

Illinois Community College Board

368th Meeting Agenda and Materials



January 22, 2007

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

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Revised Agenda
 368th Meeting of the
 Illinois Community College Board
 Harry L. Crisp II Community College Center
 401 East Capitol Avenue
 Springfield, Illinois

January 22, 2007

Committee Meetings

Sunday, 6:30 p.m. - Personnel and Evaluation - *Hilton*
 Sunday, 6:30 p.m. - Student Relations - *Hilton*
 Sunday, 7:00 p.m. - Academic Affairs - *Hilton*
 Monday, 8:00 a.m. - Adult Education and Workforce Development - *Library*
 Monday, 8:00 a.m. - Budget and Finance - *Board Room, First Floor*
 Monday, 8:30 a.m. - External Affairs - *ICCTA Meeting Room, Second Floor*

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

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| 1. | Roll Call and Declaration of Quorum <i>Ann Chandler</i> | — |
| 2. | Announcements and Remarks by Guy Alongi, Chair | — |
| 3. | Board Member Comments | — |
| 4. | Committee Reports | — |
| | 4.1 Budget and Finance | — |
| | 4.2 Academic Affairs | — |
| | 4.3 External Affairs | — |
| | 4.4 Personnel and Evaluation | — |
| | 4.5 Adult Education and Workforce Development | — |
| | 4.6 Student Relations | — |
| 5. | President/CEO Report <i>Geoff Obrzut</i> | — |
| 6. | Advisory Organizations | — |
| | 6.1 Illinois Community College Faculty Association <i>Earl Godt</i> | — |
| | 6.2 Student Advisory Committee <i>Sarah Anderson</i> | — |
| | 6.3 Illinois Community College Trustees Association <i>Mike Monaghan</i> | — |
| | 6.4 Adult Education and Family Literacy Advisory Council <i>Gay Graves</i> | — |
| | 6.5 Presidents Council <i>Keith Miller</i> | — |
| | 6.6 Illinois Community College Foundation Report <i>Ray Hancock</i> | — |

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| 16. | Other Business | — |
| 17. | Executive Session | — |
| 18. | Personnel Decisions Related to Executive Session | — |
| 19. | Public Comment | — |
| 20. | Adjournment | — |

Illinois Community College Board

FISCAL YEAR 2008 CAPITAL BUDGET REQUEST

The Illinois Community College Board fiscal year 2008 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 2008 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education; and
3. authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

BACKGROUND

1. Enhanced Construction Program. The Illinois community colleges were successful during the 2002, 2003, and 2004 legislative sessions in gaining a commitment from the Governor and the General Assembly for \$150 million in capital funding. While the original intent was to obtain funding over a five-year period (\$50 million per year for a total of \$250 million), the General Assembly did not take specific action on fiscal year 2005, 2006, or 2007 capital funding. The major emphasis for these funds is to reduce the system's reliance on temporary facilities. These capital appropriations were in addition to normal higher education capital appropriations, however, specific institutional project funding off the community college capital list has been minimal since fiscal year 2001. As we look to future years, it is anticipated that the \$50 million of capital funding for the replacement of temporary facilities also will be provided in addition to normal higher education capital appropriations provided for both community college and university projects with an improved state economy. The \$250 million commitment will provide much needed relief to campuses dealing with temporary structures that have been used beyond their useful life due to necessity. However, as each year passes and inflation takes its toll on estimated costs, the \$250 million will not be enough to meet the system's needs. This year's request includes \$50 million to fund this initiative.

2. Capital Renewal Grants. The General Assembly appropriated \$9.107 million in fiscal year 2004 for the capital renewal program. This was the same level of funding as the previous year and was at the Governor's recommended funding level. Funding for this initiative needs to be increasing to adequately address the deferred maintenance backlog. The General Assembly has not taken action on fiscal year 2005, 2006, or 2007 capital renewal funding.

Since the inception of the capital renewal grant program, formerly called the repair and renovation grant program, funds have been distributed to universities and community colleges based on the amount of owned gross square footage for each institution. With over 23 million gross square feet of facilities, community colleges comprise approximately 30 percent of all public higher education space. Since no capital renewal funding has been appropriated in the last 3 fiscal years, colleges have begun to struggle to provide funds to make the necessary campus improvements. Therefore, the fiscal year 2008 capital renewal grant request is a total of \$48 million which is comprised of \$12 million for each of the last three unfunded fiscal years (2005, 2006, 2007) plus the request year (2008).

3. Specific Institutional Projects. Annual requests for state funding for construction projects are submitted by the colleges annually in the RAMP (Resource Allocation and Management Plan for the Community Colleges) Community College Capital Requests. One hundred and twenty five project requests were received with an estimated cost of \$1.8 billion and requiring \$1.4 billion in state funding to fully fund the requests. Projects were evaluated using the criteria established in ICCB rules. The result of this staff evaluation process is a selection of projects for inclusion in the capital budget request and the establishment of a priority ranking assignment for each project.

Table 1 presents the community college fiscal year 2008 capital budget request. Included in this table is the total budget for each project recommended, as well as breakdown of the funding sources of local and state funds. Total state funding for the 56 specific projects recommended for inclusion in the fiscal year 2008 capital budget request is \$580.8 million. This represents a 6.0% increase over the fiscal year 2007 capital budget request. There are 4 new projects added to the list and by request of the colleges, 4 projects were removed.

Illinois Community College Board

**COMMUNITY COLLEGE SYSTEM
ECONOMIC IMPACT STATEMENT 2007**

The Illinois Community College Board, in conjunction with Illinois' community colleges, is in the process of collecting and analyzing data to derive the economic benefits that community colleges contribute back to their communities and to Illinois' economy in general. In 2002, the colleges contracted with CC Benefits, Inc. to produce an impact study for the state's community college system. While the report that resulted from this project addressed our needs at the time, ICCB has now commissioned an even broader analysis to reflect the system's current impacts on the state's economy, communities, and workplaces.

The Center for Governmental Studies (CGS) at Northern Illinois University is able to provide us with an even more detailed and customized statewide report than the 2002 one, and also will be able to produce impact reports for individual community colleges. These reports include:

1. a basic "core" impact analysis report at the statewide level that would include a range of economic, community and employer benefits,
2. an "expanded" statewide report that would entail CGS developing and administering an impact survey to every Illinois community college and address such impacts as business attraction and retention, bridge programs, and student job placements, and
3. individual community college analyses that use district-level data to describe the array of impacts of each institution on the area it serves.

The ICCB has funded the basic "core" analysis, the first option described above, which will use a variety of available data to describe the collective impacts of the community college system on the state. Over 30 colleges have committed to purchase an analysis, so we will also be receiving the expanded report. In addition, CGS will provide workshops with ICCB staff at no additional cost for community college personnel interested in learning more about the data used in the analysis and how to update these reports.

We believe that these reports will be invaluable resources to the community college system in our efforts to provide our constituencies with objective and compelling evidence of our contributions to individuals and their families, workplaces, and the state and local economies. Presenting today on the 2007 EIS are Diana Robinson, Senior Research Associate; John Baj, Senior Research Associate; and Matthew Eskew, Research Associate all from Northern Illinois University.

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

Black Hawk College

- ▶ Apprenticeship Pipe Trades Certificate (50 semester credit hours)

Danville Area Community College

- ▶ Business Management Certificate - Department of Corrections Statewide Model Curriculum (33 semester credit hours)

Parkland College

- ▶ Construction: Painting & Decorating Certificate (35 semester credit hours)

Shawnee Community College

- ▶ Major Appliance Technology Certificate (41 semester credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 50 semester credit hour “Apprenticeship Pipe Trades” Certificate program. This curriculum will provide individuals with existing experience in the pipe and related trades with formalized education and training that may lead to advancement opportunities within their employment structure. The program is a partnership between the college and Local Union 25 of the Joint Apprenticeship Committee of Eastern Iowa and Western Illinois for individuals participating in the United Association training program for the pipe trades. The curriculum consists of 45 semester credit hours of required career and technical coursework and a five (5) semester credit hour work-based learning component. Career and technical coursework includes instruction in basic pipe trade concepts, intermediate and advanced pipe trades, welding levels I-IV, mathematics for pipe trades, scientific principles for pipe trades, human relations, medical gas installation, industrial safety, and a certification seminar. The work-based learning component of this program includes 8,500 hours of onsite occupational training. Assessment of student learning objectives will be accomplished through observation and evaluation of students during their occupational field training and will be performed by both instructors and job-site supervisors.

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Labor market information provided by the college supports the interest in and the need for a formalized training program available to existing pipe trades apprentices within the district and bordering communities of Eastern Iowa. The college anticipates an enrollment of 35 students the first year. No new faculty and no new funds will be required for implementation of this program.

Danville Area Community College is seeking approval to offer the “Business Management” Certificate Statewide Model Curriculum for Department of Corrections. This 33 semester credit hour certificate program will prepare individuals for entry-level employment as office support personnel in a variety of business environments. Coursework includes six (6) semester credit hours of communications and math, and 27 semester credit hours of career and technical instruction in introductory accounting and business, marketing, management, keyboarding, and Microsoft Word, Excel and Access software. No new faculty or new costs will be required to implement this program.

Parkland College is seeking permanent approval for a 35 semester credit hour Construction: Painting and Decorating Certificate program. This program has been in operation under temporary approval since 2004. The curriculum consists of 32 semester credit hours of painting and decorating apprenticeship theory and on-the-job training, and 3 semester credit hours of required general education. The college partnered with the Painters District Council #58 Labor Union to offer this instruction for college credit. While the program has not been in existence long enough to graduate a complete class of students, to date benchmarks for enrollments and placement have been met.

The college plans to address low retention rates through better and more frequent communication between students, college faculty and union supervisors. No changes to the curriculum have occurred during the temporary approval period. The college plans to maintain this program and encourage certificate completers towards earning their Associate of Applied Science degree in Construction Technology.

Shawnee Community College is seeking approval to offer a 41 semester credit hour certificate program in “Major Appliance Technology”. This program will prepare individuals for employment in the field of major appliance repair and maintenance. This program was developed in collaboration with Whirlpool Corporation and will provide students from across the state an opportunity to intern with a Whirlpool appliance dealership prior to completion of the program. The curriculum consists of coursework in electric circuits, electric and gas range repair, dishwasher repair, clothes washer repair, electric and gas dry repair, cooling systems, refrigerator/freezer repair and a work-based learning experience. Labor market information provided by the college is supportive of the need for major appliance technicians within the college’s district. In addition, Whirlpool Corporation plans to utilize this program for their training of new employees statewide. Furthermore, many appliance technicians establish small businesses through self-employment opportunities. The college anticipates an enrollment of eight (8) full-time and four (4) part-time students the first year. One (1) existing part-time faculty member will be required the first year, moving to full-time during the second year of the program. Costs of implementing this program will be approximately \$31,525 the first year, \$50,694 the second year, and \$51,711 the third year. Higher second and third year costs reflect salary and benefit increases to move faculty from part- to full-time employment status.

TEMPORARY PROGRAM APPROVAL

Moraine Valley Community College

- ▶ HAC Stationary Engineer Certificate (44 semester credit hours)

Oakton Community College

- ▶ Radio Frequency Identification Technology Certificate (31 semester credit hours)

BACKGROUND

Moraine Valley Community College is seeking temporary approval to offer a 44 semester credit hour “HAC (Heating/Air Conditioning) Stationary Engineer” Certificate program for a period of three years. This program will prepare individuals to repair and maintain heating, air conditioning and refrigeration equipment in commercial and industrial high-rise environments. The program is targeted towards individuals with existing work experience in commercial heating and air conditioning but without any formalized educational training. The curriculum consists of 13 semester credit hours of required general education coursework, and 31 semester credit hours of required career and technical education coursework including instruction in air conditioning theory, introductory controls, basic service procedures, sheet metal hand forming, advanced control systems, installation and service, introductory heating, and electronic controls. The college anticipates an enrollment of 20 part-time students the first year. Temporary approval is being sought to monitor the continued need for the program. *Permanent approval will be considered after a period of three years based on program outcomes.*

Oakton Community College is seeking temporary approval to offer a 31 semester credit hour certificate program in “Radio Frequency Identification Technology (RFID)” for a period of three years. This program will prepare individuals for employment as technicians trained to install, analyze and repair RFID equipment and related software. The curriculum consists of 29 semester credit hours of required coursework in introductory computer information systems, networking essentials, introductory electronics, microcomputer hardware systems, wireless technology integration, introductory RFID, TagNet Middleware, RFID and the Supply Chain, and an RFID practicum, in addition to 2-3 semester credit hours in related technical electives. The college anticipates an enrollment of 20 part-time students the first year. Because radio frequency identification technology is an emerging occupational field, the college requests temporary approval to monitor the continued need for the program and successful placement of its graduates. *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:

Permanent Program Approval

Black Hawk College

- ▶ Warehouse & Distribution Specialist Certificate (10 semester credit hours)

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Illinois Valley Community College

- ▶ Medical Transcription Certificate (25 semester credit hours)

Kaskaskia College

- ▶ Truck Driver Training Certificate (16 semester credit hours)

Lincoln Land Community College

- ▶ Warehousing & Distribution Certificate (10 semester credit hours)

Spoon River College

- ▶ Early Childhood Education Certificate (24 semester credit hours)
- ▶ Commercial Driver Training Certificate (17 semester credit hours)

Temporary Program Approval

Danville Area Community College

- ▶ Preservation Construction Trades Certificate (26 semester credit hours)

College of Lake County

- ▶ Game Development Certificate (28 semester credit hours)

Oakton Community College

- ▶ Transportation, Warehousing & Logistics Management Certificate (29 semester credit hours)

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES**

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during fiscal years 2006 through 2010 include the following categories: Instruction, Student Services, Academic Support, Finance, Facilities, and Accountability. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During fiscal year 2006, Black Hawk College, Danville Area Community College, College of DuPage, Prairie State College, Rock Valley College, Triton College and Waubonsee Community College underwent in-depth recognition evaluations. The colleges submitted a thorough self evaluation, ICCB staff conducted internal evaluations of all required college documents and college site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Black Hawk College
Danville Area Community College
College of DuPage
Prairie State College
Rock Valley College
Triton College
Waubonsee Community College

BACKGROUND.

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status, the ICCB conducts periodic evaluations.

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The objectives of the recognition evaluation include 1) determination of a district's compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

Based on a five-year cycle, ICCB staff conduct recognition evaluations to assure that districts are in compliance with selected standards. All districts are evaluated on a select number of standards during the same five-year cycle. ICCB staff makes an assessment on each individual standard and on a global basis considering all focused and nonfocused standards. On individual standards districts are identified as either in compliance or not in compliance. Recommendations are either mandatory, when a college is "out of compliance", or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

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

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

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

Evaluations for the seven districts included in this item have been completed through receipt of responses to the districts' draft reports. The responses include the districts' planned action for the compliance recommendations as well as reactions too advisory (quality) recommendations when the district chooses to provide them. The seven districts are judged by staff to be in general compliance with ICCB recognition standards and, therefore, are recommended for "*Recognition Continued*" status. The final reports, including direct responses, are externally attached for Board members only.

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College districts included in fiscal year 2007 recognition evaluations are: Elgin Community College, Illinois Eastern Community Colleges, Parkland Community College, Carl Sandburg College, Sauk Valley Community College, South Suburban College and Southwestern Illinois College.

Fiscal year 2007 is the second year of the current five-year recognition cycle. Staff provided the Board with information about the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

Illinois Community College Board

**ACCOUNTABILITY AND PRODUCTIVITY
IN ILLINOIS COMMUNITY COLLEGES – FISCAL YEAR 2006**

In 1983, the Illinois Community College System began a broad-based accountability initiative through regular review of instructional, administrative, and support services. Today, the process continues to be a major accountability effort proven to be flexible enough to address the constantly changing policy issues and priorities of the various community college districts. To ensure that programs continue to meet the needs of both students and employers, colleges conduct a review of programs once every five years. The review is based on three criteria: program need, program cost, and program quality.

The externally attached report, *Accountability and Productivity in the Illinois Community College System*, highlights and summarizes accountability activities and initiatives described by Illinois' 48 community colleges in their Accountability/Program Review Reports for Fiscal Year 2006. 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.

The report for fiscal year 2006 provides analyses of program reviews in five academic disciplines, 32 career and technical areas, Adult Education and Family Literacy, English as a Second Language, and Developmental Education. Highlights of the findings of the report follow:

- During fiscal year 2006, colleges reviewed a total of **153 academic disciplines; 24 Adult Education and Family Literacy, English as a Second Language, and Developmental Programs; and 786 career and technical programs.**
- Findings of the reviews of academic disciplines indicated adequate need and cost-effectiveness. Quality enhancements included expanding methods of assessment and continuing to use the results to improve instruction, applying technology to improve teaching and learning, adding ethics courses across the curriculum, and the use of portfolios to showcase student learning.
- Reviews of Adult Education and Family Literacy, English as a Second Language, and Developmental Education programs indicated that strong need for the programs continue, with particular growth noted in the need for ESL programs. Most colleges indicated these programs are cost-effective due to the use of part-time instructors and staff and large enrollments. In cases where program costs exceeded the average, colleges still considered them to be cost-effective in relation to the needs of the populations served. Commonly noted program strengths included experienced and dedicated faculty and staff, flexible class schedules and formats, multiple instructional sites, and access to student support services. Commonly noted program concerns included the need for more full-time staff and the need for additional staff to provide more intensive follow-up services for students. A common focus for quality improvements was on providing support to transition students to college-level courses and track their success.

- As a result of reviews of career and technical programs, **636 programs were continued with minor improvements, 30 programs were significantly modified, 73 programs were identified for elimination, and 47 programs were scheduled for further review during the coming year.**
- The most commonly identified strengths for career and technical programs were well-qualified faculty, active advisory committees, external accreditation (where applicable), industry and local partnerships, and placement of program completers. The most common weaknesses were low enrollments, low completions, the need to continually upgrade and/or replace curricula and equipment to keep pace with changing technologies, and the need to provide more flexible scheduling options.

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

Status of Recommendations from the “Findings and Recommendations: Evaluation of the Program Review System of the Illinois Community College Board”: During fiscal year 2005, ICCB staff along with a project consultant team (Drs. Kathleen Kelly, Ivan Lach, and Sharon Kristovich) coordinated a comprehensive review of the existing process, drafted preliminary recommendations, met with various stakeholders in program review to seek input on the draft report, and has since presented the Illinois Community College Board with final recommendations for revising the statewide program review process. These final recommendations were accepted by the Board on September 16, 2005.

During fiscal year 2006, ICCB staff developed and distributed a new Program Review Manual to the field and provided technical assistance through a series of conference calls and presentations at various workshops and conferences, including the Illinois Community College Career Administrators (ICCCA) Conference in November 2006. During fiscal year 2006, colleges had the option of submitting program review summary reports using the existing format or the revised version. Six colleges submitted their program reviews using the revised format. Based on this information, staff continue to develop sample summaries for colleges to model and will provide additional information regarding the new program review format to the field as appropriate. All colleges will be required to use the revised format to report their fiscal year 2007 program review summaries.

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Conclusion. The report, *Accountability and Productivity in Illinois Community Colleges Fiscal Year 2006*, provides evidence that Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. The report also illustrates that the colleges are committed to continuous improvement of their programs and services. As enrollments increase and fiscal constraints continue, the colleges have implemented strategies to maintain their level of service to their districts. The content of the reports affirms that Illinois community colleges continue to play an essential role in preparing the well-educated, high-skilled citizenry the state must have to strengthen the economy and support a desirable living environment.

Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2006**

The externally attached Fiscal Year 2006 Annual Report on Student Enrollments and Completions in the Illinois Community College System Report is based on individual student records that the colleges provided at the close of the fiscal year (July 1, 2005 through June 30, 2006). Summary data for the four previous fiscal years (2002-2005) are referenced to allow for the examination of longer term trends.

The Illinois Community College System is the third largest community college system in the nation and includes 48 community colleges in 39 districts that blanket the state. Illinois' community colleges serve the diverse needs of their communities through transfer courses, workforce development, continuing education, and adult education courses and programs.

Illinois community colleges deliver education and training to a substantial number of individuals every year. During fiscal year 2006, a total of **934,902** students enrolled in credit and noncredit courses at an Illinois public community college. To put this enrollment figure in perspective, that means that about **1 out of every 10 Illinoisans** (18 years of age or older) took a credit or noncredit course at an Illinois community college during fiscal year 2006. Three-quarters of these students enrolled in credit courses. Credit enrollment was down slightly compared to last year (-2.6 percent) and about the same as five years ago (0.6 percent). In fiscal year 2006, 254,280 students enrolled in noncredit courses, which is down slightly from fiscal year 2005 (-1.5 percent) and five years ago (-5.6 percent).

A total of **49,628** collegiate-level degrees and certificates were earned by Illinois community college students in fiscal year 2006. The number of community college completions in fiscal year 2006 is the **second highest count ever reported**. The Illinois Community College System continues to have a substantial positive impact on the education, training, and economic development needs of the state. Highlights from the report follow.

BACKGROUND. Annual enrollment and completion data (A1) are reported for students who are officially enrolled at the college in credit coursework and/or those who graduate from collegiate programs at any time during the fiscal year. Annual noncredit course enrollment data (N1) are collected separately on an individual student basis. These detailed student records supply both demographic and course-specific information on the wide range of noncredit instruction that the colleges provide as a value added service to area employers and the community at large.

Overall Student Enrollments

- ▶ During fiscal year 2006, a total of **934,902 students enrolled** in credit and noncredit courses at an Illinois public community college. Enrollment is down slightly compared to last year (-2.3 percent) and fiscal year 2002 (-1.1 percent).

- ▶ **Credit and noncredit courses meet largely different student and community needs.** Statewide, just 4.1 percent (38,421) of the total number of students enrolled in both credit and noncredit courses during fiscal year 2006.

Credit Enrollment

- ▶ **Credit** enrollments accounted for nearly **three-quarters** of all the students served by the colleges (72.8 percent). **680,622** students enrolled in credit courses in fiscal year 2006. Credit enrollment was down slightly compared to last year (-2.6 percent) and about the same as five years ago (0.6 percent).
- ▶ Full-time equivalent (FTE) enrollment was 238,308, a slight decrease compared to last year (- 2.6 percent) but higher than fiscal year 2002 (4.5 percent).
- ▶ **Minority (non-white) students accounted for over one-third** (35.2 percent) of the credit students enrolled.
- ▶ **Females comprised 55.4 percent** of the fiscal year 2006 student population enrolled in credit-generating programs.
- ▶ **25.9 years** – median age for credit students during fiscal year 2006.
- ▶ **30.7 years** – average age for credit students in fiscal year 2006.
- ▶ **Baccalaureate/transfer** remained the **largest** credit instructional program area enrolling **4 of every 10** credit students in fiscal year 2006 which is consistent with the prior year (0.1 percent).
- ▶ Statewide, **Career and Technical Education** credit program enrollments accounted for **more than one-quarter** of all credit students (27.6 percent), which is down slightly from last year (-1.8 percent).
- ▶ Students enrolled in **Adult Education** courses in community colleges comprised **one-of-every-six** credit students (16.4 percent) which is down from last year (-7.6 percent).
- ▶ **English as a Second Language (ESL)** is the **largest Adult Education program** accounting for nearly 6 out of 10 Adult Education enrollments (58.7 percent).
- ▶ **More than one-half** (56.0 percent) of the fiscal year 2006 credit students enrolled in the colleges indicated that they were not pursuing a degree, but **attending to complete one or several courses**.
- ▶ **Nearly three out of four credit students attended on a part-time basis** during both the fall (68.1 percent) and spring (71.0 percent) semesters in fiscal year 2006.

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- ▶ More than 17 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **40,160 who earned a Bachelors degree or higher** which is slightly more than last year (5.4 percent).
- ▶ Illinois community college students earned over three-quarters of the credits they attempted (76.3 percent) in fiscal year 2006.
- ▶ **Over one-third** of the credit students attained **sophomore** level status by accumulating 30 or more college-level hours (35.1 percent).
- ▶ **About one-half of the students earned an “A-B” average** in fiscal year 2006 based on available cumulative grade point average data (46.2 percent).
- ▶ In fiscal year 2006, Illinois community college students **earned 62.4 percent of the remedial credits they attempted.**
- ▶ In fiscal year 2006, one-fifth (20.4 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 just-slightly from 20.7 percent in 2005.

Noncredit Enrollment

- ▶ In fiscal year 2006, **254,280 students (unduplicated) enrolled in noncredit courses** which is down slightly from last year (-1.5 percent) and five years ago (-5.6 percent).
- ▶ **Female** students accounted for **56.4 percent** of 2006 noncredit enrollments for which gender data were reported.
- ▶ **Minority students accounted for more than one-fifth** of the individuals enrolled in noncredit courses who supplied racial/ethnic data.
- ▶ **37.4 years** – median age for noncredit students during fiscal year 2006.
- ▶ **38.3 years** – average age for noncredit students in fiscal year 2006 .
- ▶ Just over one-half of the noncredit students were 40 years of age or above among the individuals who supplied their ages.
- ▶ Over 59 percent of the noncredit offerings (duplicated) were in Personal and Social Development.
- ▶ **Over one-quarter of the noncredit coursework was dedicated to developing workplace skills:** Professional/vocational (16.1 percent) and Business and Industry Contractual training (10.0 percent).

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- ▶ Eight broad course areas each had over 7,000 noncredit students enrolled. These areas accounted for approximately two-thirds (67.2 percent) of the students enrolled in noncredit courses. Approximately 36 percent of enrollments in these large programs (two-digit CIP) are in work-related courses: Business Management (18.7 percent), Transportation Workers (9.5 percent), Health Professions (4.1 percent), and Computer Information Systems (3.6 percent).
- ▶ **Over one-half of the 2006 noncredit courses were held on main college campuses (55.1 percent)**

Student Completions

- ▶ A total of **49,628** collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2006.
- ▶ The number of community college completions in fiscal year 2006 is the **second highest count ever reported**.
- ▶ The number of degrees and certificates awarded decreased slightly over fiscal year 2005 (-3.5 percent). Taking a longer term view – compared to fiscal year 2002 – the total number of fiscal year 2006 completions increased 27.4 percent.
- ▶ **Career and Technical Education** accounted for the **largest number of graduates** (N = 33,817) in fiscal year 2006. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2006 (68.1 percent). Career completions decreased 6.1 percent from last year.
- ▶ **Baccalaureate/transfer degrees** accounted for the **second largest** group of completers in fiscal year 2006 (N = 14,737). Three out of every ten graduates earned Baccalaureate/transfer degrees (29.7 percent). The number of Transfer degrees increased 2.2 percent since last year.
- ▶ Approximately 29.0 percent of the Career and Technical Education awards in fiscal year 2006 were Associate in Applied Science (AAS) degrees.
- ▶ **Females** accounted for **58.2 percent of all completions** during fiscal year 2006.
- ▶ **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 8,809) and female (N = 9,301) completers of a specific degree or certificate.
- ▶ Although small in number (N = 77), the Associate in Engineering Science had the highest proportion of male graduates (84.6 percent).

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- ▶ **Minority students earned about 29 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2006. African American students earned 14.3 percent, Latino students earned 8.7 percent, and Asian students earned 4.8 percent of all degrees and certificates awarded in fiscal year 2006.
- ▶ Minority students accounted for more than 20 percent of total Transfer Degree recipients. African American students accounted for 8.8 percent, 7.1 percent were Latino, and 3.6 percent were Asian.
- ▶ Nearly three and one-half times as many minority graduates completed Career and Technical Education degrees and certificates (N = 10,828) as Baccalaureate/transfer degrees (N = 2,984).
- ▶ Nearly 13 percent of the students who were awarded degrees and certificates during fiscal year 2006 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (31.3 percent), 25 to 30 (19.1 percent), and 40 to 55 years of age (17.5 percent).**
- ▶ Nearly three-quarters of the students who successfully completed Baccalaureate/transfer degrees in fiscal year 2006 indicated an intent to transfer to a four-year institution.
- ▶ Approximately 21 percent of fiscal year 2006 Associate in Applied Science (AAS) degree graduates indicated goals to complete some courses or finish a certificate.

The information in this report will provide needed background as colleagues across the system collaborate to develop strategies that address recommendations and priorities from the Joint Task Force on Community Colleges. The Task Force was created by House Joint Resolution 122 to review the community college system and make recommendations to the General Assembly regarding the demands on the system and the evolving roles that the system and community colleges should play in the future. To address the charge, five subcommittees were formed to study specific functions of the Illinois Community College System: Academic Affairs, Adult Education, Finance and Resources, Student Affairs, and Workforce Development. Subcommittee members held additional meetings throughout the fall to examine and prioritize the issues. Each of the subcommittees compiled information and created summary reports with recommendations aimed at addressing short- and long-term system priorities and needs. Recommendations that were accepted by the Joint Task Force members are being included in the report to the General Assembly. The Task Force included members of the General Assembly and representatives of groups within the community college system, as well as the private sector. The full Task Force held four hearings and completed their formal meeting schedule on December 13, 2006. The final Task Force report will be filed with the General Assembly in accordance with House Joint Resolution 122.

INFORMATION ONLY

Illinois Community College Board

**HOMELAND SECURITY INITIATIVE
STATUS REPORT**

Illinois Community College System Homeland Security and Emergency Response Institute

The second Illinois Community College System Homeland Security and Emergency Response Institute will be held on February 21-22, 2007 in Springfield, Illinois, at the Crowne Plaza Hotel. 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. Keynote speakers for the event include Colonel Jill Morgenthaler, Office of the Governor, Larry Smith, Institute for Crisis Management, and Edward Buikema, FEMA Region V. More information on sessions, a conference schedule, and registration information are available at www.iccb.state.il.us.

Homeland Security Planning for Campus Executives

Community college representatives participated in the video course "Homeland Security for Campus Executives" on November 29, 2006 at the Lincoln Land Community College Capital City Center. The 4.5 hour interactive video training was broadcast live from the Center for Rural Development in Somerset, Kentucky. The course was developed by the West Virginia University and was certified by the Department of Homeland Security's Office of Grants & Training. The goal of the workshop was to support the Department of Homeland Security's program for improving the planning and preparedness capabilities of higher education institutions by helping campus executive leadership understand principles of campus incident readiness and providing them with examples, tools, and resources for Homeland Security strategies.

Homeland Security and Campus Safety Research Committee

The ICCB Homeland Security and Campus Safety Committee held their first meeting on December 5, 2006 in Springfield. Col. Jill Morgenthaler, Deputy Chief of Staff of Public Safety for the Governor's Office, and Marikay Hegarty, Chicago Police Department, are serving as co-chairs for this committee. Col Morgenthaler and Geoffrey Obrzut, representing Marikay Hegarty, conducted the meeting. Topics of discussion included the Illinois Terrorism Task Force areas of interest, programs of interest for Illinois Community Colleges, the state statute for Illinois community college security departments, and an assessment of current practices and procedures of campus security departments. The committee agreed to conduct an assessment of the security departments of the system through a survey.

Committee members have been invited to the next meeting of the Illinois Terrorism Task Force in late February. The next meeting of the Homeland Security and Campus Safety Research Committee will be on February 22, 2007 at the Crowne Plaza to discuss revision of the state statute and to review the survey results.

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UNAPPROVED

Minutes of the 367th Meeting of the
Illinois Community College Board
November 17, 2006
John Wood Community College
1301 South 48th Street
Quincy, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Sarah Anderson, Marikay Hegarty, Rudolph Papa, Jake Rendleman, Bill Naegele, Suzanne Morris, Guy Alongi, and nonvoting member Addison Woodward. John Donahue, Angela Perez Miller, John Aurand, Judith Rake, and Dianne Meeks were absent.

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

Chairman Alongi thanked Dr. William Simpson, President of John Wood Community College, the faculty and staff for their hospitality. This is the first time in many years the ICCB has visited this part of the state. In addition to the main John Wood Quincy campus, there are also many other educational centers in different areas.

He announced the board is short many members due to health reasons and other scheduled conflicts.

Item #3 - Board Member Comments

Nonvoting member Addison Woodward announced there will be a Higher Education Conference in Indianapolis on Monday and Tuesday.

Item #4 - Remarks by Dr. William Simpson, President John Wood Community College

Dr. Simpson welcomed the ICCB board members, staff, and a few of the John Wood trustees that attended the meeting, Reggie Coleman, Jim Gay, Ron Dedert, and student member Brian Klingele.

Dr. Simpson went in to detail on the background of John Wood. The college is just thirty-two years old. The main building was completed in 1999, the Student Activity Center is a new project which is completely locally funded. The enrollment has grown over 30% since 1999. John Wood has received a number of awards including having the best Agricultural department in the middle west. The last two years they have had three first team All Americans in basketball and baseball.

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There is one main concern the college has and that is the raising cost in tuition. John Wood's cost has raised from \$52 in 1997 a credit to \$89 a credit. This affects the taxpayers and the students. The credit hour reimbursement has dropped from \$53 in 2001 to \$45.24 in 2005. The community college system cannot afford to let this keep happening.

Dr. Simpson thanked the board for choosing to hold their meeting at John Wood, and there will be a tour of the campus after the meeting.

Item #5 - Recognition of John Wood Community College, College of Lake County, and ICCB Student Advisory Committee for their contributions to the 2-123rd Field Artillery Battalion, Camp Command Cell, CSC Navistar, Kuwait, Iraq Border

The ICCB Student Advisory Committee (SAC) Outreach Subcommittee coordinates an annual statewide service project for member colleges to participate. The 2005/2006 SAC wanted to support the United States Military troops stationed overseas for Operation Iraq Freedom by sending them care packages. Thanks to a personal contact with the Department of the Army, a Comp Command Cell in Kuwait, on the Iraq Border, was selected to receive the care packages.

Carl Sandburg College graciously agreed to put together the care packages and cover the cost of shipping. In addition to Carl Sandburg, College of Lake County and John Wood Community College contributed significantly to this cause. Twenty nine fifty- pound boxes were shipped to the soldiers as planned. In appreciation, a United States flag was flown over Headquarters at Camp Navistar in Kuwait on June 29th, 2006 and is presented to Carl Sandburg College, John Wood Community College, College of Lake County, and the ICCB Student Advisory Committee.

Item #6 - Committee Reports

The new committees just met for the first time to discuss their roles and responsibilities.

Item #6.1 - Budget and Finance Committee

Bill Naegele reported that the committee reviewed the financial statements, item #15.1, and fiscal years 2007 and 2008. The ICCB is currently working with IBHE on the 2008 budget. The committee wished Chairman Guy Alongi luck during negotiations with IBHE.

Item #6.2 - Academic Affairs

Bill Naegele reported the committee elected Angela Miller as their chairman. From now on, the committee will be meeting at 6:30 p.m. on Sunday evenings before every board meeting, unless otherwise discussed. This committee will be discussing articulation, developmental education, baccalaureate access, and the House Joint Resolution 122.

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Item #6.3 - External Affairs

Marikay Hegarty reported the committee met yesterday evening; however, they have not yet defined the tasks the committee will be discussing.

Item #6.4 - Personnel and Evaluation

Sue Morris stated that she will give her report for this committee during the executive session today.

Item #6.5 - Strategic Planning

Chairman Jake Rendleman reported the committee is reviewing the document left by Virginia McMillan. The committee will also be looking at other Strategic Plans established by community colleges.

Item #6.6 - Student Relations

Chairman Sarah Anderson reported the committee has decided to meet on Sunday evening before every board meeting. At their next meeting, the members will prioritize their list of issues to discuss.

Sarah then handed out a document on Textbook Costs and Options Summary.

Item #7 -President/CEO Report

Geoff Obrzut, President/CEO of the Illinois Community College Board, thanked the college and it's staff for the wonderful hospitality during the ICCB's visit.

He wished a speedy recovery to board member John Aurand, who had a mild stroke, and to board member Angela Miller who broke her wrist.

Geoff thanked many of the board members for serving on a number of task forces and committees:

Judy Rake, Addison Woodward and Prairie State President Paul McCarthy for attending the Midwestern Higher Education Conference earlier this week.

Bill Naegele for serving on the HJR Resolution task force and the City Colleges of Chicago's Insurance Program Task Force.

Angela Miller and himself both served on the Governor's Early Childhood Education Summit in October.

Marikay Hegarty for serving on the Homeland Security and Campus Safety committee.

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ICCB is currently working with IBHE on the FY 2008 budget. The first Big Picture meeting was last Monday. Geoff is working with the community college trustees and presidents on a White Paper that Dr. Keith Miller will present at the December 5 IBHE meeting.

Randy Barnette, Vice President for External Affairs, will be reporting on the Economic Impact Study which 31 college districts have participated in. He will also be speaking about the HJR 122 Task Force.

The Homeland Security and Campus Safety Committee will be meeting on December 5 in Springfield. Board member Marikay Hegarty is the Co-Chairman.

The ICCB Homeland Security Institute will be held on February 21-22 at the Crowne Plaza in Springfield.

Geoff announced he will be attending the Latino Conference on December 7 in Rosemont.

All board members are invited to the ICCB's Holiday Party on December 14 in Springfield.

Item #8 - Advisory Organizations/Foundation Reports

Item #8.1 - Presidents Council

Dr. Keith Miller, President of Black Hawk College, could not make the meeting today, so Dr. Simpson gave the report for him.

The council would like to thank Geoff Obrzut for obtaining appointments for the community college system to the Illinois Center of Nursing.

The last Presidents' Council meeting Senator Ed Maloney, Chairman of the Senate Higher Ed Committee, offered his support.

At the Big Picture meeting with IBHE, Dr. Keith Miller reported that the community colleges were not included in the IBHE White Paper Report.

Board member Jake Rendleman attended the Presidents' Council meeting and emphasized on how very upset the Presidents were that the community colleges were not included in the White Paper presented by the IBHE.

Geoff commented that the appointments for the Illinois Center of Nursing have not been finalized as of yet.

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Item #8.2 - Illinois Community College Faculty Association

David Palmer gave the report for Illinois Community College Faculty Association President Dr. Earl Godt.

The ICCFA Teaching and Learning Excellence Conference was held on October 12 and 13, 2006 in Springfield. There were approximately 150 attendees. This was a 16% increase over the 2005 conference. Dr. Debra Bragg, the Director of the Community College Leadership Center at the University of Illinois at Urbana-Champaign was the keynote speaker. There were 27 break-out sessions presented by faculty from all over the state. Presenters included three research and two workshop grant recipients. In addition, five student scholarships were given to deserving students wishing to pursue further education. Using a 1-to-3 Likert scale evaluation (where 3 is the highest), the attendees submitting evaluations rated the overall conference at 2.8.

The ICCFA Executive Committee has a December 1st meeting scheduled at the ICCB Building to discuss ways to improve the next year's conference. One way to improve the conference is to have adequate funding from all the colleges in the Illinois Community College System. To date only 62% of the colleges have paid their dues. It is from those dues that the ICCFA funds the scholarships, research grants, workshop grants, and the Teaching and Learning Excellence Conference.

Item #8.3 - Student Advisory Committee

Sarah Anderson, Student Board Member, stated the committee has met twice since the ICCB's last board meeting. At the meeting in September, they had their election meeting in which they elected a new Chair, Vice-chair, and recording officer. The new Executive Committee met and appointed two subcommittee Chairs. New members were appointed to three ICCB advisory committees, Finance, MIS Research, and Program. The four subcommittees met and established their goals. Randy Barnette and Todd Rauch reported on the HJR 122 Task Force.

During their November meeting, the four subcommittees met again and redefined their goals, set time lines and action plans, and came up with ideas to complete their plans for this year.

Awards and Recognition Committee - They will be making a scrapbook, provide student awards within SAC, and have 2 systemwide awards: Outstanding Administrator and Outstanding Program Awards.

Legislative Subcommittee - They want to get Student Trustees to be more involved with their Legislators. They are going to have to meet and build relationships with one State Senator and two State Representatives.

Local Issues - Would like to create and send out a few surveys.

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Outreach - Trying to recruit more student trustees to attend the SAC meetings. For their service project this year, they will collect and send aid to a Mississippi community college that was hit by Hurricane Katrina.

Policy Issues - Establish and prioritize a list of student issues they would like to discuss for this year. Capitol Funding, Illinois Veterans Act, financial aid, textbook costs, and advising are big issues.

The next meeting will be in January in Springfield.

Item #8.4 - Illinois Community College Trustees Association

Mike Monaghan, Executive Director of the Illinois Community College Trustees Association, thanked the ICCB for a very cooperative year.

They held their November 9-10th meeting at the Intercontinental Hotel in Chicago, which Senator Maloney attended. A second presentation was given on Ethics.

This year, ninety-three (93) trustee seats will be up for election.

The next meeting will be held in Washington, D.C. on National Lobby Day in mid-February.

March's meeting will be held in Schaumburg. The community college Lobby Day will be the last Wednesday in April or the first Wednesday in May, the date has not been finalized.

Item #8.5 - Adult Education and Family Literacy Advisory Council

Gay Graves, Adult and Family Education Director for the St. Clair County Regional Office of Education, reported the Adult Education Advisory Council met on September 28, 2006 in Bloomington. There were 25 members and 8 ICCB staff present. This was their first meeting for fiscal year 2007 so we had many new members. We reviewed our challenges and recommendation of the past year. ICCB staff and a member from the GED Testing Transition Committee also gave updates from their particular areas.

The four committee reports are as follows:

Curriculum and Instruction—June Hickey, Chair

They are discussing what makes a quality program and what measures relate to curriculum and instruction. They include:

- ▶ Technology is included in instructional delivery, including computer assisted instruction
- ▶ Curriculum is aligned with the standards and needs for all populations

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- ▶ Program has selected core curricular materials that teachers may supplement
- ▶ Curricular outcomes are identified and student-driven
- ▶ Curriculum prepares students for transition to next step
- ▶ Evidence of planning exists from the program level to the instructional level
- ▶ Instruction is guided by ongoing assessment, not just state required pre-tests
- ▶ Instruction is contextualized-aligned with real life situation so that students can see practical application
- ▶ Life skills are included in instruction, either infused in lessons or taught separately
- ▶ Multiple modalities are targeted during instruction
- ▶ A variety of instructional methods are used to develop self-directed learners and to address program, course and student goals
- ▶ Professional development is encouraged and ongoing
- ▶ Teachers are evaluated periodically by administration and by students

Professional Development Training and Marketing--Bevan Gibson, Chair

They discussed professional development evaluation components including:

- Instruction and program outcomes and goals
- Accountability
- Appropriate professional development
- Content of the professional development
- Follow-up means of assessing transfer of professional development

Student support and Transition Services--Joan Hornby-Chair

They discussed 2 quality measures.

- Program clearly defines the support services that it provides to students and makes them available to all students enrolled in the program, either directly or through referral. Support services are intended to support student retention and individual goals. These services include:
 - Counseling
 - Career counseling/guidance
 - Transportation assistance
 - Childcare assistance
 - Emergency assistance
 - Tutoring
- The program has a standard process for assessing a student's need for support services at intake. In addition, a process will be in place for re-assessing student needs for support services.

Policy Studies, Research and Accountability - Tim Golemo, Chair

They addressed 4 issues of importance for the evaluation process.

- What is important when evaluating a program
- How to collect, use and interpret data
- How do programs view the evaluating process

The documentation process and the importation of data to DAIS-I, our new data system.

All committees will have conference calls before the next meeting.

Our next meeting will be January 25, 2007.

Item #9 - External Affairs

Randy Barnette, Vice President for External Affairs, reported that the ICCB website will go live next week. All the departments will constantly keep it update.

The Community College System Economic Impact Study is a vast research project on the economic benefits derived from Illinois' community colleges. The initial findings will be presented at the January board meeting.

The HJR 122 Task Force had it's third meeting in Springfield on November 14th. The fourth meeting will be in Chicago at the Harold Washington College on December 13th. The final report is scheduled to be presented to the General Assembly in January.

The Democrats swept the election across the state.

Geoff thanked Randy and his staff for all their hard work putting together the new website. They did a great job.

Item #10 - New Units of Instruction (ACTION)

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ General Occupational and Technical Studies A.A.S. degree (63 semester credit hours)
- ▶ Associate of Arts in Teaching Early Childhood Education (64 semester credit hours)

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Wm. Rainey Harper College

- ▶ Computer Forensics and Security A.A.S. degree (60 semester credit hours)
- ▶ Emergency Management Systems A.A.S. degree (61 semester credit hours)
- ▶ Emergency Management Systems Certificate (31 semester credit hours)

Kankakee Community College

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

Lake Land College

- ▶ Ag Machinery Sales A.A.S. degree (67 semester credit hours)

John A. Logan College

- ▶ Educational Interpreting Professional Certificate (33 semester credit hours)

Joliet Junior College

- ▶ Game Design and Development A.A.S. degree (66 semester credit hours)

Oakton Community College

- ▶ Associate of Arts in Teaching Early Childhood Education (62 semester credit hours)

Parkland College

- ▶ Construction: Glazier Certificate (27 semester credit hours)

Rend Lake College

- ▶ Emergency Medical Technician Certificate (17 semester credit hours)

Southern Illinois Collegiate Common Market Colleges (John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College and Kaskaskia College)

- ▶ Veterinary Technology A.A.S. degree (69 semester credit hours)

Southwestern Illinois College

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

Wilbur Wright College

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

TEMPORARY PROGRAM APPROVAL

Kennedy-King College

- ▶ Overhead Electrical Line Worker Certificate (35 semester credit hours)

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Item #11 - Community College Recognition Approvals (ACTION)

Dr. Elaine Johnson reported the ICCB staff visited eight colleges this year with one for approval today.

Rudy Papa made a motion, which was seconded by Sue Morris, to grant a status of “recognition continued” to Lake Land College.

Item #12 - Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) Update

Dr. Elaine Johnson gave a brief summary of the purpose of the act due to time restraint.

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was signed into law by congress on August 12, 2006. The Act represents nearly three years of work on the part of Congress and the U. S. Department of Education, in cooperation with other Federal agencies and the State and local agencies affected by its policies, to provide continuing Federal support for rigorous career and technical education programs that prepare students for today’s competitive workforce.

“The purpose of the Act is to develop more fully the academic and career and technical skills of secondary students and postsecondary education students who elect to enroll in career and technical education programs.

* * * * *

Board member Jake Rendleman read a position paper that he would like the Illinois Community College Board to support:

The Trustees Association met in Chicago last week and among other business, we discussed the issues of funding Career and Technical Education, Vocational Education, and several other items, such as Technical Prep.

For the past two years, the President of the United States has proposed changing the way these programs receive their Federal Funding. In addition to large funding reductions, there have been proposals to combine funding for these programs that go to both high schools and community colleges in to a one lump sum grant. The Trustees Association and the National Trustees have opposed this and have maintained separate funding streams and separate grants for Career and Technical and Vocational Education all under Tech Prep.

The Trustees Association took a formal position to continue supporting this position to maintain separate funding streams and to oppose a single grant for funding. The Trustees Association also asked that the ICCB consider taking a similar position particularly when the ICCB develops an FY08 funding plan and works with the State Board of Education.

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The State of Illinois support for these programs could also follow a direction of consolidation of the funding into a single grant with the State Board of Education.

The Trustees Association encourages the ICCB to work toward maintaining the current method of funding these programs.

Jake Rendleman made a motion, which was seconded by Rudy Papa, to support this position.

* * * * *

There was a break in the meeting at 10:10 a.m. and returned at 10:25 a.m.

Item #13 - Performance Report - Fiscal Year 2006

Dr. Elaine Johnson introduced Scott Parke, Senior Director for Policy Studies, who will be giving the report.

He started by thanking a few of the ICCB staff members who helped on this report: Nathan Wilson, Candy Tempel, Ed Smith, Leann Arsenault, Andy Berryman, Ellen Andres, Karen Anderson, and Carol Lanning.

The Policy Areas for the *Illinois Commitment* include:

- ◆ Economic Growth
- ◆ P-20 Partnerships/Teaching and Learning.
- ◆ Affordability
- ◆ Access and Diversity
- ◆ High Quality
- ◆ Accountability and Productivity

In an effort to more closely measure progress toward these goals and pledges, three levels of indicators were developed by the Performance Indicator Advisory Committee:

- ◆ Statewide Indicators
- ◆ Common Institutional Indicators
- ◆ Mission Specific Indicators

The Performance Report is an additional accountability initiative to further document a series of important outcomes for Illinois higher education. The Performance Report builds on a series of ongoing and evolving complementary community college accountability and quality assurance initiatives.

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For the current report, the narrative focus is on two policy areas: **High Quality (Area 5) and Accountability and Productivity (Area 6)**. While narrative reporting is targeted on two policy areas, annual performance indicator data reporting is required across all six areas.

For the remaining four policy areas – **Economic Growth (Area 1), Teaching and Learning Partnerships with P-12 Education (Area 2); Affordability (Area 3), and Access and Diversity Area 4)** – statewide and common measures and selected mission-specific indicator data and analysis are furnished.

Nine out of ten Illinois community college graduates remain in the state after finishing college; therefore, community colleges are centrally important in positioning Illinois at a competitive advantage in the marketplace. Illinois community colleges are undertaking an Economic Impact Study to provide further documentation of the difference that a community college education makes for students and the communities which the colleges serve. The complete Community College Economic Impact Study will be released in calendar year 2007.

Item #14 - Consent Agenda (ACTION)

Sue Morris made a motion, which was seconded by Bill Naegele, to approve the following items:

Item #14.1 - Minutes of the September 15, 2006 Board Meeting

The Illinois Community College Board hereby approves the board minutes of the September 15, 2006 meeting, as recorded.

Item #14.2 - Proposed ICCB Rules Concerning Community College Personnel Policies (Initial Approval)

The Illinois Community College Board hereby adopts and initially 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.

Section 1501.801 Definition of Terms

Compensated Time. Time worked by or credited to a State employee that counts toward any minimum work time requirement imposed as a condition of employment with a State agency, but does not include any designated State holidays or any period when the employee is on a leave of absence.

Employee. Any person employed full time, part time, or pursuant to a contract and whose duties are subject to the direction and control of an employer with regard to material details of how the work is to be performed, or any appointee.

Section 1501.803 Personnel Policies for The State Officials and Employees Ethics Act

Each community college must adopt and implement the following personnel policies.

Work Time Requirements. Each college shall have a written description of work time requirements.

Documentation of Work Time. Employees must submit time sheets documenting time spent each day on official business to the nearest quarter hour. Time sheets may be submitted on paper, electronically, or both and must be maintained in either paper or electronic form by the fiscal office for at least two years.

Documentation for Reimbursement for Travel on Official Business. The colleges must adopt travel policies and procedures for reimbursement of expenses for employees traveling on official business.

Compensation. Each college must adopt a policy on employee compensation.

Accrual of Benefits. Each college must adopt a policy on the earning or accrual of benefits.

Item #14.3 - Illinois Community College Board Advisory Committee Member Appointments

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

Item #14.4 - Executive Session Minutes of the September 15, 2006 Meeting

The Illinois Community College Board hereby approves the board executive session minutes of the September 15, 2006 meeting, as recorded.

* * * * *

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

Item #15 - Information Items

Item #15.1 - Fiscal Year 2007 Financial Statements

Documents were provided to the Board for their information and review.

Item #15.2 - Preparing ParaProfessional Educators to Meet New Requirements of "No Child Left Behind" Legislation

Documents were provided to the Board for their information and review.

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Item # 17 - Executive Session

At 10:50 a.m., Rudy Papa made a motion, which was seconded by Marikay Hegarty, to go into Executive Session to discuss legal matters. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Geoffrey Obrzut, President/CEO; Ellen Andres, Chief Financial Officer/Human Resources; Elaine Johnson, Vice President for Instruction and Policy Studies; and Ann Chandler, Executive Assistant and Board Secretary, were requested to stay for part of the meeting.

* * * * *

At 11:39 a.m., Bill Naegele made a motion, seconded by Jake Rendleman, to adjourn the Executive Session meeting and return to the regular Board meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item # 19 - Adjournment

At 11:40 p.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.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Agenda Item #14.3
January 22, 2007

Illinois Community College Board

REVIEW OF EXECUTIVE SESSION MINUTES

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

The last review of executive session minutes was made on June 9, 2006. The next review of executive session minutes will be made on June 8, 2007.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002; September 20, 2002; October 18, 2002; January 17, 2003; May 15, 2003; November 13-14, 2003; November 18, 2003; December 8, 2003; June 18, 2004; September 17, 2004; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; and November 17, 2006, are to remain confidential. All other executive session minutes have been made available for public inspection.