

Illinois Community College Board

373rd Meeting Agenda and Materials



November 5, 2007

Parkland College
Champaign, IL

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Agenda
373rd Meeting of the
Illinois Community College Board
Parkland College
Champaign, Illinois

November 5, 2007

Committee Meetings

Wednesday, October 31 @ 10:00 a.m. - Adult Education & Workforce Preparation - call
Thursday, October 31 @ 11:45 a.m. - Academic Affairs & Student Relations - conference call
Thursday, November 1 @ 1:30 p.m. - External Affairs - conference call
TBA - Personnel and Evaluation - conference call
Monday, November 5 @ 8:30 a.m. - Budget and Finance - Room D187

9:00 a.m. - Board Meeting - Room D244

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|----|---|---|
| 1. | Roll Call and Declaration of Quorum <i>Ann Chandler</i> | — |
| 2. | Announcements and Remarks Board Chair <i>Guy Alongi</i> | — |
| 3. | Board Member Comments | — |
| 4. | Remarks by Dr. Thomas Ramage, Interim President, Parkland College | — |
| 5. | Homeland Security Update <i>Karen Anderson</i> | |
| | 5.1 Award | — |
| | 5.2 Campus Security Legislation | 1 |
| 6. | Recognition of Dr. Alice Jacobs, President, Danville Area Community College,
Glenda Boling, Faculty Member, Danville Area Community College
<i>Elaine Johnson</i> | — |
| 7. | President/CEO Report <i>Geoff Obrzut</i> | — |
| 8. | Committee Reports | |
| | 8.1 Budget and Finance | — |
| | 8.2 Academic Affairs and Student Relations | — |
| | 8.3 External Affairs | — |
| | A. Public Relations Update <i>Steve Morse</i> | — |
| | B. Legislative Update <i>Steve Morse</i> | — |
| | 8.4 Personnel and Evaluation | — |
| | 8.5 Adult Education and Workforce Development | — |

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	9.1 Illinois Community College Faculty Association <i>Earl Godt</i>	—
	9.2 Student Advisory Committee <i>Brian Savage</i>	—
	9.3 Illinois Community College Trustees Association <i>Mike Monaghan</i>	—
	9.4 Adult Education and Family Literacy Advisory Council <i>Rebecca Hale</i>	—
10.	Presentation from University of Illinois-Urbana on Lumina Foundation Grant <i>Elaine Johnson</i>	2
11.	Performance Report - Fiscal Year 2007 <i>Karen Anderson/Scott Parke</i>	3-6
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18.	Public Comment	—
19.	Adjournment	—

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HOMELAND SECURITY UPDATE
(possible action)

The Illinois Public Community College Act outlines the responsibility of the Illinois Community College Board in establishing eligibility requirements for appointments to college security departments. The Illinois Community College Board Homeland Security and Campus Safety Committee was asked to review and make recommendations that would update these state statutes.

The committee found several definitions in these statutes to be outdated and inconsistent with current standards for the operation of community college security departments. The committee would like to recommend that in the Board's spring legislative agenda, current statutes be amended as follows:

Sworn members of the college district police department shall be conservators of the peace and peace officers under the laws of the State of Illinois. As such, sworn members of the college district police department shall have all the powers of police officers in cities and sheriffs in counties including the power to make arrests on view or on warrants of violations of State statutes, county or city ordinances, or college ordinances in all areas of the community college district when such is required for the protection of community college personnel, students, interests, or property.

As peace officers in the State of Illinois, all laws pertaining to training, retention, service, and discipline of police officers under the state law will apply.

As peace officers in the State of Illinois, the possession of appropriate firearms is authorized upon the completion of a Law Enforcement Training and Standards Board Certified firearms course.

The changes suggested above will address issues of the jurisdiction, local authority, and training requirements of law enforcement officers at community colleges that the existing statutes does not.

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**UNIVERSITY OF ILLINOIS-URBANA PRESENTATION
ON THE LUMINA FOUNDATION GRANT**

The University of Illinois has been awarded an \$899,000 grant by the Lumina Foundation for Education for a project that aims to help community college students transfer to Illinois and succeed academically. A private foundation based in Indianapolis, Lumina strives to expand access to and success in postsecondary education, particularly for people from underrepresented groups, and recently awarded the grant to the U of I for its Transfer Experience and Advising Mentors project.

Vice Provost, Ruth Watkins, will be presenting details about the grant award by the foundation and discussing the impact on community college students transferring to the University of Illinois.

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**ILLINOIS COMMUNITY COLLEGE SYSTEM
PERFORMANCE REPORT FOR FISCAL YEAR 2007**

Fiscal year 2007 marks the 16th consecutive year that the Illinois Community College System has collaborated to produce the Performance/Accountability/PQP series of outcomes-oriented reports. Through the Performance Report, local and state community college officials document accomplishments and progress achieved over the past year, identify challenges, and develop strategies to sustain positive momentum. The next few paragraphs provide information about how the Performance Report fits in with related community college accountability initiatives; highlights of *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* (IBHE) and its relationship to IBHE's *Illinois Commitment* which it replaces and Illinois Community College System's *Promise for Illinois Revisited*; and the structure of the current report.

Community colleges are focused on local area needs and widely recognized as market driven providers of higher education opportunities, workforce training, and economic development. The Performance Report is an important component in the array of initiatives community colleges

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engage in to enhance quality and be accountable to the students, taxpayers, and communities they serve, including (selected internet links provided): the Course and Program Approval Processes which are being enhanced through CURRICUNET (<http://www.league.org/leaguetic/express/inn0211.html>), Program Review (<http://www.iccb.state.il.us/pdf/manuals/fy07programreviewmanual.pdf>), Recognition, (<http://www.iccb.state.il.us/pdf/manuals/recogmanual.pdf>), Underrepresented Groups reporting which includes retention and student advancement components, Career and Technical Follow-up Study reporting, the Transfer Rate initiative, the Uniform Financial Reporting System, Unit Cost Study reporting (<http://www.iccb.state.il.us/publications.reports.html>), and other financial reporting including Audits, the Comptroller's Office Public Accountability Project (<http://www.ioc.state.il.us/office/PAP/>), Integrated Postsecondary Data System reporting (<http://nces.ed.gov/ipeds/>), Perkins Postsecondary Performance Measure reporting (<http://www.edcountability.net/>), Workforce Investment Act Title I outcomes reporting, the National Reporting System for Adult Education and Family Literacy performance reporting (<http://www.nrsweb.org/>), and others. Illinois community colleges also actively participate in regional institutional accreditation through the North Central Association (<http://www.ncacasi.org/>), as well as program-specific accreditation which are focused on documenting the quality of their programs and services. Furthermore, each community college district has a local strategic plan aimed at addressing priority needs and moving forward in new directions.

The Performance Report and Indicators for Higher Education project builds on the Illinois Community College System Performance-Based Incentive System (PBIS,) which included a series of statewide measures and a local district-based component aimed at strengthening teaching and

learning. PBIS funding was discontinued in fiscal year 2002 due to state budgetary constraints.

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At the October 2, 2007 IBHE meeting, a new plan known as *IBHE 2011 the Strategic Plan for the Illinois Board of Higher Education* was adopted (See <http://www.ibhe.org/Board/agendas/2007/October/Item11.pdf>). The new IBHE plan goals reflect a fresh approach while maintaining appropriate ties to the organization's last strategic plan – *the Illinois Commitment*. *IBHE 2011 Strategic Plan* Goals identified in the new plan are mapped to the Policy Areas from the previous plan:

<u>IBHE 2011 Strategic Goals</u>	<u>Previous Related IBHE Illinois Commitment Policy Areas</u>
Affordability	Affordability
Attainment	Teaching and Learning, High Quality, Economic Growth
Diversity	Access and Diversity
Efficiency	Accountability and Productivity

The *IBHE 2011 Strategic Plan* references IBHE's interest in leveraging budgetary authority, statutory authority, coordination authority, and leadership/advocacy to advance plan goals. Additionally, the *IBHE 2011 Strategic Plan* incorporates a series of performance benchmarks and measures related to each goal.

Future versions of the Performance Report are expected to be developed around the goals contained in the *IBHE 2011 Strategic Plan* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*.

Future versions of the Performance Report are expected to be developed around the goals contained in the *IBHE 2011 Strategic Plan* and the related promises from the Illinois Community College System's *Promise for Illinois Revisited*. (See <http://www.iccb.state.il.us/pdf/agendas/2006/Promise Revisited1-06.pdf>). The Illinois Community College System

pledges include:

- ✓ **High Quality** – Emphasize high quality in all programs, services, and operations.
- ✓ **Affordable Access** – Deliver affordable and accessible learning opportunities for all residents of Illinois.
- ✓ **Competitive Workforce** – Address workforce and economic development needs with flexible, responsive, and progressive programs and services.
- ✓ **Effective Transitions** – Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another.
- ✓ **Enhanced Adult Education** – Enhance adult education and literacy programs necessary for individuals and families to achieve high-quality standards of living in Illinois.
- ✓ **Services for Student Success** – Provide programs and services to assist students succeed in their educational endeavors.

The following table includes *IBHE 2011 Strategic Plan* Goals with the related Promises from the *Promise for Illinois Revisited*. Some of the Promises address more than one *IBHE 2011 Strategic Plan* Goal and have been listed below in conjunction with the predominant category.

<u>IBHE 2011 Strategic Goals</u>	<u>Related Promises from the ICCB Promise for Illinois Revisited</u>
Affordability	Affordable Access
Attainment	High Quality, Competitive Workforce
Diversity	Services for Student Success, Enhanced Adult Education
Efficiency	Effective Transitions

Hence, there is a continuing alignment between the *IBHE 2011 Strategic Plan* Goals and the Promises made by the Illinois Community College System. Staff from the Illinois Community College Board and Illinois Board of Higher Education will continue to collaborate with education and workforce partners to advance shared priorities and develop the next iteration of the Performance Report. The Policy Areas referenced in the 2007 Statewide Community College Performance Report have been modified to reference both the *IBHE 2011 Strategic Plan* Goals and *Illinois Commitment* Policy Areas.

For the current edition of the Performance Report, the narrative focus is on Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment.

Attached Report Structure For the current edition of the Performance Report, the narrative focus is on the following topics: Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment. Local community college submissions included data reporting

across all six areas. There are three levels of indicators in the Performance Report: Statewide Indicators – assess performance of Illinois’ system of higher education as a whole; Common Institutional Indicators – relate to the statewide goals for higher education, and are reported on by all institutions; and Mission-Specific Indicators – focus on each institution’s unique role within the overall context of higher education’s goals. As a value added service to the community colleges and to reduce the local data burden, Illinois Community College Board staff furnished as much of the data at the individual college level as possible.

The *Fiscal Year 2007 Illinois Community College System’s Performance Report* contains summary information about state and common institutional outcome indicators. External comparative benchmarks are cited whenever possible using the latest available data (national reporting typically trails what is available at the state level). Additionally, the state report contains reviews of selected mission-specific indicators. For the two narrative focus areas – Economic Growth/Attainment and Improving Teaching and Learning/P-20 Partnerships/Attainment – the state report includes Highlights of Accomplishments, Selected Challenges, and Highlights of Plans.

An excerpt from a recent interview with noted futurist Alvin Toffler about his recent book, *Revolutionary Wealth – How It Will Be Created and How It Will Change Our Lives* (2006), points out the changing landscape in the information age and challenges traditional educational systems to keep pace and provide individuals with the skill sets to compete successfully in the emerging global marketplace. *New Perspectives Quarterly* (“Revolutionary Wealth”, Summer 2006, Volume 23, Number 3).

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Today the new venues of wealth are everywhere – globalization, outsourcing and “the flat earth” are part of the lingo – but also, are “nowhere” and out there, . . . It is widely understood that the diffusion of technology, capital and skills means wealth can be created everywhere on the globe. Comparative advantage is now more about skill sets than, in most cases, natural resources or capital assets. . . Add to this the “nowhere” – cyberspace, eBay, Amazon, and others . . . make their money in the intangible zone of electronic transfers. Kenichi Ohmae, the Japanese management expert, calls cyberspace “the new continent” where entrepreneurial explorers are seeking – and making – their fortunes. . . few ever think, however, about the new wealth-creating zone 12,000 miles above planet Earth. . . Global positioning satellites (GPS) today are key to synchronizing precision time and data streams for everything from a cell-phone call to an ATM withdrawal (These relatively inexpensive GPS devices are allowing a diverse mixture of countries and companies to compete on a more level playing field for business. . . what will be the next steps with these technologies and where are the emerging opportunities) . . .

One of the key problems in the world today is de-synchronization – “the clash of speeds” between the old, lumbering mass systems and the new diversity, flexibility and acceleration demanded of institutions built on knowledge. They are out of sync. One of the biggest clashes is with standardized education, . . . Education is among the slowest institutions to adapt to the new wealth system.

http://www.digitalnpq.org/archive/2006_summer/02_toffler.html

While community colleges are generally considered the most responsive sector of higher education, organizations must continuously seek opportunities for improvement to maintain and enhance their competitive advantage. As decisions are made about training, curricula, and technology, the emerging ways in which wealth are and will be created should be a part of the underlying process. What adjustments can be made to help students develop the skills to position themselves for immediate and longer term success in an increasingly competitive marketplace?

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**HIGHER EDUCATION COOPERATION ACT INNOVATION GRANTS
FISCAL YEAR 2008 GRANT ALLOCATIONS
UPDATE**

Purpose: In accordance with the provisions of the Higher Education Cooperation Act (HECA), the Illinois Board of Higher Education (IBHE) will provide grants on a competitive basis. HECA grants are designed to support programs of inter-institutional cooperation in higher education that promote the efficient use of educational resources, an equitable distribution of educational services, the development of innovative educational concepts that effectively deliver educational programs, and involvement with the local community. The Act stipulates that grantees receiving HECA grant funds shall serve both a public and secular purpose (non sectarian) and be consistent with IBHE policies and priorities.

For fiscal year 2008, the General Assembly and Governor appropriated \$3.8 million for the HECA grant program along with a direct HECA appropriation of \$220,000 for the Quad Cities Graduate Center. Sixty-four percent of the grant program appropriation, or \$2.4 million, were recommended to support continuation of 13 projects that were initially approved in fiscal year 2007. The remaining 36 percent, or \$1.3 million, were recommended to support 12 new Innovation projects.

At the October 2, 2007 Illinois Board of Higher Education Meeting, the Board approved the fiscal year 2008 allocation of \$3.9 million in Higher Education Cooperation Act grant funds in support of 13 renewal and 12 new Innovation Grant projects and the Quad Cities Graduate Center. The Projects are attached.

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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 Electrical Construction A.A.S. degree (60 credit hours)
- ▶ Apprenticeship Electrical Construction Certificate (45 credit hours)

College of DuPage

- ▶ Homeland Security Certificate (30 credit hours)
- ▶ Licensed Practical Nurse (LPN) Certificate (50 credit hours)

Joliet Junior College

- ▶ Architectural Technology Certificate (40 credit hours)
- ▶ Construction Trade Operator Certificate (49.5 credit hours)
- ▶ Construction Trade Operator Mechanic Certificate (50 credit hours)
- ▶ Orthotics & Prosthetics Technology A.A.S. degree (71 credit hours)

Kankakee Community College

- ▶ Construction Craft Laborer A.A.S. degree (65 credit hours)

Lewis & Clark Community College

- ▶ Exercise Science A.A.S. degree (60 credit hours)
- ▶ Industrial Pipefitting A.A.S. degree (60 credit hours)

McHenry County College

- ▶ Registered Nursing (RN) A.A.S. degree (72 credit hours)

Moraine Valley Community College

- ▶ Network Security Specialist Certificate (35 credit hours)

Parkland College

- ▶ Emergency Medical Services: Paramedic Certificate (23 credit hours)
- ▶ Construction: Millwright Apprentice Certificate (44 credit hours)
- ▶ Construction: Sheet Metal Apprentice Certificate (43 credit hours)

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Sauk Valley Community College

- ▶ Emergency Medical Services A.A.S. degree (71 credit hours)

Triton College

- ▶ Certified Medical Assistant Certificate (30 credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree and a related 45 semester credit hour Certificate program in “Apprenticeship Electrical Construction”. These programs will prepare individuals for employment as journey-level construction electricians. This program was developed in partnership with the International Brotherhood of Electrical Workers (IBEW) local Quad-City Electrical Training Center and meets the guidelines for construction electricians as established by the U.S. Department of Labor-Bureau of Apprenticeship and Training National Joint Apprenticeship and Training Committee. The certificate curriculum includes career and technical coursework in welding, occupational health and safety, standard electrical installation and maintenance, industrial electricity, instrumentation, and specialized high-voltage cabling in addition to over 8,000 hours of on-the-job training. The degree curriculum builds on the 45 credit hours of instruction to include 15 semester credit hours of required general education coursework. Assessment of student learning objectives will be accomplished through an evaluation of the student’s performance during the work-based learning component of the curriculum.

Labor market information provided by the college supports the interest in and the need for a formalized training program for electrician apprentices within the college’s district. The college has worked closely with local union representatives to identify a training program that will help provide a better educated workforce in this labor field. The college anticipates an enrollment of 30 full-time students per year during the first three years. The programs will require 12 existing full-time and six (6) existing part-time faculty, all currently employed by the local Training Center. Because all facilities, equipment and instructional resources will be supplied by the local Training Center, no new costs are anticipated to implement this program during the first three years.

College of DuPage is seeking approval to offer a 30 semester credit hour “Homeland Security” Certificate program. This program will prepare individuals for entry-level employment as homeland security professionals, as well as provide existing professionals in related fields with cross-training opportunities. The curriculum consists of nine (9) semester credit hours of required general education coursework and 21 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introductory criminal justice, introductory homeland security, constitutional law, criminal law, boarder/transportation and physical security, domestic and international terrorism, and emergency management. Assessment of student learning objectives will be accomplished through an evaluation of the student’s performance during an in-class homeland security exercise.

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Labor market information provided by the college supports the interest in and the need for an entry-level training in this program of study. Demand for individuals trained in homeland security has increased dramatically over the last six years at the local, state and federal levels. The college anticipates an enrollment of eight (8) full-time and 10 part-time students the first year, increasing to 30 full-time and 40 part-time students by the third year. The program will require two (2) existing full-time and three (3) existing part-time faculty the first year. No new costs are anticipated for the implementation of this program as the majority of courses are currently being offered through related programs, and all facilities and resources will be shared with existing programs.

College of DuPage is also seeking approval to offer a 50 semester credit hour “Licensed Practical Nurse (L.P.N.)” Certificate program. This program will prepare students for entry-level employment as licensed practical nurses. The certificate program will serve as a bridge between the college’s existing Certified Nurse Assistant (C.N.A.) and their Registered Nursing (R.N.) Associate in Applied Science (A.A.S.) degree programs. The program was developed according to guidelines established in the Nurse Practice Act for licensed practical nursing education programs. The curriculum consists of 16 semester credit hours of required general education coursework and 34 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in practical nursing concepts and skills, pharmacology, practical nurse role transition, and issues and trends in practical nursing. Assessment of student learning objectives will be accomplished through the administration of a final practice exam during the student’s last course. Graduates of the program will be prepared for the National Council Licensing Examination (NCLEX) for Practical Nurses (P.N.) as well as for licensure as required by the Illinois Department of Finance and Professional Regulation in Illinois.

The college conducted an extensive study to determine the community’s needs for an L.P.N. program. Results of the study support the interest in and the need for an L.P.N. training program within the college’s district. Currently, COD students must attend neighboring institutions for this program of study. Furthermore the college received a federal Department of Labor grant that will fully fund the proposed program during the first three years. The college anticipates an enrollment of 20 full-time students during the first year, increasing to 36 full-time students by the third year. The program will require two (2) new full-time and one (1) new part-time faculty during the first year. Based on information provided by the college, all existing faculty meet requirements of the IDFPR for nursing instructors. It is anticipated that one (1) additional part-time faculty person will be needed during the second year of the program. Because the college currently offers two related nursing programs, the necessary facilities and most equipment required for the proposed certificate program are already in place and meet the requirements outlined by IDFPR for practical nurse training programs. Costs for implementing this program include expenses associated with existing and new faculty, library resources and materials, additional equipment, and supplies. Estimated costs will be approximately \$297,784 the first year, \$250,791 the second year and \$281,946 the third year.

Joliet Junior College is seeking approval to offer a 40 semester credit hour Certificate program in “Architectural Technology”. This program will prepare individuals for entry-level employment as technicians in a variety of architecture and related design or engineering fields.

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The curriculum consists of seven (7) semester credit hours of required general education coursework and 33 semester credit hours of career and technical education coursework. The career and technical component of the program includes 30 credit hours of instruction in methods of building construction, blueprint reading, introduction to the architecture profession, introductory and intermediate architectural drafting, two-dimensional computer-aided design/drafting, introductory and intermediate architectural design, and three (3) credit hours of related technical electives. Assessment of student learning objectives will be accomplished through an evaluation of the student's comprehensive final project and a portfolio containing artifacts of the student's educational achievements throughout the program.

Labor market information provided by the college supports the interest in and the need for an entry-level program in architectural technology. The proposed certificate is a part of a package of programs proposed by the college including two additional shorter-term certificates and a related A.A.S. degree program. The college anticipates an enrollment of five (5) full-time and five (5) part-time students the first year, increasing to 10 full-time and 15 part-time students by the third year. The program will require one (1) new full-time and two (2) new part-time faculty the first year. Costs of implementing the entire proposed package of programs are approximately \$65,500 the first year, \$77,000 the second year and \$138,000 the third year. Higher third year costs reflect an anticipated increase in faculty needs to meet the demands of projected enrollment increases.

Joliet Junior College is seeking approval to offer two related Certificate programs in construction trades. The 49.5 semester credit hour "Construction Trade Operator" Certificate program will prepare individuals for operating heavy construction equipment, while the 50 semester credit hour "Construction Trade Operator Mechanic" Certificate program will prepare individuals for repairing and maintaining heavy construction equipment. These programs were developed in partnership with International Union of Operating Engineers Local 150 and meet the guidelines established by the U.S. Department of Labor-Bureau of Apprenticeship and Training for construction trades operators and mechanics. The Operators Certificate curriculum includes 25.5 semester credit hours of required coursework in construction equipment training, introductory equipment maintenance, excavating, introductory construction, crane operation, occupational health and construction safety, and 24 credit hours of on-the-job training in heavy construction equipment operation. The Mechanics Certificate curriculum includes 30 semester credit hours of required coursework in electricity, hydraulics and pneumatics, engine components, welding, braking systems, thermal transfer systems, powertrain fundamentals, engine controls, computer systems, occupational health and construction safety, and 20 semester credit hours of on-the-job training in heavy construction equipment maintenance. Assessment of student learning objectives for both proposed programs will occur during the work-based learning component of the curricula.

Labor market information provided by the college supports the interest in and the need for a formalized training program for construction equipment operators and mechanics within the college's district. The college anticipates a combined enrollment of 20 full-time students per year during the first three years. The programs will require 16 existing full-time and five (5) existing part-time faculty, all currently employed by the Local Operators Union.

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Because all facilities, equipment and instructional resources will be supplied by the local union, costs to implement these programs are estimated at \$12,000 per year during the first three years.

Joliet Junior College is seeking approval to offer a 71 semester credit hour “Orthotics and Prosthetics Technology” Associate in Applied Science (A.A.S.) degree program. This program will train individuals in the basics of orthopedic bracing (orthotics) and artificial limb fabrication (prosthetics) at the technician level. The curriculum was developed according to guidelines established by the American Board for Certification in Orthotics and Prosthetics for certification as an orthotics and prosthetics technician. The curriculum consists of 15 semester credit hours of required general education coursework and 56 semester credit hours of required career and technical coursework. The career and technical component of the program includes instruction in introductory orthotics and prosthetics, introductory through advanced levels of lower extremity orthotics, upper extremity orthotics, spinal orthotics, transtibial prosthetics, transradial-transhumeral prosthetics, medical terminology, introductory engineering graphics, basic wiring and circuit design, and precision machine tool technology in addition to a required work-based learning experience in an orthotics-prosthetics clinical setting. Assessment of student learning objectives will be achieved through observation and evaluation of the student’s performance during the work-based learning experience. Program accreditation is available through the National Commission on Accreditation of Orthotic Prosthetic Education (NCOPE). The college has submitted the required materials for review by NCOPE and plans to coordinate the on-site visit once all appropriate state-level approvals have been granted.

Labor market information provided by the college supports the interest in and the need for formalized training programs in this specialized field. Currently there are no other community colleges in the state offering this program. Furthermore the college recently received approval to offer several basic- and advanced-level certificate programs that will provide an educational ladder for students working towards completion of the proposed degree program. According to the Illinois Department of Employment Security, the demand for workers related to orthotics and prosthetics technology is expected to increase nearly twice as fast as the statewide average for all employment in the state through 2014. The college anticipates an enrollment of 15 full-time students the first year, increasing to 20 full-time students by the third year. The program will require one (1) new and one (1) existing full-time faculty the first year. Estimated costs to implement this program include the college’s request for a degree and nine (9) recently approved related certificate programs. The college has budgeted approximately \$500,000 the first year for faculty, equipment and facility expenses.

Kankakee Community College is seeking approval to offer a 65 semester credit hour “Construction Craft Laborer” Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as construction craft laborers. The curriculum was developed in collaboration with Craft Laborers Union Local 751 and meets guidelines of the U.S. Department of Labor-Bureau of Apprenticeship and Training for journey-level construction craft laborers. The curriculum consists of 15 semester credit hours of required general education coursework, 44 semester credit hours of required career and technical education coursework and six (6) semester credit hours of related technical electives.

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The career and technical component of the curriculum includes instruction in construction craft labor, blueprint reading, construction surveying, concrete practices/cement finishing, mason tending, asphalt technology and construction, asbestos abatement, pipelaying, bridge construction/renovation/demolition, landscape maintenance, occupational health and industrial safety, and a required work-based learning experience. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning component of the curriculum.

Labor market information provided by the college supports the interest in and the need for a formalized training program for local apprentices within the college's district. The college anticipates an enrollment of five (5) part-time students the first year, increasing to 10 part-time students by the third year. The program will require four (4) new part-time faculty the first year. Because the college will utilize the equipment, facilities and faculty resources already established by the union local's training program, new costs estimated to establish the proposed degree will be minimal. Costs are anticipated at \$1,000 during year one, \$900 during year two, and \$850 during year three.

Lewis & Clark Community College is seeking permanent approval for its 60 semester credit hour Associate in Applied Science (A.A.S.) degree program in "Exercise Science". The program prepares individuals for employment as fitness trainers in a variety of health and exercise settings. This program was granted temporary approval in Summer 2004. The college has exceeded its original benchmarks for enrollments and met its original benchmarks for placement in employment. The college has fulfilled its original plan to establish an advisory committee that has served as a resource for coordinating student internships. The curriculum remains unchanged from its original design and prepares individuals for optional credentialing through the American College of Sports Medicine or the National Strength and Conditioning Association. Numerous strengths of this program were identified by the college including highly motivated and qualified faculty, quality curriculum, active and supportive advisory committee and the development of an articulation agreement with several private universities for students interested in baccalaureate completion programs. One weakness identified by the college includes the program being limited to traditional morning and weekday offerings. The college plans to develop a plan for expanding the course offerings/flexible scheduling options for students in the future. *Staff recommend permanent approval for this program.*

Lewis & Clark Community College is seeking approval to offer a 60 semester credit hour Associate in Applied Science (A.A.S.) degree in "Industrial Pipefitting". This program will prepare individuals for employment as journey-level pipefitters. The curriculum was developed in collaboration with Plumber and Pipefitters Union Local 553 and meets the guidelines established by the U.S. Department of Labor-Bureau of Apprenticeship and Training for journey-level industrial pipefitters. The program consists of 18 semester credit hours of required general education coursework 35 semester credit hours of required career and technical education coursework and seven (7) semester credit hours of related technical electives. The career and technical component of the program includes instruction in introductory through advanced levels of industrial pipefitting, introductory and intermediate industrial welding, mechanical blueprint reading, occupational health and safety, and Illinois Plumbing Code regulations.

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On-the-job training is integrated into the required career and technical coursework. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning component of the curriculum.

Labor market information provided by the college supports the interest in and the need for a more formalized educational training program for union apprentices within the college's district. In addition, LCCC has been working closely with ConocoPhillips Refinery, Inc. to address local workforce needs by supplying a better educated and more formally trained labor pool. The college was also recently granted approval to offer a related certificate program that will provide an educational ladder opportunity for students interested in pursuing completion of the proposed degree program. The college anticipates an enrollment of 10 part-time students the first year, increasing to 20 part-time students by the third year. One (1) new part-time faculty member will be required during the first year of the program. Because the college will utilize the equipment, facilities and faculty resources already established by the union local's training program, no new costs will be incurred during the implementation of the proposed degree.

McHenry County College is seeking approval to offer a 72 semester credit hour Associate in Applied Science (A.A.S.) degree in "Registered Nursing". This program will prepare individuals for entry-level employment as registered professional nurses. The curriculum consists of 34 semester credit hours of required general education coursework, and 38 semester credit hours of required career and technical education coursework. The career and technical component of the program includes instruction in information literacy and healthcare, introductory through advanced levels of nursing practice, family nursing, pharmacology, and transition to professional practice. Assessment of student learning objectives will be achieved through the administration of the Health Education Systems, Inc. (HESI) Exit Exam for students enrolled in the professional practice/capstone course of their program. The curriculum was developed using guidelines established by the Illinois Department of Finance and Professional Regulation (IDFPR) according to the Rules for the Administration of the Nursing and Advanced Practice Nursing Act for nurse education programs and prepares graduates for taking the National Council Licensing Examination (NCLEX) for registered nurses. This credential is a requirement for employment in the state of Illinois. Program approval by the IDFPR-Board of Nursing is required once all necessary state-level approvals for the program have been granted. Optional program accreditation is available through the National League for Nursing Accreditation Commission, Inc. (NLNAC). MCC plans to begin the accreditation process once one class of students has completed the program.

Labor market information provided by the college supports the interest in and the need for a formalized training program for nurses both statewide and within the college's district. Currently, MCC students must attend neighboring institutions for this program of study. The college anticipates an enrollment of 20 full-time students during the first year, increasing to 60 full-time students by the third year. The program will require three (3) existing full-time faculty during the first year. Based on information provided by the college, all existing faculty meet requirements of the IDFPR for nursing instructors. It is anticipated that one (1) additional full-time faculty person will be needed during year two of the program.

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Currently the college offers a Basic Nurse Assistance Training certificate program that prepares students for employment as Certified Nurse Assistants (CNAs). The necessary facilities and equipment required for the proposed degree program are already in place and meet the requirements outlined by IDFPR for registered nurse training programs. Costs for implementing this program include expenses associated with existing and new faculty, library resources and materials, remodeling of existing classroom space, and accreditation/site-visit fees. Estimated costs will be approximately \$333,022 the first year, \$326,824 the second year and \$327,152 the third year. The college indicates plans to utilize monetary contributions and endowments available through the MCC Foundation to offset the cost of this program.

Moraine Valley Community College is seeking permanent approval for a 35 semester credit hour “Network Security Specialist” Certificate program. The program prepares individuals for entry-level employment as network security specialists. This program was granted temporary approval in Spring 2006. The college has exceeded its original benchmarks for student enrollment and retention. The college has not altered the program from its original design. One strength identified by the college includes a recent updating of new technology as a result of an National Science Foundation award. One weakness identified by the college is the need for improved tracking on student placement. *Staff recommend permanent approval for this program.*

Parkland College is seeking permanent approval for a 23 semester credit hour “Emergency Medical Services (EMS): Paramedic” Certificate program. This program was approved on a temporary basis in June 2004. This program prepares individuals for entry-level employment as paramedics. The program has exceeded its original benchmarks for student enrollment, retention and pass rates for the Illinois Department of Public Health licensure examination. The program was revised from its original design to include increased laboratory hours and options in the required Biology course that would allow more flexibility for students. The college identified one strength of the program as its quality curriculum, as indicated by the 100 percent pass rate on the state licensing exam, and the college’s partnership with local service providers. Several weaknesses of the program were identified, including lack of laboratory space and the need for updated technology. The college has developed a plan for addressing these needs in the coming academic year. *Staff recommend permanent approval for this program.*

Parkland College is seeking permanent approval for the 44 semester credit hour “Construction: Millwright Apprentice” Certificate program. This program was approved on a temporary basis in June 2004. The program prepares individuals for employment as construction millwrights. The program has met its original benchmarks for student retention, completion and placement in employment, however because the apprenticeship program is four years in length there have been no graduates to date. The college indicates that 100 percent of their students are currently employed and enrollments in the program has remained constant over the three year period of temporary approval. The college has not altered the curriculum since temporary approval was received. The college identified its greatest strength of the program as its partnership with the local union and one weakness of the program as dealing with student retention and completion issues as they relate to union apprenticeship employment. *Staff recommend permanent approval for this program.*

Parkland College is seeking permanent approval for the 43 semester credit hour “Construction: Sheet Metal Apprentice” Certificate program. This program was approved on a temporary basis in June 2004. The program prepares individuals for employment as construction sheet metal workers. The program has met its original benchmarks for student retention and placement in employment, however because the apprenticeship program is four years in length there have been no graduates to date. The college indicates that 100 percent of their students are currently employed. The college has not altered the curriculum since temporary approval was received. The college identified its greatest strength of the program as its partnership with the local union and one weakness of the program as dealing with student retention and completion issues as they relate to union apprenticeship employment. *Staff recommend permanent approval for this program.*

Sauk Valley Community College is seeking approval to offer a 71 semester credit hour Associate in Applied Science (A.A.S.) degree in “Emergency Medical Services”. This program will prepare individuals new to emergency services as well as existing professionals for leadership and managerial opportunities in related emergency services and allied health fields. The curriculum includes 33 semester credit hours of required general education coursework and 38 semester credit hours of required career and technical education coursework. The career and technical component of the program includes basic-, intermediate- and paramedic-level emergency medical technology training. This component of the curriculum was developed based on the National Standard Curriculum for Paramedics as established by the U.S. Department of Transportation and will prepare graduates for the required licensure(s) through the Illinois Department of Public Health for employment as an emergency medical technician in Illinois. Assessment of student learning objectives will be achieved through evaluation of the student’s performance during the required clinical experiences.

Labor market information provided by the college supports the interest in and the need for a formalized training program for emergency medical professionals already employed within the college’s district, as well as for individuals interested in entry-level employment in the field. According to the Illinois Department of Employment Security, employment of “emergency medical technicians and paramedics” is expected to increase at a rate nearly three times that of the statewide average for all occupations through 2014. The college anticipates an enrollment of two (2) full-time and 10 part-time students the first year, increasing to two (2) full-time and 14 part-time students during the third year. The program will require one (1) existing part-time faculty member during the first year. Because the college currently offers the EMT-Basic course costs of implementing this program are minimal. Costs to add the degree program will be approximately \$7,564 per year during the first three years of the programs.

Triton College is seeking approval to offer a 30 semester credit hour “Certified Medical Assistant” Certificate program. This program will prepare individuals for entry-level employment as clinical and medical office assistants in a variety of allied health care settings. The curriculum consists of seven (7) semester credit hours of required general education coursework and 23 semester credit hours of required career and technical education coursework.

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The career and technical component includes instruction in medical terminology, introduction to human disease, ethics and law for allied health, basic pharmacology, venipuncture, electrocardiography, first aid and C.P.R., introductory clinical skills and diagnostic procedures, clinical laboratory, therapeutic communication, occupational health and safety, medical coding and office procedures, certification review for medical assistants, and a required work-based learning experience in medical assisting. Assessment of student learning objectives will take place during the clinical laboratory and certification review courses, as well as during the work-based learning experience, and will be conducted by program faculty and on-site employer/supervisors as appropriate. The curriculum was developed based the Standards and Guidelines for Medical Assisting Educational Programs as published by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates of the certificate program will be prepared to take the Certified Medical Assistant (CMA) examination. This credential is optional, but highly preferable for entry-level employment of medical assistants. Once all appropriate state-level approvals have been granted the college plans to seek accreditation through the CAAHEP for this program.

Labor market information provided by the college supports the interest in and the need for a formalized entry-level training program for medical assistants within the college's district. Likewise across the state, demand for medical assistants is expected to increase by 35 percent through 2014 according to the Illinois Department of Employment Security. This estimated increase in employment is over four times the increase of employment expected for all occupations statewide during the same time period. The college anticipates an enrollment of 10 full-time students the first year, increasing to 15 full-time students by the third year. The program will require one (1) existing full-time faculty the first year. Costs of implementing this program will be approximately \$60,000 the first year, \$44,500 the second year, and \$45,000 the third year. Higher first year costs reflect the initial purchase of equipment and fees associated with program accreditation.

TEMPORARY PROGRAM APPROVAL

Harold Washington College

- ▶ Teaching, Leadership & Support Professionals A.A.S. degree (63 credit hours)
- ▶ Teaching, Leadership & Support Professionals Certificate (35 credit hours)

BACKGROUND

Harold Washington College, one of the City Colleges of Chicago, is seeking temporary approval to offer a 63 semester credit hour Associate in Applied Science (A.A.S.) degree program and a related 35 semester credit hour Certificate program for "Teaching, Leadership & Support Professionals". These programs were developed in collaboration with the Chicago Public School District to prepare individuals for a wide range of educational assistant positions across the district. The certificate curriculum consists of six (6) semester credit hours of required general education coursework in English composition and psychology, as well as 29 semester credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory education, principles of practice in elementary education, diverse cultures, school leadership and support professional practice, and special topics in education, as well as a required practicum in a related educational setting.

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The degree curriculum builds upon the certificate to include an additional 10 semester credit hours of general education coursework, six (6) additional credit hours of required career and technical coursework in teacher assisting and technology in the classroom, and nine (9) semester credit hours of related educational electives. Assessment of student learning objectives will be accomplished in both programs during the student's practical learning experience.

The college anticipates an enrollment of four (4) full-time and 20 part-time students the first year, increasing to eight (8) full-time and 40 part-time students by the third year. This program was requested and developed based on needs identified by the local public school system within the college's district. Chicago Public School system is in need of formally trained and qualified educational assistants in their classrooms. The college requests temporary approval in order to implement these programs and begin enrolling students immediately. *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 (less than 29 semester credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Permanent Program Approval

Joliet Junior College

- ▶ Architectural Technology Certificate (22 credit hours)
- ▶ Architectural Profession Certificate (21 credit hours)

Kaskaskia College

- ▶ Network Security Administration Certificate (19 credit hours)
- ▶ Truck Driver Training Certificate (20.5 credit hours)

Wilbur Wright College

- ▶ Addictions Studies Certificate (18 credit hours)

Temporary Program Approval

Rend Lake College

- ▶ Advanced Mining Certificate (12 credit hours)
- ▶ Mine Electricity Certificate (14 credit hours)
- ▶ Mine Mechanics Certificate (13 credit hours)
- ▶ Mine Operations Certificate (8 credit hours)
- ▶ Mining Supervisory Certificate (6 credit hours)

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UNAPPROVED

Minutes of the 372nd Meeting of the
Illinois Community College Board
September 10, 2007
Illinois Central College
Peoria, Illinois

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 10, 2007 meeting, as recorded.

* * * * *

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: Jake Rendleman, Bill Naegele, Guy Alongi, Judith Rake, John Donahue, Marikay Hegarty, and non voting member Addison Woodward. Dianne Meeks, Rudolph Papa, Brian Savage, Suzanne Morris and John Aurand were absent.

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

Chairman Alongi welcomed everyone. He then thanked President Erwin and the staff for all support in making this meeting go smoothly. He went on to give a brief update on session. The Veterans Grant was funded with 7.2 million dollars.

He thanked Senator Ed Maloney for working so hard in favor of the community colleges during session.

There will be one change on the agenda, which is to remove item #14. This will be saved until there are more board members present to discuss.

Item #3 - Board Member Comments

Judy Rake reported that the Higher Education Cooperation Act is working closely with the universities.

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Addison Woodward commented that the program approval process might need to be changed because they are being approved by IBHE before the ICCB approves them. Elaine will be working with Addison to make the process better.

Jake Rendleman commented that SIUE's president Glenn Poshard is receiving bad publicity on the programs he has been currently working on. However, he is a big supported of the community colleges.

Bill Naegele also thanked Senator Maloney for all his hard work. He also thanked Representatives Elaine Nekritz and David Miller.

Item #4 - Remarks by Dr. John Erwin President, of Illinois Central College

President John Erwin thanked the ICCB for holding their meeting at Illinois Central College (ICC). He announced the tour of a portion of the campus will be held after lunch for anyone interested. ICC is proud of their three campuses, downtown, east and north of the city. There are no universities in the ICC district, so that is good for the enrollment. Some associate degrees that ICC provides that other community colleges do not include, dance, crime technology, webmaster and faststart, which allows high school seniors to take classes at ICC. Another highlight for ICC is that Caterpillar's world headquarters are located in East Peoria. So many get training at the college.

Item #5 - Approval of 2008 ICCB Meeting Calendar (Possible ACTION)

Bill Naegele made a motion, which was seconded by Jake Rendleman, to approve the ICCB board meeting dates for the calender year 2008.

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

Item #6 - Committee Reports

Item #6.1 - Budget and Finance Committee

Bill Naegele reported the committee met this morning at 8:00 a.m. and discussed Fiscal Year 2007 Financial Statements were reviewed. The Board spent 99.8% of the General Revenue Funds. Other funds can be carried over so lapsed balances are not important. The fiscal Year 2008 office budget was reviewed. The Governor's Office of Management and Budget has informed staff that a 2% "reserve" ; (aka reduction) has been implemented on th office operations. The office budget is down \$8,000 from fiscal year 2007.

The committee also spent a lot of time discussing the fiscal year 2008 budget, and Ellen will give an overview.

Item #6.1A - Budget Update

Ellen Andres reported on the recent budget. The highest year for the budget was FY02. This year there are more students and less money. The community colleges were cut 10 million in their budgets. The universities were cut million. The Adult Education is at 35 million this year. Last year was 39 million.

There is still currently no Capitol Budget.

Item #6.2 - Personnel and Evaluation Committee

Marikay Hegarty reported the committee met on Tuesday, September 4 at 3:30 p.m. The committee members that participated in the conference call were Sue Morris and Marikay Hegarty. Guy Alongi and Bill Naegele were also part of the discussion. John Aurand was not able to participate in the discussion, but after his review, he gave his approval to the proposed reorganization.

The committee reviewed ICCB staff reorganization. A summary of the proposed reorganization was placed in front of the board members. Specifically, the plan is for some divisions to transfer under the two vice presidents. This will realign duties within the agency and compliment the experience of the vice presidents. The finance section will combine job responsibilities of two existing divisions and create an external financial division.

No staff will be demoted or supervises fewer people.

I recommend that the following motion be adopted:

The Illinois Community College Board hereby approves the President/CEO to make agency reorganization changes as detailed in the committee report approved by the Personnel and Evaluation Committee.

ICCB Reorganization Proposal

The current organization chart was developed before the Adult Education and Career and Technical Education programs were transferred to the ICCB. When the programs transferred, they were added into the existing organization chart and divisions were left under the Vice Presidents as they were previously organized. The proposed reorganization could be defined more as a realignment of duties and responsibilities under each of the Vice Presidents.

Vice President of Academic Affairs and Workforce (Elaine Johnson)

Current Divisions: Instructional Technology
Program Planning and Accountability/CTE,
Research and Policy Studies

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New Divisions: Academic Affairs (formerly Program Planning/CTE),
 Student Services
 Workforce Development

In the academic and institutional support areas, a realignment of divisions allows for better coordination of academic and instructional support for the colleges. The direct academic and student support areas will be put in the same division, providing closer coordination of services. Because the academic affairs and student service offices work closely together on our college campuses, those areas will also be placed under the same division at ICCB. Workforce Development, which now is a stand-alone division, will be combined with Academic Affairs and Career and Tech Education. The rationale for aligning the Workforce Development division and Career and Technical Education division is because workforce issues are addressed by using career and technical education programs. This will allow much better coordination and eliminate duplication of activities.

Vice President of Adult Education and Institutional Support (Karen Hunter Anderson)

Current Divisions: Adult Education and Family Literacy
 Student Services
 Workforce Development

New Divisions: Adult Education and Family Literacy
 Educational Technology (formerly Instructional Technology)
 Research and Policy Studies

Under this new structure, the areas that provide institutional support services to the academic and student service divisions of the colleges will also be aligned in one division at ICCB. Adult Education and Family Literacy Services, Institutional Research, and Educational Technology will be in the same division so that a statewide infrastructure of support is more easily available to the colleges.

Educational Technology services, in addition to providing technological instruction and development, will now encompass the responsibility of coordinating training services and web services.

Chief Financial Officer (Ellen Andres)

Current Divisions: Budget and Operations
 System Finances
 Technology Services

New Divisions: Finance and Operations
 Financial Compliance and Program Accountability
 Technology Services

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These changes will merge the current System Finance and Budget and Operations divisions together to allow more for the budgeting, accounting, and formula calculations to interact in one unit. One staff person will transfer from the System Finance division to supervise current Budget and Operations Staff and assist the CFO in the new division. We have created a Financial Compliance and Program Accountability Division to allow for a CPA to organize a monitoring/auditing unit. Our recent external auditors are requiring the ICCB to perform a more comprehensive audit program rather than our current Amonitoring@ program. Our current Amonitoring@ program uses programmatic staff and grant staff to assist with financial compliance checks. Ed Smith who is the Senior Director of System Finance and a CPA will supervise an audit staff and develop an audit program for the ICCB. He will also work with the external auditors coming into the ICCB. (In fiscal year 2007, the ICCB had four comprehensive audits performed by four different external auditors.) Technology Services will remain as is.

The main change for most staff in this reorganization will be that some Senior Directors will be reporting to a different Vice President. Two staff positions will be taking on significant increases in their job duties and be expected to work at a much higher level. They will be moved from Associate Directors to Directors. No staff will be demoted or supervise fewer people.

Marikay Hegarty made a motion, which was seconded by Bill Naegele, to approve the President/CEO to make agency reorganization changes as detailed in the committee report approved by the Personnel and Evaluation Committee.

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

Item #6.3 - Academic Affairs Committee

Bill Naegele stated the committee met at 3:00 p.m. via teleconference at the ICCB Springfield office on Wednesday, September 5, 2007 and discussed the status of current projects such as the College and Career Readiness Project, which 4 community colleges are participating, the ISBE Board Retreat Update, High School Feedback Report, P-20 Transition Pipeline Information, and the Programs of Study Pilot Project.

Item #6.4 - External Affairs Committee

Jake Rendleman stated the committee met at 2:00 p.m. via teleconference at the ICCB Springfield office on Wednesday, September 5, 2007. There were three items discussed, which involved the Legislative Update; the Economic Impact Study Update; and Public Relations Update/Reestablishing the Illinois Community College Public Relations.

Item #6.4A - Public Relations Report

Steve Morse, the ICCB director for External Affairs, reported the statewide release of the most recent Economic Impact Study will be the immediate focus for public relations activity by the ICCB.

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A meeting of about 60 community college public relations and institutional research professionals took place at Heartland Community College in Normal in late July. Discussions at the meeting centered on the most important points to emphasize from the study for the community colleges in their local public relations efforts. Subsequently, the ICCB sent out a request to the college public relations and marketing directors for their input on the statewide release of the study.

Also, Steve Morse will be working on re-establishing the Illinois Community College Public Relations and Marketing Advisory Committee. This committee had been active a few years ago and comprised community college representatives from several regions of the state, as well as a faculty representative and a college president. They had met to discuss common public relation and marketing activities and issues on both the local and the statewide level. The re-formation of this group is intended to enhance the communication on the subject among the colleges and between the local colleges and the ICCB.

Item #6.4B - 95th General Assembly Update

Steve Morse, the ICCB director for External Affairs, reported the Governor signed the FY2008 budget bill, HB3866 as amended by Senate Amendment 1, into law on August 23. Along with his signature, the Governor made several line item and reduction vetoes, totaling about \$463 million. Included in these vetoes were \$10 million from the Illinois community college system budget and several member initiatives that were to be vouchered through the ICCB. Of the \$10 million cut from the budget were a \$7 million reduction from Base Operating Grants, which had been an increase put in by the General Assembly, and a total line item veto of the \$3 million Student Success Grant.

The ICCB did receive a new \$7.2 million appropriation to help cover the costs of the Illinois Veterans Grants. This appropriation was left intact.

The following bills were mentioned:

Senate Bills 853, 858, 1446, 401, 402, 729 House Bill 1648, 1434, 3504, House Joint Resolutions 32, 36, 40, 49, 69, and Senate Joint Resolutions 50, 57, 59.

Item #7 - President/CEO Report

Geoffrey Obrzut, President/CEO, thanked President John Erwin for hosting the ICCB meeting. He also thanked the board members present for attending so there would be a quorum.

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Geoff announced that Dr. Karen Anderson has recently been named the new Vice President for Adult Education and Institutional Support. He announced that Brenda Pryor, who left ICCB a while ago, is now working for the Illinois Federation of Teachers.

Mr. Obrzut stated he did not go to the State Director's meeting that was held in Virginia this year due to session. The next meeting will be held in Chicago.

Item #8 - Advisory Organizations/Foundation Reports

Item #8.1 - Illinois Community College Trustees Association

Mike Monaghan, Executive Director of the Illinois Community College Trustees Association, introduced the new President of the Trustees Association, Kathy Wessel, trustee for College of DuPage.

Ms. Wessel announced that Jeff May, Trustee for Joliet Junior college, took the Vice President position, Vickie Miller, Trustee for Danville Area Community College, took the Secretary position, and Joan DiLeonardi, Trustee for Oakland Community College, took the Treasurer position. The President's Council is working hard to override the Governor's veto on HB 3504. Their next meeting will be held on September 14-15.

Item #8.2 - Illinois Community College Faculty Association

Dr. Earl Godt reported on the last meeting. Dr. John Roueche is professor and director of the Community College Leadership Program at The University of Texas at Austin, where he holds the Sid W. Richardson Regents Chair in Community College Leadership. The Texas doctoral program in Community College Leadership is the nation's oldest and has produced more chancellors, president, vice presidents, and deans of American community colleges than any other university graduate program. CCLP was recognized by the Association of Texas Colleges and Universities in 2005 with the Association's Mirabeau B. Lamar Award, the Association's highest honor, recognizing CCLP's quality national impact on leadership development.

Dr. Roueche is a community college graduate (Mitchell Community College, 1958) and received his Ph.D. in higher education administration from The Florida State University in 1964. He has served as a high school history and English teacher, community college dean of students and instructional dean, and faculty member at UCLA and Duke University before joining the Texas faculty.

Since 1970, Dr. John Roueche has spoken to more than 1300 colleges and universities on topics of teaching and leadership excellence. He is the author of 35 books, including Practical Magic: On the Front Lines of Teaching Excellence (2003); In Pursuit of Excellence:

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The Community College of Denver (2001); and Strangers in Their Own Land: Part-Time Faculty in American Community Colleges (1995) along with more than 150 articles and chapters which focus on leadership, teaching and learning.

Dr. Roueche's keynote speech will address the conference theme of the "**The Future of Illinois Community Colleges: Looking Ahead.**" He promises to be an energetic and inspiring speaker with an important message about the challenges community colleges face for those serving college enrollees as well as insights in central issues of the community college system. Dr. Rouche will address issues essential for those who care about community colleges and the students who attend them.

He also announced the Teaching and Learning Excellence Conference will be held on October 18 and 19 at the President Abraham Lincoln Hotel & Conference Center in Springfield.

BREAK

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There is going to be a change for to Agenda Item #5, 2008 ICCB meeting dates. January will be changed to the 28th and March will be changed to the 31st.

Bill Naegele made a motion, which was seconded by Jake Rendleman, to make the change to the ICCB board meeting dates for the calender year 2008.

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

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Bill Naegele made a motion, which was seconded by Jake Rendleman, to approve the revised ICCB board meeting dates for the calender year 2008.

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

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Item #9 - Update on Illinois Board of Higher Education (HECA) Grants

Dr. Elaine Johnson reported in accordance with the provisions of the Higher Education Cooperation Act (HECA), the Illinois Board of Higher Education (IBHE) will provide grants on a competitive basis. HECA grants are designed to support programs of inter-institutional cooperation in higher education that promote the efficient use of educational resources, an equitable distribution of educational services, the development of innovative educational concepts that effectively deliver educational programs, and involvement with the local community.

The Act stipulates that grantees receiving HECA grant funds shall serve both a public and secular purpose (non sectarian) and be consistent with IBHE policies and priorities.

Item #10 - Illinois Community College Recognition of Community Colleges (Action)

Dr. Elaine Johnson reported that all the recognition visits were completed except for South Suburban College, which will be completed next month.

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

Kaskaskia College
Parkland College
Southwestern Illinois College

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

Item #11 - New Units of Instruction (Action)

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

PERMANENT PROGRAM APPROVAL

William Rainey Harper College

- ▶ Environmental Health A.A.S. degree (63 semester credit hours)
- ▶ Environmental Health Certificate (31 semester credit hours)
- ▶ Forensic Science A.A.S. degree (60 semester credit hours)
- ▶ Occupational Health and Safety A.A.S. degree (64 semester credit hours)
- ▶ Occupational Health and Safety Certificate (32 semester credit hours)

Illinois Valley Community College

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

Joliet Junior College

- ▶ Orthotics Technology Certificate (50 semester credit hours)
- ▶ Prosthetics Technology Certificate (44 semester credit hours)

College Lake County

- ▶ Associate of Arts in Teaching (A.A.T.) Special Education (63 semester credit hours)

Lake Land College

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

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Lewis & Clark Community College

- ▶ Electrical Journeyman A.A.S. degree (60 semester credit hours)
- ▶ Therapeutic Massage Certificate (36 semester credit hours)

Prairie State College

- ▶ Music Technology Certificate (32 semester credit hours)

Richland Community College

- ▶ Welding Technology A.A.S. degree (64 semester credit hours)
- ▶ Welding Technician Certificate (45 semester credit hours)
- ▶ Pipefitting and Pipe Welding Certificate (52 semester credit hours)

Carl Sandburg College

- ▶ Associate of Arts in Teaching (A.A.T.) Secondary Mathematics (61 semester credit hours)

South Suburban College

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

Spoon River College

- ▶ Constructions Occupations Certificate IDOC Statewide Model Curriculum (34 semester credit hours)
- ▶ Food Service Certificate IDOC Statewide Model Curriculum (32 semester credit hours)
- ▶ Horticulture Certificate IDOC Statewide Model Curriculum (32 semester credit hours)

TEMPORARY PROGRAM APPROVAL

Carl Sandburg College

- ▶ Renewable Energy Technology A.A.S. degree (67 semester credit hours)

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

Item #12 - Consent Agenda (ACTION)

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

Item #12.1 - Minutes of the June 8, 2007 Meeting

The Illinois Community College Board hereby approves the Board minutes of the June 8, 2007 meeting, including the specified changes.

Item #12.2 - Review of Executive Session Minutes of the June 8, 2007 Board Meeting

The Illinois Community College Board hereby approves the Board Executive Session minutes of the June 8, 2007 meeting, as recorded.

Item #12.3 - Certification of Eligibility for Special Tax Levy

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2007 or fiscal year 2008 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.18 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.18 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

Black Hawk College
Heartland Community College
Illinois Central College
Illinois Eastern Community Colleges
Illinois Valley Community College
Kankakee Community College
Kaskaskia College
Lake Land College
Lewis and Clark Community College
Moraine Valley Community College
Prairie State College
Rend Lake College
Carl Sandburg College
Southwestern Illinois College
Spoon River College
John Wood Community College

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

Item #13 - Information Items

Item #13.1 - Fiscal Year 2007 Financial Statements

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

Item #13.2 - Fiscal Year 2008 Financial Statements

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

Item #13.3 - FY 2007 Lincoln's Challenge Report

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

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Item #13.4 - College and Career Readiness Pilot

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

Item #13.5 - IL Community College Trustees Association Calendar Year 2008 Schedules

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

Item #13.6 - Proposed IL Community College Board Rules Concerning Elimination of Examination of Patriotism from Program Requirements

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

Item #14 - Adjournment

At 11:00 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.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD ADVISORY COMMITTEE
MEMBER APPOINTMENTS**

Each year, the President/CEO as authorized by the Illinois Community College Board appoints representatives to its advisory committees. Memberships are either at-large appointments selected by the Illinois Community College Board staff, appointments recommended by various community college organizations, or ex officio members who represent committees of various relevant organizations. The latter appointments change as the groups' committee leadership positions change. All other new appointments are for three-year terms except for those vacancies created by resignations during the year.

The advisory committees perform a critical service to the Illinois Community College Board in that they provide input from a local perspective on issues that affect the entire system. Currently, the Board has four advisory committees. The Finance Advisory Committee, under the leadership of Ellen Andres, Chief Financial Officer, provides input on system budget development and policy issues dealing with system finance. The MIS/Research Advisory Committee, working with Scott Parke, Senior Director for Policy Studies, reviews all issues pertaining to research and data collection activities of the Board. The Program Advisory Committee, staffed by Brian Durham, Senior Director for Academic Affairs, assists staff with developing proposed policy regarding curricula and accountability matters. The Student Advisory Committee is the fourth committee whose members are selected by their respective colleges.

Attached for your information is the list of committee members on the Finance, MIS/Research, and Program Advisory Committees for fiscal year 2008.

INFORMATION ONLY

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBERS
2007-2008**

Program Advisory Committee (2007-2008)

1. Sunil Chand - President, College of DuPage, and Curriculum Committee Chair, President's Council
2. Allan Saaf - Vice President of Instruction, Heartland Community College, Chief Academic Officers
3. Denise Crews - Associate Dean for Educational Programming, John A. Logan - At Large
4. Earl Godt - Faculty, Spoon River College, and the Illinois Community College Faculty Association
5. Judy Marwick- Vice President of Instruction & Student Services, Kankakee Community College - At Large
6. Libby Roeger, Dean of Instruction, Truman College - At Large
7. Mary Beth Beno, Faculty Member, South Suburban College - At Large
8. Kathy Pampe - Associate Dean, Illinois Eastern Community Colleges - At Large
9. Gina Glickman, Vice President of Instruction & Student Services, Elgin Community College - At Large
10. Angela Starks, Associate Vice Chancellor of Health Programs, City Colleges of Chicago - At Large
11. Sean Sullivan, Vice President, Business Services, Triton Community Colleges, Illinois Chief Financial Officers (ICCCFO) - Ex Officio
12. Kathy Westman, Faculty Member, Waubensee Community College, and Illinois Community College Faculty Association Representative
13. Sam Weems, Student, Kaskaskia Community College, Student Advisory Committee Member - Ex Officio
14. **TBA** - Illinois Community College Trustees Association

MIS/Research Advisory Committee

1. Ashley Mason – Student, Spoon River College - Student Advisory Committee Member - Ex Officio (2008)
2. Jonita M. Ellis - Assistant to the President, Triton College - At Large (2008)
3. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2010)
4. Nancy Kinsey - Director, Institutional Research and Planning, Kaskaskia College - At Large (2010)
5. Sharon A. R. Kristovich - Director, Institutional Research and Evaluation, Parkland College - At Large (2008)
6. Michael Monaghan - Executive Director - Illinois Community College Trustees Association (ICCTA) - Ex Officio

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7. Kimberly Robert - Assistant Professor of Radiology, Kaskaskia College - Illinois Community College Faculty Association (ICCFA) (2010)
8. Ray Rieck - Vice President of Business Services, Lake Land College - Vice President, Finance, Illinois Community College Chief Financial Officers (ICCCFO) (2009)
9. Dana Rosenberg - Director, Institutional Research and Planning, Heartland Community College - At Large (2008)
10. Harlan Schweer - Director, Research and Planning, College of DuPage - At Large (2010)
11. Ryan Smith - Dean, Institutional Effectiveness, Joliet Junior College - At Large (2009)
12. Jackie Davis - President, Olney Central College - Presidents' Council - Ex Officio (2009)
13. TBA - Chief Academic Officers (CAO) (2009)

Finance Advisory Committee

1. Robert Sterkowitz - Chief Financial Officer, Moraine Valley Community College - At Large(2009)
2. Mike Monaghan - Executive Director, Illinois Community College Trustees Association(ICCTA) - Ex Officio
3. Ken Gotsch - Vice Chancellor, Finance, City Colleges of Chicago - Ex officio
4. Tom Gospodarczyk - Dean of Institutional Research and Planning, Sauk Valley Community College, Illinois Council of Community College Administrators(ICCCA)- Ex Officio
5. Brent Knight - President, Morton College - Chair, Presidents' Council Finance Committee - Ex Officio
6. Donna Hilgenbrink - Vice President of Administrative Services, Kaskaskia College - At Large(2008)
7. Jay Turney - Vice President for Finance, Black Hawk College - At Large(2010)
8. Vernon Crawley - President, Moraine Valley Community College, Vice Chair, Presidents' Council Finance Committee - Ex Officio
9. Jerry Corcoran - Vice President of Business Services & Finance, Illinois Valley Community College, Chair, Illinois Community College Chief Financial Officers(ICCCF)- Ex Officio
10. Kathy Wessel - Trustee, College of DuPage - Illinois Community College Trustees Association(ICCTA)(2008)
11. Kevin Weston - Faculty, Rend Lake College, Illinois Community College Faculty Association(ICCFA)(2010)
12. Jonathan Wilson - Student, Joliet Junior College - Student Advisory Committee Member - Ex Officio
13. Linda Uzureau - Vice President for Academic Affairs, Prairie State College, Chief Academic Officers(CAO)(2008)

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Illinois Community College Board

**PROPOSED ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING ELIMINATION OF EXAMINATION OF PATRIOTISM
FROM PROGRAM REQUIREMENTS**

The Illinois (K-12) School Code 105 ILCS 5/27-3 (from Ch. 122, par. 27.3) requires that all students graduating from a public school be required to receive instruction and pass an examination on the American patriotism, principles of representative government, proper use and display of the American flag, and the Australian ballot voting system. The Illinois Community College Board has interpreted this requirement to be inclusive of community college graduates.

Several years ago, the Illinois Board of Higher Education abandoned the requirement, except for education majors. Given the ever increasing diversity of our student population at Illinois community colleges, this requirement has become burdensome and impractical. Students who have met the specifics of the requirement in other states may not use their high school diploma as evidence since it is not from the state of Illinois. Similarly, the successful completion of the constitution test required during the citizenship process does not provide validation of the article requirements. Additionally, this requirement may hinder the opportunity for Illinois community colleges to offer online educational programs outside of the state of Illinois.

In order to offer greater programmatic access to students wishing to receive a degree or certificate from an Illinois community college, the elimination of this subsection of the *Administrative Rules of the Illinois Community College Board* is recommended.

The following proposed amendment was presented to the Board and the system in the September 10, 2007 agenda for review and comment. The item is now presented for the Board's initial approval to be filed with the Secretary of State Index Department and Joint Committee on Administrative Rules.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

SUBPART C: PROGRAMS

Section 1501.303 Program Requirements

- ~~k) Examination of Patriotism, Principles of Representative Government, Proper Use and Display of the American Flag, and Method of Voting. The examination on American patriotism, principles of representative government, proper use and display of the American flag, and the Australian ballot voting system may be satisfied in one of the following ways:~~
- ~~1) The student may pass an appropriate examination at the college;~~
 - ~~2) The student may complete, with a passing grade, a specified course that includes all subject matter identified above; or~~
 - ~~3) The college may accept as evidence that the student has previously met the examination requirement a diploma earned from an Illinois high school or an Illinois high school equivalency certificate for the successful completion of the Test of General Education Development (GED). Such evidence authorizes the college to make an appropriate notation on the student's transcript.~~

Illinois Community College Board

ADULT EDUCATION PEER EVALUATION PROCESS

The Illinois Community College Board (ICCB) Adult Education Program has developed a Peer Evaluation Process to evaluate its 100 Adult Education and Family Literacy programs. The purpose of the Peer Evaluation Process is to identify best practices in adult education program and to provide recommendations on improvements. This process is not intended to be punitive but is designed to provide feedback on existing program services and structures as well as the quality of services in meeting the need of the students.

The Center for Adult Learning Leadership (CALL) Center in Bloomington, IL will lead this project and will be responsible for the design and the delivery of the project. The CALL Center will form teams of three to five Adult Educators to conduct the evaluation of the specific programs, using an evaluation document developed by CALL Center staff, ICCB Adult Education staff, and the Adult Education Advisory Council.

The Peer Evaluation Team will Evaluate programs in six areas:

- Leadership and Planning
- Community Involvement and Collaboration
- Curriculum and Instruction
- Learner Outcomes
- Learner Support Services
- Professional Development

In the initial roll out of the evaluation process, five Adult Education programs will be evaluated beginning January 2008 through June 2008. Programs selected will be representative of each provider type and from each region of the state. Following the evaluation of the program, a report summarizing the recommendations and commendations will be sent to the Adult Education Program representative.

Through this process of sharing best practices and peer evaluation, where both the evaluators and the evaluated sites will benefit, a model of continuous improvement for adult education providers will be established. This model will allow greater opportunities for innovation and program improvement for all of Illinois' adult education providers.

Illinois Community College Board

INCREASE IN THE GED TESTING FEE

In FY 2006, the GED Transition Committee, made up of Regional Superintendents of Schools, Cook County GED Testing, Illinois Adult Continuing Educators Association (IACEA), and the Illinois Community College Board (ICCB) staff, conducted a Fee and Feasibility Study to determine the actual costs of administering the GED Test in Illinois. The committee surveyed the seventy GED Testing Centers to determine cost information. Fifty-four respondents provided crucial information in determining the actual cost to administer the GED Test in Illinois. The findings are as follows:

- A deficit of \$1.2 million is absorbed by Testing Centers.
- The average testing cost is \$84 per test taker.
- Testing Centers are losing an average of \$49 per test taker. Approximately 26,000 individuals are tested annually, and the current cost to take the test is \$35.00.

After a review of this information, the GED Transition Committee recommended to the ICCB the following:

1. Eliminate the deficit of \$1.2 million by requesting additional resources from the state legislature to offset cost of administering the GED Test, and
2. Raise the cost to take the GED to \$50.00, an increase of \$15.00.

After the recommendations were brought forth by the Committee, the GED Testing Services/American Council on Education increased the cost of the testing materials, including the actual GED Test and other materials and services by 15-20%, hence increasing the deficit even more for Illinois GED Testing Centers. In addition, the ICCB made a budget request for an additional \$500,000 in FY 2008 which was not funded.

RECOMMENDED ACTION

The Illinois Community College Board should consider an increase of \$15.00 for the GED Testing fee for Illinois to offset the cost to administer the GED Test. The GED fee would be increased from \$35.00 to \$50.00 for Illinois residents wishing to take the GED Test. This fee increase would still be comparable with other large states and states in the Midwest.