, Lake Land College, and her term will begin July 1, 2006.

Item #7.2 - Illinois Community College Trustees Association

Mike Monaghan, Executive Director of the Illinois Community College Trustees Association, was unable to make the meeting due to the Illinois General Assembly being in session. Jake Rendleman, ICCB Board member, gave the report in Mr. Monaghan's absence.

The Illinois Community College Trustees Association held its regular meeting in Rosemont on March 17. A Legal Update Seminar was held along with the regular meeting.

Community College Lobby Day, sponsored by the ICCTA, was held in Springfield last Wednesday. Approximately 100 trustees, presidents, and administrators participated. The biggest issue promoted was thanking the Governor for the 1.9% increase in his budget recommendation for the community colleges.

The ICCTA is holding its next meeting in Springfield on June 9-10, which is its Annual Convention and Awards Banquet. ICCB Chairman Guy Alongi has been selected to receive the Meritorious Service Award. The convention will mark the end of ICCTA's fiscal year scheduled activities. ICCTA's new officers will be selected and will begin their terms of service on July 1.

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Item #7.3 - Presidents Council

Dr. Alice Jacobs, President of Danville Area Community College, reported the State budget is the most important issue of the Council. They do support the Governor's recommended increases. The lack of funding for the Veteran's Scholarship Grant is also an important topic on the Presidents Council's agenda. The Council has recently been informed of this issue. According to data gathered recently, 68 percent of veterans who take advantage of this scholarship attend a community college. The Council would like to work together to resolve this issue. The President's Council requested that they be updated on any progress on these two issues.

Item #7.4 - Adult Education and Family Literary Advisory Council

Gay Graves, Adult and Family Education Director for the St. Clair County Regional Office of Education, updated the Board on the progress of the Council's five committees:

**Policy Studies and Accountability**

The committee will explore with ICCB the effects of guidelines concerning dates of initial assessment, attendance requirements, and validation of progress as they relate to program accountability.

**Students Support Services**

The committee plans to develop a continuum model of transitions within Adult Education Program levels and types of instruction and from Adult Education Programs to Post Secondary Education and Employment. This will be done by examining both barriers to successful transition as well as transition activities that have worked well.

**Curriculum and Instruction**

This committee continues to work on drafting data for the development of a state assessment policy. Currently data available would assist programs in evaluating individual average attendance hours and average hours between pre and post tests with that same information for similar provider types and programming.

**Professional Development, Training and Marketing**

The committee is continuing the review of a proposed statewide Professional Development Plan as presented by the Service Center Network. In addition the committee plans to have information regarding a public awareness survey ready for council input at the June meeting as well as continuing work with the Service Center Network regarding the objectives of New Teacher Orientation.

**Workforce Coordination**

The committee is continuing its work regarding the identification of the various aspects of workplace literacy training. The committee plans to work on efforts to assist collaboration between local WIA Title I and Title II Directors.

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Item #7.5 - Illinois Community College Faculty Association

Ellen Lindeen, Assistant Professor of English at Waubensee Community College, reported that the Fall Professional Development Conference will be titled "The Future of Illinois Community Colleges: Looking Ahead". The conference will be held on October 12-13, 2006, at the President Abraham Lincoln Hotel and Conference Center in Springfield.

The Association offers grants to faculty for doing individual research and for offering regional faculty development workshops. Applications are currently being reviewed for those grants and recipients will be announced in the fall.

Item #8 - Legislative/Budget Update

Brenda Pryor, Associate Director for External Affairs, reported that the General Assembly is proceeding towards its scheduled April 7, 2006, adjournment date; however, there has been some discussion of session continuing to April 12.

Ms. Pryor reported on five areas of interest that remain unresolved at this time: capital projects program, additional funding for education, the Ethics Act amendment regarding community colleges, electric utility deregulation, and the assault weapons ban.

Brenda Pryor stated that the ICCB External Affairs team compiled a list of bills that are, or could become, pertinent to the Illinois Community College System. The following listing of bills are a sample of the legislation being considered by the General Assembly:

- HB 2409 - Harper College supported Baccalaureate Degree Initiative, which is held in the House Rules Committee
- HB 4221 - Illinois Student Advisory Committee Student Loan Fees, which has passed the House and is now in the Senate Rules Committee
- HB 4339 - Community College Minority Transfer Centers, which has passed the House and is in the Third Reading in the Senate
- HB 4995 - Community College Student Housing, which is held in the House Rules Committee
- HB 5269 - Community College "We Want to Learn English" Initiative, which has passed the House and is now in the Senate Rules Committee
- HB 5429 - Mobile Response Workforce Training Pilot Program, which has passed both Chambers
- SB 2225 - University Remediation, which has passed the Senate and is in the Second Reading in the House
- SB 2286 - Speech Pathology Assistants, which has passed both Chambers
- HB 1039 - Veterans Entitlements Reimbursement Grant, which was introduced in the House and assigned to the House Higher Education Committee

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- HJR 24 - Joint Task Force on Community College, which was adopted in the House and is now in the Senate State Government Committee

ICCB External Affairs staff will keep the Board updated on the progress of the General Assembly.

Ellen Andres, Interim Chief Financial Officer, reported that the Democratic budget negotiators met briefly Monday night, March 27, for the first time. Negotiators stated that the Governor's budget is based on over \$400 million in revenue enhancements that are not necessarily guaranteed to pass the General Assembly. Among the proposed new revenues that are at risk are \$48 million from a computer software tax, \$44 million from taxing out-of-state fuel purchases, \$10 million from a tax on tobacco products, \$25 million tax credit on electricity generated from land-fills, and up to \$350 million from the sale of the Illinois Student Assistance Commission's investment portfolio.

This session is scheduled to end on April 7, 2006. The ICCB has been given no specific indication that the fiscal year 2007 budget, up nearly 2% at the Governor's level, is in jeopardy. However, with the revenue enhancements that support the Governor's budget in question, the ICCB should not be surprised to see a budget that is less than the introduced level. Updates will be provided to the Board as progress continues.

### Item #9 - General Educational Development (GED) Testing Program Update

Jennifer Foster, Senior Director for Adult Education and Family Literacy, reported the General Educational Development (GED) Testing Administration was transferred from the Illinois Board of Higher Education to the ICCB on July 6, 2005. Currently, they are working with approximately 68 testing centers statewide and 19 scoring sites statewide, including Regional Offices of Education and Cook County.

The GED Administration Transition Advisory Committee was established in September, consisting of ROEs, IACEA, Cook County Testing Center and ICCB staff. The Committee conducted a Fee and Feasibility Study in November 2005 to determine the actual cost of GED Testing statewide. The study included information on facility costs/space rental; examiner/proctor/staff costs; material costs, etc. There were 54 respondents to the survey and preliminary results show that, on average, Illinois Testing Centers lose \$49 per test candidate. The actual cost is \$84 per test taker. The current fee for taking the GED test is \$35. The Advisory Committee will work with the ICCB over the next few months to determine next steps in eliminating the loss experienced by testing centers statewide.

### Item #10 - Status Report on Associate of Arts in Teaching (AAT) Degrees Initiative

Dr. Elaine Johnson, Vice President for Instruction and Policy Studies, reported that, at this time, Associate in Arts Teaching degrees have been developed in four disciplines: Secondary Mathematics, Secondary Science, Special Education and Early Childhood Education.

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The community colleges offer 17 approved Secondary Mathematics degrees and two Secondary Science degrees. Several applications to offer Special Education and Early Childhood Education have been submitted and are being reviewed.

The AAT Steering Committee is currently working towards an agreement with four-year universities to accept these degrees. Updates will be provided to the Board as progress continues.

Item #11 - New Units of Instruction

Bill Naegele made a motion, which was seconded by John Aurand, to approve the following new units of instruction:

**PERMANENT PROGRAM APPROVAL**

Frontier Community College

- ▶ Information Systems Management A.A.S. degree (61 semester credit hours)

Kennedy-King College

- ▶ Baking and Pastry Arts Advanced Certificate (38 semester credit hours)

John A. Logan College

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

Carl Sandburg College

- ▶ Medical Assisting Certificate (42.5 semester credit hours)

Waubonsee Community College

- ▶ Health Care Interpreting Certificate (41 semester credit hours)

John Wood Community College

- ▶ Construction Craft Laborer Certificate (40 semester credit hours)

**TEMPORARY PROGRAM APPROVAL**

Heartland Community College

- ▶ Laborer Apprentice A.A.S. degree (60 semester credit hours)
- ▶ Laborer Apprentice Certificate (44 semester credit hours)

John A. Logan College

- ▶ Construction Trades Technology A.A.S. degree (67 semester credit hours)
- ▶ Construction Trades Technology Certificate (39 semester credit hours)



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Parkland College

- Construction Trades Technology A.A.S. degree (60 semester credit hours)

\* \* \* \* \*

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

Item #12 - Consent Agenda

Marikay Hegarty made a motion, which was seconded by Jake Rendleman, to approve the following items:

Item #12.1 - Minutes of the January 24, 2006 Meeting

The Illinois Community College Board hereby approves the minutes of the January 24, 2006 meeting, as recorded.

Item #12.2 - Approval of the 2007 Board Meeting Calendar

The Illinois Community College Board hereby approves the meeting calendar for 2007.

Calendar Year 2007

January 25, 2007	9:00 a.m. -	ICCB Office, 401 East Capitol Avenue, Springfield
March 30	9:00 a.m. -	Southwestern Community College, Belleville
May 18	9:00 a.m. -	Illinois Central College, Peoria
*June	9:00 a.m. -	ICCTA – Chicago
July 20	(Subject to Call)	
September 14	9:00 a.m. -	TBA
November 16	9:00 a.m. -	TBA
December 7	(Subject to Call)	

\* \* \* \* \*

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

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Item #13 - Information Items

Item #13.1 - Summary of Capital Projects Approved by the President/CEO During Calendar Year 2005

A summary of capital projects approved during 2005 were provided to the Board for their information and review.

Item #13.2 - Fiscal Year 2006 Financial Statements

Financial statements were provided to the Board for their information and review.

Item #14 - Other Business

John Aurand suggested there be an “Open Discussion” for any person within the public who would like to speak about an issue. It should be put on the agenda as a separate agenda item. A sign in sheet should be available at the entrance to the meeting.

Geoff Obrzut provided a brief update on the progress of the union. The Illinois Federation of Teachers asked the ICCB to provide some specific information. Negotiations are tentatively scheduled to begin the first week of May.

The downtown ICCB office was broken into a few weeks ago. The back door was smashed in and the intruder gained access to the second floor offices which received minimal damage.

Item # 15 - Adjournment

At 11:25 a.m., Jake Rendleman made a motion, which was seconded by Bill Naegele, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

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Guy H. Alongi  
Chairman

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Geoffrey S. Obrzut  
President/CEO

Illinois Community College Board

**P-16 INITIATIVE GRANT  
FINAL REPORT SUMMARY - FISCAL YEAR 2005**

**Purpose of Grant**

P-16 Initiative Grant funding is intended to allow community colleges to address the need to strengthen student preparation within the P-16 education spectrum in two ways:

1. **Dual Credit/Dual Enrollment:** Expand their service to high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework (formerly known as the Accelerated College Enrollment Grant). Funds are to be used primarily to support in-district high school students. In instances where students from outside the college district are being served, a written agreement must be in place between the community college providing the instruction and the student's home community college;
2. **Teacher Preparation and Professional Development:** Implement and/or expand programs and services that relate to teacher preparation (certification) and professional development (recertification). The intent is to allow colleges to enhance or expand current activities.

**Dual Credit/Dual Enrollment**

In support of the dual credit/dual enrollment component of the P-16 Initiative grant, colleges are eligible to receive the expense of course tuition and universal fees associated with the coursework of dual credit/dual enrollment students. College districts will receive credit for eligible midterm student enrollments at their local in-district tuition and universal fee rate, up to the total amount allocated to the district. The college may use these funds for full or partial coverage of the high school student's tuition and universal fees. Funds may not be used for coursework in Adult Basic or Adult Secondary Education (ABE/ASE), English as a Second Language (ESL), General Educational Development (GED), or Remedial/Developmental (i.e., the courses must be approved by the ICCB as funding category: Baccalaureate, Business, Technical, or Health).

**Fiscal Year 2005 Results.** In Fiscal Year 2005, \$1,279,000 was allocated to the system through the P-16 Initiative grant. The bulk of the grant was used to support the dual credit/dual enrollment component, serving 19,210 secondary students who enrolled in a total of 8,935 college-level courses. This represents a 7.3% increase in enrollments over FY04 and a 136.7% increase in enrollments since the inception of the grant in FY01. Number of courses offered in FY05 dipped 14.3% as compared to the previous year, but was still up 28.3% when compared to FY02 (the first year course data was available). The grant served approximately 44.7% of the 43,580 total dual credit/dual enrollment students statewide in fiscal year 2005.

Enrollment in dual credit/dual enrollment courses occurred most frequently at secondary school sites, with 34,276 students (78.7%) participating in this manner. On-campus enrollments totaled 7,899 (18.1%), distance learning totaled 790 (1.8%) and internet course enrollments totaled 417 (1%).

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All 39 community college districts indicated that they offered academic/transfer courses for dual credit, and 37 of the 39 reported that they also offer career and technical education courses for dual credit/dual enrollment. Students were selected to participate in these programs based on a variety of factors including standardized assessment testing (e.g., ASSET and COMPASS), academic performance in high school and counselor/principal recommendations. Course placement was dependent on many factors as well, including subject area testing, prerequisite course success and entry exams. The vast majority of colleges report that their policies and practices for the admission and placement of dual credit students aligns with their policies regarding all other students.

Reported secondary school participation also increased in FY05. A total of 471 high schools (71.3% of the 661 total public high schools in Illinois) offered dual credit courses, and 496 (75%) offered dual enrollment options to their students. Community colleges established 42 new dual credit agreements with area high school, with 51 more expected in FY 2006.

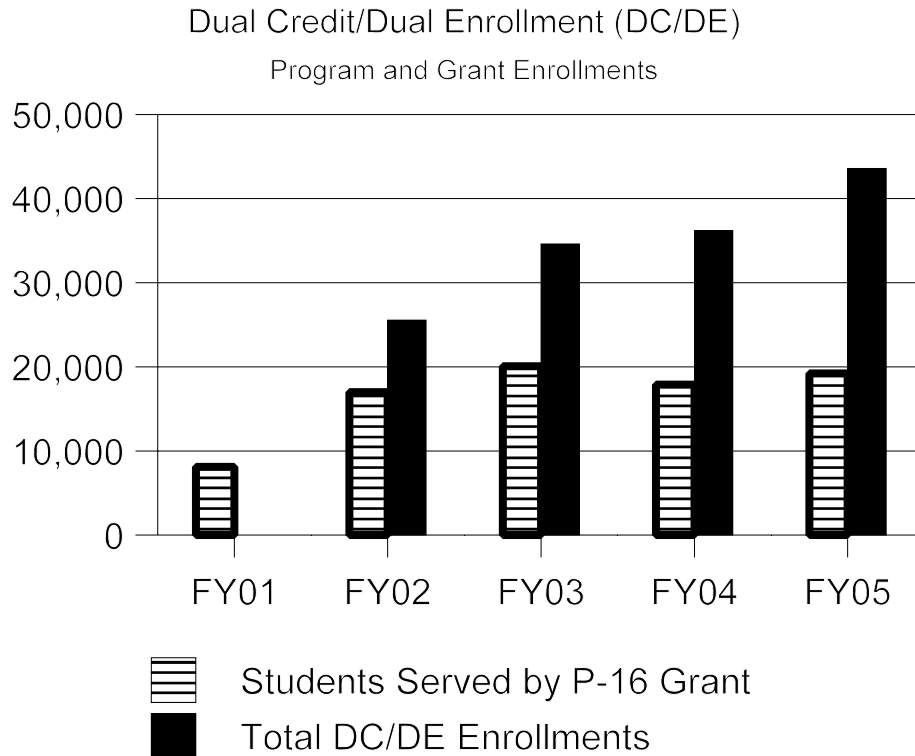
**Comparison of Dual Credit/Dual Enrollment Grant Outcomes for Fiscal Years 2002 - 2005**

	<u>FY 2001</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>
Total Dual Credit/Dual Enrollment Students Served by Grant	8,117	17,006	20,057	17,895	19,210
Total Student Enrollments	n/a	25,554	34,593	36,179	43,580
enrolled at secondary site		18,945	24,820	29,698	34,276
enrolled on-campus		7,123	6,593	5,891	7,899
enrolled via distance learning		687	2,008	754	790
enrolled via internet		369	1,414	320	417
Total Dual Credit/Dual Enrollment Courses Offered	n/a	6,969	6,676	10,426	8,935
High Schools Engaged in Dual Credit	n/a	483	519	435	471
High Schools Engaged in Dual Enrollment		375	478	408	49

**P-16 Grant/Dual Credit/Dual Enrollment Program Issues and Comments.** Colleges were overwhelmingly positive when asked to comment on the P-16 grant and their dual credit/dual enrollment programs. Colleges noted that these programs are successful because they are student centered and faculty driven, promote excellence, help students get a head start in college and build positive relationships with area secondary schools. P-16 grant funds have become an integral part of the success of many students as they transition from high school to college, especially for students that had not previously considered college as a viable option.

Concerns mentioned include the difficulty in coordinating conflicting high school and community college schedules, problems arranging student transportation, the lack of financial aid for secondary students and difficulties with the timing of state funded awards. Other areas of concern include the lack of sufficient grant funds to offer benefits to all interested students, the reluctance of certain universities to accept dual credit for transfer, and issues related to home schooled student access to dual credit programs and grant monies.

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### Teacher Preparation and Professional Development

In recognition of the vital role that community colleges play in teacher preparation and professional development, this component of the P-16 Initiative allows colleges to use funds to expand or enhance related activities. Fiscal year 2005 was the third year in which grant funds were available for this purpose.

As reported above, colleges used the bulk of their P-16 Initiative grant funds to provide continuing support to dual credit/dual enrollment initiatives that were in place as a result of the former Accelerated College Enrollment grant. However, six colleges indicated they used a total of \$51,009, or 4% of the total allocation, for the P-16 Initiative grant to support activities related to teacher preparation and/or professional development, including:

- Funding a Roosevelt Reading Professor to conduct a workshop for English/Reading faculty.
- Spanish for Educators' offered to district schools to assist teachers in communicating with parents/students who are first-language Spanish speakers.
- College credit classes adapted to teachers' needs in the classroom.
- Sponsoring district teachers to attend the National Teacher Education Conference.
- Assisting a cohort of paraprofessionals to gain additional credit through the Prior Experience Portfolio Program.

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**Fiscal Year 2005 P-16 Initiative Grant Funding**

BLACK HAWK	\$ 25,296
CHICAGO	\$102,648
DANVILLE	\$ 15,000
DUPAGE	\$112,878
ELGIN	\$ 55,373
HARPER	\$ 75,682
HEARTLAND	\$ 16,964
HIGHLAND	\$ 15,000
ILLINOIS CENTRAL	\$ 36,447
ILLINOIS EASTERN	\$ 15,000
ILLINOIS VALLEY	\$ 16,020
JOLIET	\$ 63,591
KANKAKEE	\$ 15,490
KASKASKIA	\$ 15,000
KISHWAUKEE	\$ 15,000
LAKE COUNTY	\$ 74,669
LAKE LAND	\$ 20,605
LEWIS & CLARK	\$ 22,458
LINCOLN LAND	\$ 33,477
LOGAN	\$ 15,000
MC HENRY	\$ 29,087
MORAIN VALLEY	\$ 59,206
MORTON	\$ 15,000
OAKTON	\$ 47,211
PARKLAND	\$ 25,168
PRAIRIE STATE	\$ 46,371
REND LAKE	\$ 15,000
RICHLAND	\$ 15,000
ROCK VALLEY	\$ 32,363
SANDBURG	\$ 15,000
SAUK VALLEY	\$ 15,000
SHAWNEE	\$ 15,000
SOUTH SUBURBAN	\$ 35,138
SOUTHEASTERN	\$ 15,000
SOUTHWESTERN	\$ 48,173
SPOON RIVER	\$ 15,000
TRITON	\$ 24,365
WAUBONSEE	\$ 35,320
WOOD	\$ 15,000
TOTAL	<u>\$1,279,000</u>