

Illinois Community College Board

372nd Meeting Agenda and Materials



September 10, 2007

Illinois Central College
East Peoria, IL

Printed by the Authority of the State of Illinois

Revised
Agenda
372nd Meeting of the
Illinois Community College Board
Illinois Central College
One College Drive
East Peoria, Illinois

September 10, 2007

Committee Meetings

Tuesday, September 4 @ 3:30 - Personnel and Evaluation - Via Conference Call

Wednesday, September 5 @ 2:00 - External Affairs - Via Conference Call

Wednesday, September 5 @ 3:00 - Academic Affairs - Via Conference Call

Monday, September 10 @ 8:00 - Budget and Finance - Room 213A

Monday after lunch - *Tour of Campus*

9:00 - Noon - Room 211A

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| 1. | Roll Call and Declaration of Quorum <i>Ann Chandler</i> | - |
| 2. | Announcements and Remarks by Guy H. Alongi, Chair | - |
| 3. | Board Member Comments | - |
| 4. | Remarks by Dr. John Erwin President, of Illinois Central College | - |
| 5. | Approval of 2008 ICCB Meeting Calendar (Possible ACTION) | 1 |
| 6. | Committee Reports | |
| 6.1 | Budget and Finance Committee | - |
| | A. Budget Update <i>Ellen Andres</i> | - |
| 6.2 | Personnel and Evaluation | - |
| 6.3 | Academic Affairs | - |
| 6.4 | External Affairs | - |
| | A. Public Relations <i>Steve Morse</i> | - |
| | B. 95 th General Assembly Update <i>Steve Morse</i> | - |
| 7. | President/CEO Report <i>Geoff Obrzut</i> | - |
| 8. | Advisory Organizations/Foundation Reports | |
| 8.1 | Illinois Community College Trustees Association <i>Mike Monaghan</i> | - |
| 8.2 | Illinois Community College Faculty Association <i>Earl Godt</i> | - |

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8.4 Presidents Council <i>Terry Bruce</i>	–
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15. Other	–
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17. Public Comment	–
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Agenda Item #5
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Illinois Community College Board

ICCB BOARD MEETING DATES FOR CALENDAR YEAR 2008

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the ICCB board meeting dates for the calendar year 2008.

* * * * *

January 21 9:00 a.m. - ICCB Office, 401 East Capitol Avenue, Springfield

March 24 9:00 a.m. - Waubensee Community College, Sugar Grove

May 19 9:00 a.m. - Lewis and Clark Community College, Godfrey

June 9:00 a.m. - ICCTA - Springfield

July (Subject to Call)

September 22 9:00 a.m. - Rend Lake College, Ina

November 3 9:00 a.m. - Heartland Community College, Bloomington

December (Subject to Call)

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**FY2008 INNOVATION GRANTS: HECA RENEWAL
APPLICATION 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.

Grants Awarded for 2008: Oral Presentation

Illinois Community College Board

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

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

During fiscal year 2007, Parkland College and Southwestern Illinois College underwent in-depth recognition evaluations. During fiscal year 2006, Kaskaskia College also underwent an in-depth recognition evaluation. The colleges submitted a thorough self evaluation, ICCB staff conducted internal evaluations of all required college documents and college site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Kaskaskia College
Parkland College
Southwestern Illinois College

BACKGROUND.

Recognition is a statutory term describing the status of a district which meets instructional, administrative, financial, facility and equipment standards as established by the Illinois Community College Board (110ILCS Section 805/2-12f and 805/2-15). Community colleges must be recognized to be eligible for state funding. Once a college district has been recognized by the ICCB, that recognition status is continued unless action is taken by the Board to interrupt it. To determine a district’s recognition status, the ICCB conducts periodic evaluations. The objectives of the recognition evaluation include 1) determination of a district’s compliance with the *Public Community College Act* and *ICCB Administrative Rules*; 2) the provision of assistance to districts in achieving compliance with the Act and Rules; 3) the identification of issues which may be of concern to the community college system and the gathering of basic data about these issues; and 4) the identification of exemplary district practices/programs that can be shared with other districts.

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

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

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

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

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

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

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

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Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

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)

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)

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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)

BACKGROUND

William Rainey Harper College is seeking approval to offer a 63 semester credit hour Associate of Applied Science (A.A.S.) degree and related 31 semester credit hour Certificate in “Environmental Health”. These programs will prepare individuals new to the field for entry-level employment in environmental health technology and will provide individuals currently employed in related career fields with additional knowledge and skills in the field for advancement opportunities. The certificate curriculum includes five (5) semester credit hours of required general education and 26 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in environmental health practice, environmental sampling and monitoring, environmental toxicology, waste management, air and water quality, hazardous materials and hazardous assessment and mitigation. The degree curriculum builds on the certificate to include 16 semester credit hours of required coursework in health data and injury trend analysis, microbiology, anatomy and physiology, advanced chemistry and additional 16 semester credit hours of general education coursework. Assessment of student learning objectives will be achieved through the evaluation of a student portfolio by program faculty. These curricula were developed according to standards issued by the National Environmental Health Association (NEHA) for educational programs that prepare individuals for various optional credential examinations offered through NEHA. Program graduates may be eligible to receive credentials, including Certified Environmental Health Technician (CEHT), Registered Environmental Technician (RET), Registered Hazardous Substances Professional (RHSP), and the Registered Hazardous Substances Specialist (RHSS).

Labor market information provided by the college-supports the interest in and the need for programs related to environmental health within the college’s district. According to the Illinois Department of Employment Security employment of “environmental science and protection technicians” is expected to grow faster than the average employment of all occupations with the college’s district and surrounding metropolitan area through 2014. Furthermore, there are no similar degree programs being offered within 50 miles of the college. The college anticipates a combined enrollment of 10 full-time and 16 part-time students the first year, increasing to 10 full-time and 20 part-time students by the third year. Costs of implementing this program will be approximately \$36,982 the first year, \$78,167 the second year, and \$43,375 the third year.

William Rainey Harper College is seeking approval to offer a 60 semester credit hour Associate of Applied Science (A.A.S.) degree in “Forensic Science”. This program will prepare individuals for entry-level employment as crime science and evidence technicians.

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The curriculum consists of 19 semester credit hours of required general education coursework and 41 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in introductory forensic anthropology, introductory criminal justice, introductory forensics, criminal procedures, investigate processes, fundamentals of fire protection, fire behavior and combustion, hazardous materials, fire-arson investigation, and advanced levels of forensic science theory and applications. Assessment of student learning objectives will be achieved through the evaluation of the student's performance on a comprehensive exam during their final laboratory course. This program was developed according to guidelines established by the Illinois Law Enforcement Training and Standards Board (ILETSB) for basic law enforcement recruit training in forensics.

Labor market information provided by the college supports the interest in and the need for a formalized two-year degree program in forensic science. The college conducted a survey of local police departments and the Illinois Association of Chiefs of Police regarding the potential employment of forensic evidence technicians. Over 70 percent of respondents to a college conducted survey believed civilians with education and training in forensic science will replace the use of sworn officers. The proposed degree program would provide the necessary education and training for civilians to perform the duties required for employment as forensic technicians with law enforcement entities. The college anticipates an enrollment of two (2) full-time and two (2) part-time students the first year, increasing to four (4) full-time and three (3) part-time students during the third year. The college is also proposing a related short-term certificate program in Forensic Science Technology for individuals already employed in a related public safety field. The programs will share one (1) new full-time faculty member during the first year. Costs of implementing both programs will be approximately \$111,800 the first year, \$116,885 the second year, and \$90,942 the third year.

William Rainey Harper College is also seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree and related 32 semester credit hour Certificate in "Occupational Health and Safety". These programs will prepare individuals new to the field for entry-level employment in occupational health and safety technology and will provide individuals currently employed in related career fields with additional knowledge and skills leading to advancement opportunities. The certificate curriculum consists of 32 semester credit hours of coursework in occupational health practice, industrial hygiene sampling and procedures, incident investigation and risk assessment tools, introductory emergency management, introductory and advanced fire prevention, hazardous materials, construction safety, and OSHA standards and compliance procedures. The degree curriculum builds upon the certificate to include 16 semester credit hours of required coursework in health data and injury trend analysis, microbiology, anatomy and physiology, chemistry and 16 semester credit hours of additional general education coursework. Assessment of student learning objectives will be achieved through the evaluation of a student portfolio by program faculty. These curricula were developed according to standards issued by the National Environmental Health Association (NEHA) for educational programs that prepare individuals for various optional credential examinations offered through NEHA. Graduates may be eligible for Occupational Health and Safety Technologists (OHST) certification upon completion of this program. Labor market information provided by the college supports the interest in and the need for programs related to environmental health within the college's district.

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According to the IL Department of Employment Security employment of “occupational health and safety technicians” is expected to grow as fast as the average employment of all occupations with college’s district and surrounding metropolitan area through 2014. Furthermore, there are no similar degree programs being offered within 50 miles of the college. They anticipate a combined enrollment of 10 full-time and 16 part-time students the first year, increasing to 10 full-time and 20 part-time students by the third year. Costs of implementing this program will be approximately \$37,000 the first year, \$78,200 the second year, and \$44,000 the third year.

Illinois Valley Community College has submitted a proposal to offer a 64 semester credit hour Associate of Arts in Teaching Early Childhood Education, Statewide Model Curriculum. The 60-64 credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credits of professional education and an additional 3-6 semester credit hours in the major core. The college’s proposal meets the model guidelines endorsed by the ICCB and the IBHE.

Joliet Junior College is seeking approval to offer a 50 semester credit hour “Orthotics Technology” Certificate and a 44 semester credit hour “Prosthetics Technology” Certificate. The orthotics program will train individuals in the basics of orthopedic bracing and the prosthetics program will train individuals in the basic fabrication of artificial limbs. Both programs will provide educational ladder opportunities for a proposed two-year degree program the college has requested in “Orthotics and Prosthetics Technology”. The curricula include six (6) semester credit hours of required general education coursework, 26 semester credit hours of common required career and technical education coursework including instruction in introductory orthotics and prosthetics, medical terminology, introductory engineering graphics, basic wiring and circuit design, precision machine tool technology and a work-based learning experience in orthotics and prosthetics. The orthotics program includes additional instruction in lower and upper extremity orthotics and spinal orthotics, while the prosthetics program includes additional instruction in transtibial prosthetics, transfemoral prosthetics and transradial-transhumeral prosthetics. Assessment of student learning objectives will be achieved through observation and evaluation of the student’s performance during the work-based learning experience.

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 these programs. 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 a combined enrollment of 12 full-time and six (6) part-time students the first year, increasing to 20 full-time and 10 part-time students by the third year. The programs 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, the two proposed certificate programs and seven (7) short-term certificate programs recently approved. The college has budgeted approximately \$500,000 the first year for faculty, equipment and facility expenses.

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College of Lake County submitted a proposal to offer a 63 semester credit hour Associate of Arts in Teaching Special Education, Statewide Model Curriculum. The 60-64 credit hour model curriculum consists of 40-44 hours of general education coursework and 18-21 semester credits of professional education.

The college's proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Lake Land College is seeking approval to offer a 65 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Fire Service Technology". This program will prepare individuals for employment as fire fighters. The curriculum consists of 29 semester credit hours of required general education coursework, and 36 semester credit hours of career and technical education coursework including three (3) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in principles of emergency services, occupational health and safety, fire behavior and combustion, fire prevention, building construction for fire fighters, fire protection, introductory and advanced fire investigation, fire science technology hydraulics and water supply, legal aspects of the fire service, fire administration and hazardous material chemistry/strategy and tactics. Assessment of student learning objectives will be achieved through a comprehensive final exam and portfolio review by program faculty. While fire fighter certification is a credential determined by local fire district requirements, this program will prepare individuals for Level I certification offered by the Office of the State Fire Marshall. Graduates of the proposed program may also choose to further their education through an articulation agreement the college has established with Southern Illinois University at Carbondale for their Bachelor's of Science degree in Fire Service Management.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in fire science technology for new students and for existing fire service professionals already in the field. Formalized education in this program of study will provide advancement opportunities for individuals currently employed by local fire districts. According to the Illinois Department of Employment Security, demand for "fire fighters and fire prevention workers" is expected to increase modestly through 2014, however the majority of openings will occur due to replacements in the field, which includes the retirement of existing workers. The proposed program will help prepare entry- and first-level fire fighters for higher level employment and supervisory positions. The college anticipates an enrollment of 10 part-time students the first year, increasing to 10 full-time and 15 part-time students by the third year. No new faculty will be required during the first year of the program. Costs of implementing this program will be approximately \$5,000 the first year and \$2,000 per year during the second and third years.

Lewis & Clark Community College is seeking approval to offer a 60 semester credit hour "Electrical Journeyman" Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as journey-level electricians. This program was developed in collaboration with the International Brotherhood of Electrical Workers (IBEW) Local 649 to address their need for well-educated apprentices within the district. The college has maintained a successful relationship with Local 649 for over 30 years.

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The curriculum consists of 20 semester credit hours of required general education coursework and 40 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum follows the guidelines and standards developed by the United States Department of Labor's Bureau of Apprenticeship and Training for electrical journeymen. Assessment of student learning objectives will be achieved through observation of the student during their on-the-job training.

Labor market information provided by the college supports the interest in and the need for a formalized training program within the college's district and statewide for union-related electrical apprentices. Locally the college district is expected to see an increase in the employment of "electrical workers and technicians" faster than the average for all occupational growth through 2014, according to the Illinois Department of Employment Security. The college currently offers an "Electrician Apprentice" Certificate program. The proposed degree will provide an educational ladder opportunity for certificate program graduates, eventually replacing the need for the existing certificate program. The college anticipates an enrollment of 12 apprentices every other year. No new faculty will be required for the implementation of this program and no new costs are anticipated during the first three years.

Lewis & Clark Community College is seeking permanent approval for the 36 semester credit hour "Therapeutic Massage" Certificate program. This program was approved on a temporary basis in June 2004. The program prepares individuals for employment as massage therapists in a variety of settings. The program has exceeded its original benchmarks for enrollments and completions with 8-14 full-time students enrolled per year during the last three years and completing 75 percent of its students during fiscal year 2005 and 2006. The college indicates that 100 percent of their graduates are employed and 75 percent have passed the optional examination offered by the National Certification Board for Therapeutic Massage and Bodywork. The current curriculum has been modified from the original to reflect updates in requirements for clinical hours by the NCBTMB, as well as incorporating minor changes to course sequencing that provide better access to training for students. The college identified strengths of the program as qualified and committed faculty, recently renovated facilities, updated equipment and a partnership with Franklin University for students interested in pursuing a Bachelor's degree in Applied Management. One weakness identified by the college is that the program operates during the evening from August to August, which only allows access to the student clinic from January to July, limiting entry into the program for new students and access to the clinic for student clients. The college is exploring adding a second cohort to the program offered during traditional daytime hours which would allow the student clinic to remain open year round. *Staff recommend permanent approval for this program.*

Prairie State College is seeking approval to offer a 32 semester credit hour "Music Technology" Certificate program. This program will prepare individuals for entry-level employment as music technicians and technical assistants in the field of sound production and recording. The curriculum will provide a basic understanding of music theory, use of music in film and television and offer students practical application of those theoretical skills. The curriculum consists of seven (7) semester credit hours of required general education coursework and 25 semester credit hours of required career and technical education coursework.

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The career and technical component include instruction in fundamentals of music theory, music in film and television, practical application of music, introductory operating systems, computer-assisted music production, sound recording techniques, digital composition for video and a music production internship. Assessment of student learning objectives will be achieved through an evaluation of the student's performance during the required work-based learning experience by both the worksite supervisor and program faculty.

Labor market information provided by the college supports the interest in and the need for a formalized training program in music technology. Requests for additional course offerings in music technology by existing college students and local high school students further support the demand for PSC to offer an entry-level certificate program.

The proposed certificate program compliments the college's existing offerings in graphic communications, digital sound and interactive video. The college anticipates an enrollment of 15 part-time students each year during the first three years of the program. Three (3) existing full-time and one (1) existing part-time faculty will be required during the first year of the program. Costs of implementing this program will be approximately \$3,145 the first year, and \$1,000 per year during the second and third years. Higher first year costs reflect the initial outlay for equipment.

Richland Community College is seeking approval to offer a 64 semester credit hour Associate of Applied Science (A.A.S.) degree program in "Welding Technology". This program will prepare individuals for employment as a welder in the industrial maintenance environment. The proposed program was developed according to guidelines established by the National Center for Construction Education and Research (NCCER) and will prepare graduates for their NCCER certification exam in pipe welding or general industrial maintenance. NCCER guidelines also incorporate standards of the American Welding Society (AWS). The curriculum consists of 16 semester credit hours of required general education coursework and 48 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in blueprint reading, welding tools and safety, oxy-acetylene and plasma arc cutting, introductory and advanced shielded metal arc welding, gas metal arc and flux core arc welding, pipe welding, gas tungsten arc welding, pipefitting fundamentals, non-ferrous welding, aluminum plate and pipes, pipe fabrication, pipefitting applications and techniques, GMAW/FCAW pipes, welder certification and field maintenance and safety. The proposed program also allows students to specialize in either construction and pipe welding or industrial and equipment maintenance. Assessment of student learning objectives will be achieved through performance evaluation of student's during their final semester and using a comprehensive final practice exam that reflects NCCER certification.

The college is also seeking approval to offer two related certificate programs. The 45 semester credit hour "Welding Technician" Certificate will provide an educational ladder opportunity for graduates of the college's existing Basic Welding certificate program and builds on the knowledge and skills to prepare students for additional NCCER welding certifications. The 52 semester credit hour "Pipefitting and Pipe Welding" Certificate builds on the Welding Technician Certificate to provide specialized knowledge and skill training in pipe welding, as well as preparing students for more advanced NCCER specialty certifications in the field.

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Labor market information provided by the college indicates that while projected employment growth for “welders” may be slower than the average for all occupations statewide through 2014, technology is creating more uses for welding in the general workplace, expanding opportunities for existing welders and creating new opportunities for individuals just entering the field. The college anticipates an enrollment of 12 full-time and eight (8) part-time students the first year, increasing to 16 full-time and 12 part-time students by the third year for the degree program, and a combined enrollment of 12 full-time and eight (8) part-time students for the two certificate programs during the first year. The programs will require one (1) new part-time faculty member, and two (2) existing faculty (one full-time, one part-time) the first year. Costs of implementing these programs will be approximately \$41,500 the first year, \$42,000 the second year, and \$45,500 the third year.

Carl Sandburg College has submitted a proposal to offer a 61 semester credit hour Associate of Arts in Teaching Secondary Mathematics, Statewide Model Curriculum.

The 60-64 credit hour model curriculum consists of 37-41 semester credit hours of general education coursework, 3-9 semester credits of professional education and an additional 9-15 semester credit hours in the major core. The college’s proposal meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

South Suburban College is seeking permanent approval for the 64 semester credit hour “Fitness Professional” Associate of Applied Science (A.A.S.) degree program. This program was approved on a temporary basis in March 2001. The program prepares individuals for employment as fitness and athletic trainers in a variety of settings. The program has been in operation for a period of five (5) years and since that time the college has exceeded its original benchmarks for enrollments and met its original benchmarks for completion of the degree. All program graduates to date are employed in a related field. While credentials in this field are not required for entry-level employment, the college indicates that all its graduates who have taken a certification exam have passed. Credentials this program prepares students towards include American Council on Exercise (ACE) certification, Aerobics and Fitness Personal Training Certification (AFFA), and certification through the National Strength and Conditioning Association (NSCA). The curriculum has been modified from the original to reflect changes in the needs of local employers as well as to make adjustments for course availability. Changes include adding a topics course to address the latest advancements in the fitness industry, establishing articulation agreements with several universities for baccalaureate programs, and fine tuning the work-based learning experiences to offer better exposure to all aspects of the industry for students. One weakness identified by the college includes the program’s limited enrollment which is based on the availability of course pre-requisites. The college plans to address this issue by developing a program-specific course in human body structure that meets the same requirements. *Staff recommend permanent approval for this program.*

Spoon River College is seeking approval to offer three Statewide Model Curricula for the Illinois Department of Corrections. The 34 semester credit hour “Construction Occupations” Certificate will prepare individuals for entry-level employment as carpenters and construction workers in new construction and maintenance/repair environments.

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The 32 semester credit hour “Food Service” Certificate will prepare individuals for entry-level employment as food preparation workers in a variety of food service settings. And, the 32 semester credit hour “Horticulture” Certificate will prepare individuals for entry-level employment as landscape, nursery and grounds maintenance workers. One (1) existing full-time faculty member will be required per program and no new costs are anticipated during the first year.

TEMPORARY PROGRAM APPROVAL

Carl Sandburg College

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

BACKGROUND

Carl Sandburg College is seeking temporary approval to offer a 67 semester credit hour Associate of Applied Science (A.A.S.) degree program in “Renewable Energy Technology” for a period of three years. Renewable energy refers to any energy resource that is naturally regenerated over a short period of time and derived directly from the sun (such as thermal power), indirectly from the sun (such as wind or hydropower), or from other natural movements and mechanisms of the environment (such as tidal energy). These natural bi-products are a reusable source of power.

In Illinois, agricultural resources such as corn and soybeans are one of our largest sources of renewable energy. Corn and soybean plants can be processed into ethanol and bio-diesel products for commercial and public consumption. Currently there are six (6) renewable energy production facilities within 50 miles of the college’s district and 56 additional plants in various phases of planning and construction across the state. This program will prepare individuals for employment as operating or electrical technicians in renewable energy production facilities including bio-diesel, wet and dry ethanol, and waste and water treatment processing.

The curriculum consists of 26 semester credit hours of required general education coursework, which includes instruction in general chemistry, biology, microbiology, and applied mathematics. The curriculum also requires 41 semester credit hour of required career and technical education coursework including electrical fundamentals, industrial electrical and electronic control, programmable controllers, electrical/electronics troubleshooting, hydraulics and pneumatics, process control and instrumentation, electrohydraulic process control, ethanol and bio-diesel process chemistry, distillation and evaporation theory, waste water control and treatment, industrial safety and total quality management principles. Assessment of student learning objectives will be achieved through a comprehensive final exam administered during the students final semester of their program.

Labor market information provided by the college supports the strong interest in and the need for a formalized training program in renewable energy. To date there are no community colleges offering a degree program in this field. Temporary approval is being sought to address the needs of the college’s district and surrounding employers, as well as the state’s future needs for a qualified workforce. The college anticipates an enrollment of five (5) students during the first year of the program, increasing to 15 students by the third year.

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The college is currently working with a consortium of seven (7) other community colleges in partnership with the Illinois Department of Commerce and Economic Opportunity (IDCEO) to develop a statewide model curriculum for process control technology with several specialized options. The proposed program aligns well with the developing model and will offer an option in the energy strand for students statewide. *Permanent approval will be recommended 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

Danville Area Community College

- ▶ Automotive Collision Repair Technology Certificate

William Rainey Harper College

- ▶ Forensic Science Certificate

Joliet Junior College

- ▶ Orthotics Technology Certificate
- ▶ Prosthetics Technology Certificate
- ▶ Lower Extremity Orthotics Technology Certificate
- ▶ Spinal and Upper Extremity Orthotics Certificate
- ▶ Transtibial Prosthetics Technology Certificate
- ▶ Transfemoral Prosthetics Technology Certificate
- ▶ Upper Extremity Prosthetics Technology Certificate

Kankakee Community College

- ▶ Construction Craft Laborer Certificate

Lake Land College

- ▶ Esthetics Teacher Certificate

Sauk Valley Community College

- ▶ Lean Manufacturing Certificate

Southeastern Illinois College

- ▶ Carpentry Level II Certificate

Temporary Program Approval

Oakton Community College

- ▶ Massage Therapy Certificate

Wilbur Wright College

- ▶ HIV/STI Prevention Education Certificate

UNAPPROVED

Minutes of the 371st Meeting of the
Illinois Community College Board
June 8, 2007
Chicago City Center Hotel
Chicago, Illinois

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

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Item #1 - Roll Call and Declaration of Quorum

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

Item #2 - Remarks and Introduction of Carrie Hightman, IBHE Chairman, by Guy H. Alongi, Chair

Chairman Alongi welcomed everyone. He then spoke about the late board member, Angela Miller, who passed away on Saturday, May 26. Below is his announcement:

“We were saddened to learn of the passing of ICCB board member Angela Perez Miller on Saturday, May 26. Ms. Miller, 70, at Northwestern Memorial Hospital of complications from leukemia. She was a member of the Illinois Community College board of directors and an influential Hispanic leader. Angela focused much of her professional life pushing for bilingual education and helping Hispanic children, specifically those with special education needs. She was a former Chicago Public School elementary school teacher and administrator. Angela’s wisdom and interest in the Community College System will be sorely missed.”

Chairman Alongi then went on to introduce the new Chairman of the Illinois Board of Higher Education’s Board, Carrie Hightman. She briefly listed her main priorities:

- *Create a “master plan” that incorporates community colleges and universities
- *Dual credit/Dual Enrollment
- *Budget
- *Establish a more important rank on Governor’s list

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Board member's Bill Naegele and Jake Rendleman expressed their concerns on the faculty and trustees being included on the "master plan" as well.

Item #4.1 - Recognition of Sarah Anderson, Student Member, Illinois Community College Board, and Keith Miller, President of Black Hawk College

President/CEO Geoff Obrzut thanked Sarah Anderson for serving on the ICCB and presented her with a plaque. Sarah will be attending the University of Illinois and will be majoring in Engineering. Brian Savage will be replacing her for the upcoming year. His first board meeting will be in September.

Mr. Obrzut also thanked Dr. Keith Miller for serving as the President of the President's Council and attending the ICCB meetings.

Item #5 - Nomination of Vice-Chair

Bill Naegele made a motion, which was seconded by Judith Rake, to nominate Suzanne Morris as the Vice-Chairman.

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

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Jake Rendleman made a motion, which was seconded by Marikay Hegarty, to close the floor for nominations.

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

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Jake Rendleman made a motion, which was seconded by Bill Naegele, to re-elect Suzanne Morris as the Vice-Chairman.

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

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Item #6 - Committee Reports

Item #6.1 - Budget and Finance Committee

Sue Morris reported the committee met this morning at 8:00 a.m. and discussed fiscal Year 2008 office budget issues were discussed. Agenda Items 14.4, 14.5, and 14.6, are annual items that are approved by the Board. These three items allow the President to enter into grant agreements and contracts for our services, to transfer up to 2% of the operating funds among lines, and to enter into contracts for services. These are annual agenda items and the committee has discussed them and recommends the items for approval.

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The committee had a brief discussion about the fiscal year 2008 budget; however, there is no indication of when and at what level the fiscal year 2008 budget will be passed.

Item #6.2 - Academic Affairs Committee

Bill Naegele, the new chairman to replace Angela Miller, reported the committee met via teleconference on Wednesday, June 6 at 2:00 p.m. and reviewed the mission of Academic Affairs Committee, was updated on the Perkin's Grant –Programs of Study, P-20 Council Discussion, Baccalaureate Completion Programs/HECA Applications, and on the ACT Pilot Project which includes 9 community colleges.

Item #6.3 - External Affairs Committee

Sue Morris stated the committee met this morning at 8:30 a.m. and discussed the status of current legislation affecting the ICCB and colleges. A more indepth report will be given later by Steve Morse, agenda item #10.

Item #6.4 - Adult Education and Workforce Development Committee

Jennifer Foster reported the committee met via teleconference on Tuesday, May 29 at 10 a.m. and discussed the Joyce Foundation Project and the Adult Education and Family Literacy Advisory Council structure.

Item #6.5 - Student Relations Committee

Sarah Anderson reported the committee met via teleconference on Monday, June 4 at noon and discussed the introduction of the new student board member, campus safety issues, and new initiatives.

Item #6.6 - Personnel and Evaluation Committee

Marikay Hegarty stated the committee met via teleconference on Monday, June 4 at 2:00 p.m. There were four items discussed and agreed upon by the committee: salary increases for the staff not covered by the collective bargaining agreement; an amendment to the President/CEO's contract for his fiscal year 2008 salary increase; just cause language as discussed in our last executive session; and an amendment to the employee guidebook for two staff not included in the new vacation policy.

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Chairman Alongi stated a few changes to the agenda for today's meeting. Executive Session will be moved up to Item #12, Consent Agenda will become Item #13, Information Items will become Item #14, Other Business will become Item #15, Public Comment will become Item #16, and Adjournment will become Item #17.

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Item #7 - President/CEO Report

Geoffrey Obrzut, President/CEO, again thanked Keith Miller and Sarah Anderson for serving with the ICCB. He then congratulated board member Marikay Hegarty for her new adoption of a baby boy.

He expressed his sympathy to deceased board member Angela Perez Miller's family. She was a wonderful woman to work with and cared a great deal about education. President Obrzut, Dr. Karen Anderson, and board secretary Ann Chandler attended the visitation that was held in Chicago on Wednesday, May 30, and board member Bill Naegele and President Obrzut attended the funeral.

He attended the State Director's meeting in April. The group decided to hold the 2008 annual meeting in Chicago. Ann Chandler will be planning the meeting.

He discussed the legislation on the community colleges being placed under the unit of local governments instead of being considered under both state government and part of the unit of local government as it relates to the IL State Employees Ethics Act. The bill passed both the Illinois House of Representatives and Senate. It is now on the Governor's desk to be signed.

He gave updates on the Homeland Security projects:

The ICCB Homeland Security and Campus Safety Committee

The ICCB Homeland Security and Campus Safety Research Committee met in April and May 2007 to review state statutes and work on a statewide survey. In order to assess the current policies and procedures for security personnel and the composition and level of training of system security personnel, the committee has surveyed all the Illinois community colleges and are in the process of analyzing the survey results. Additionally, members of the committee have been invited to the Chief Academic Officers and Chief Student Service Officer retreats in June to present on school shootings and to discuss the survey results.

Department of Homeland Security Statewide Volunteer Project

The Illinois Department of Homeland Security and the Illinois Terrorism Task Force have joined forces to establish a statewide network of volunteers to assist in cases of disaster. The Office of the Governor, Department of Public Safety and Homeland Security is working with the ICCB to establish a database of student volunteers to assist with rescue and recovery as needed in the state. Students who participate in this program will receive training and have their contact information entered into a statewide database for notification when volunteer opportunities arise.

A pilot program is being established to determine the type of training, delivery methods, and recruitment efforts needed to implement a successful volunteer database. Four community colleges, John A. Logan College, Malcolm X College, College of DuPage, and Illinois Central College have been selected for the pilot program. A kickoff for the statewide project will be held in September with the four community college pilot sites hosting press conferences to highlight their role in the project.

The Governor's Campus Safety Initiative

Governor Blagojevich recently announced his intention to provide Illinois colleges and universities with funds in the amount of \$330,000 in order to make improvements to their security infrastructure to improve campus safety. The Governor's Office is working with ICCB to ensure that community colleges receive an appropriate portion of that funding.

Item #8 - Advisory Organizations/Foundation Reports

Item #8.1 - Student Advisory Committee

Sarah Anderson, Student Board Member, reported the committee's last meeting was held in March. It has not met since the last ICCB board meeting. However, they hosted the Student Lobby Day, which was held in April. The Student Leadership Institute is this week as well. It will last till Saturday. Dr. Karen Anderson and Nick have done a great job. Lastly, Sarah thanked the ICCB for the opportunity to serve as the student member. It was a great learning experience.

Item #8.2 - Illinois Community College Trustees Association

Mike Monaghan, Executive Director of the Illinois Community College Trustees Association, expressed his gratitude, on behalf of the ICCTA, on another successful year of great working relationships between the ICCB, Presidents' Council, and ICCTA. They all worked well together to successfully get the community college's issues out in the open.

The trustees association's number one priority with the legislature was HB3504. It was the clarification of issues that developed within the State Employees Ethics Act. About a year ago, there was a decision made that all the community college employees, their boards and those associated with community colleges would be considered to be state employees. However, before that decision was made, they were always considered Units of Local Government and not state employees. HB3504 clarifies that issues, in favor of them being considered Units of Local Government. It has passed both the House and Senate and now is on its way to the Governor's Office.

The ICCTA's luncheon will begin at Noon. There will be many awards presented to individuals that are leaving the system or retiring. After the luncheon, there will be a program put on by the U.S. Department of Education and an awards banquet later on that evening.

Item #8.3 - Adult Education and Family Literacy Committee

This will be Gay Graves' last meeting due to the fact that she will be retiring. She reported the following:

The last meeting the committee had was held on January 8 at the ICCB downtown office in Springfield.

Curriculum and Instruction Committee

Next Steps/Recommendations:

- Examine vocational work skills and credits
 - Differences between the two
 - Basis for completion
 - Entry requirements into each
 - Levels as they relate to ABE/ASE
 - Course description to include completion requirements, proficiency levels
- Develop survey regarding citizenship completion considering whether completion is passing citizenship course or citizenship test and look at barriers to each.

Policy Studies Research and Accountability Committee

Next Steps/Recommendations:

- In relation to their new data entry system: the report should be of a summary type that can be tailored to each individual programs needs

Professional Development Training and Marketing Committee

Next Steps/Recommendations:

- Develop a means for connecting participation in forums
- For next year, look at National benchmarks for a certificate program for people who are in administration

Student Support Services and Transition Committee

Next Steps/Recommendations:

- Review of adult skills necessary for successful transition in college classes and professional development for program staff to incorporate these skills in the classroom
- ICCB review its policy in regard to working with students who already have their high school diplomas or GED's in English or a foreign language program
- ICCB explore the approval of generation for other computer assisted learning programs for lower functioning students
- ICCB review the policy of computer literacy being categorized for vocational credit

Item #8.4 - Presidents' Council

Dr. Keith Miller, President of Black Hawk College, reported the council is in full favor of Chairwoman Hightman's master plan process. The council has intentionally not taken an official position on the legislation for Baccalaureate Degrees.

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The council is also concerned about the outcome of the State of Illinois budget. They do not want the community colleges to be left out. They believe it is time to look at coming up with a different process of how to develop a state budget. The master plan process may provide some new ideas.

The following are the newly elected officials to the Presidents' Council:

President: Terry Bruce, IL Eastern Community College
Vice President: Dr. Robert Mees, John A. Logan College
Secretary/Treasurer: Dr. Jerry Weber, Kankakee Community College

This Dr. Miller's final ICCB meeting as the president of the Presidents' Council.

Item #8.5 - Illinois Community College Faculty Association

Dr. Earl Godt reported on the Conference on Teaching and Learning Excellence which will be held on October 18 and 19, 2007, at the President Abraham Lincoln Hotel in Springfield.

Dr. John E. Roueche will be the keynote speaker. Dr. Roueche is professor and director of the Community College Leadership Program (CCLP) 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.

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: 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 "Community Colleges And the 21st Century: Teaching and Learning for a Changing World".

Various roundtable discussions will be held on Thursday evening the 18th. There will be various presentations on teaching and learning excellence from across the state on Friday the 19th. There will also be presentation by grant recipients for both workshops and research.

The Workshop Grants include: Douglas Peterson, Patrice Hell, and Brandy Thatcher from Illinois Central College on *Hybrid Workshop on Emerging Technology Tools*, and Dave Cox from Lincoln Land Community College on *International Field Courses*.

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Research Grants include: Sue Bajt from William Rainey Harper College on *Preferred Distance Learning Modalities of Millennial Community College Students*, Michael Boyd from Illinois Central College on *Meeting the Challenges of Developmental Education with Comprehensive*

Item #8.6 - Illinois Community College Foundation

Ray Hancock, President of the Illinois Community College Foundation, thanked ICCB member Marikay Hegarty for serving on the foundation's board.

He gave an update on the building process for the Harry L. Crisp II Community College Center, where the ICCB staff works. As of right now, the building plans are 80 percent complete. The foundation board has received three very nice proposals from three different banks; however, the board is finding out that interest rates are very high. The process is still continuing.

The Illinois Community College Foundation is sponsoring the luncheon this afternoon and an award scholarship for this evenings awards banquet. Everyone is encouraged to attend.

Item #9.1 - Adult Education State Plan

Jennifer Foster, Senior Director for Adult Education , reported the on Adult Education State Plan.

The Illinois State Plan provides a description of planned activities for Adult Education during the above period of time. The Plan describes:

- the need for Adult Education in Illinois,
- the eligible population and those most in need of services,
- how equitable access to funding is achieved,
- allowable Adult Education activities,
- procedures for funding providers,
- an annual evaluation of literacy activities,
- provision of services to persons in correctional facilities,
- integrated activities with the one-stop career centers (Illinois Employment and Training Centers), and
- proposed leadership and professional development activities.

As required, a copy of the revised State Plan was provided to the Governor's Office.

Upon approval by the U.S. Department of Education, Office of Adult and Vocational Education, the Illinois State Plan will be posted to the ICCB website.

Item #9.2 - Adult Education Updates

Jennifer Foster, Senior Director for Adult Education , reported the the Adult Education and Family Literacy Division has been engaged in several activities over the last year. A brief oral update was provided on the below key areas within adult education, including:

- **Report to the Governor and General Assembly.** Adult Education Services were provided to over 132,000 students in Illinois. Over 100 adult education programs provided instructional and support services to students in FY2006.
- **GED Testing Administration Program.** The GED Testing Program in Illinois continues to test more than 26,000 individuals annually. More than 1.7 million individuals in Illinois are without a high school diploma.
- **The Adult Education New Data Collection System.** The new data collection system for Adult Education and Family Literacy will go live on July 1, 2007. All adult education programs have been trained. Additional training will begin in the Fall. The DAISI system is web-based.
- **Federal Performance Targets.** Adult Education exceeded its performance targets for FY2006 at 119 percent of the goal. Illinois Adult Education is evaluated in five areas: Educational Gains, Obtain Employment, Retain Employment, GED/HS Completion, and Transition to Post-secondary Education/Training.
- **GED Illinois Project.** The GED Illinois Project is continuing to receive national attention. Two states, Maryland and Washington, and one community college, Central Piedmont College in North Carolina have signed on as partners to use this world-class online instructional system. Three other states have expressed strong interest in piloting the system.
- **Adult Education and Family Literacy Advisory Council.** The Adult Education Advisory Council met quarterly over the last fiscal year and have brought forth recommendations to the Illinois Community College Board (ICCB) Adult Education staff for consideration.

Eight council members will complete their two year terms at the end of the fiscal year. These members are: Bob Fittin, Greater West Town Project; Ruth Ann Evans, Parkland College; Lizette Richardson, City Colleges of Chicago; Becky Hale, Macon/Piatt Regional Office of Education; Joan Hornby, Mundelein High School District #120; Pam Leas, School District U-46; and Kathi Lee, Springfield School District 186; and June Hickey, Illinois Adult Continuing Educators Association. Gay Graves will also complete her term as Advisory Council Chair. The ICCB will recognize the hard work of these individuals at the upcoming Administrators Meeting in August.

Item #10 - Legislative Report

Steve Morse, Director for External Affairs, reported at this time, the legislature is still scheduled to adjourn on May 31. For it to adjourn on time, there must be a budget bill passed by both chambers, with only a simple majority in each chamber. The Governor must also be willing to sign the budget bill. If the members cannot agree on a budget by May 31, then any bill considered after that date, including a budget bill, will require a 60% majority in both chambers for passage. In the House, that large a majority will require agreement by all 66 of the Democratic members and at least five of the Republican members.

If the General Assembly passes a budget with which the Governor disagrees, then the Governor may call the legislature into special session to consider just the budget. Such a special session would still require the 60% majority for passage of any bill.

The ICCB was especially interested in two pieces of legislation aside from the budget: Senate Bill 853 and House Bill 1434.

SB853 was initiated by the ICCB to address some clarification issues regarding GED test-takers. The bill has passed the Senate and has been amended slightly in the House. A vote on the bill may be taken imminently. If it does pass the House, it will need to be returned to the Senate for concurrence on the House amendment. We will be working with membership in both chambers to make the passage as easy as possible.

HB1434 is the legislation that allows Harper College to offer Baccalaureate degrees under certain circumstances. The ICCB has opposed this bill, and similar bills in previous General Assemblies, from the beginning. The bill passed the House, but was not heard in committee in the Senate and was returned to the Senate Rules committee. There have been some efforts by the bill's Senate sponsor to have it released for consideration by a committee other than Higher Education, but to date such efforts have not been successful. There is also the chance that the language from the bill could be amended onto another Senate bill. Even though the deadlines for bills to be heard in committees have passed, some bills have been assigned extended deadlines. We will continue to monitor the status of this bill.

*** BREAK ***

Item #11 - Effective Practices Update

Dr. Elaine Johnson, Vice President for Instruction and Policy Studies, reported each year, community colleges submit an annual performance report that shares the ways it has contributed to achieving the state's higher education priorities. As part of the performance report, each community college submits a minimum of two examples of effective practices that were either implemented or enhanced within the past five years on their college campus. In fiscal year 2006, a peer review process was implemented to evaluate and select a best practice from each of the following six policy areas:

Policy Area One: Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

Policy Area Two: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Policy Area Three: No Illinois citizen will be denied an opportunity for a college education because of financial need.

Policy Area Four: Illinois will increase the number and diversity of citizens completing training and education programs.

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

Policy Area Six: Illinois colleges and universities will continually improve productivity, cost effectiveness, and accountability

The following effective practices were chosen by peer reviewers for fiscal year 2006 and each college will provide a brief overview of their best practice:

Kishwaukee College - Policy Area 1
“Innovative Solutions in Workforce Development”

Kankakee Community College - Policy Area 2
“C.A.R.T. Program (Cavaliers are Readers, Too!)”

South Suburban College - Policy Area 3
“GED and College Level Educations Get Connected”

Harry S Truman College - Policy Area 4
“Automotive Bridge Program”

Prairie State College - Policy Area 5
“Career Research and Presentation Project”

Illinois Central College - Policy Area 6
“Financial Aid Processing and Awarding”

Item #13 - New Units of Instruction (ACTION)

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Emergency Medical Services (EMS) Paramedic A.A.S. degree (70 semester credit hours)

College of DuPage

- ▶ Animation A.A.S. degree (64 semester credit hours)
- ▶ Baking & Pastry Arts A.A.S. degree (64 semester credit hours)
- ▶ Baking & Pastry Arts Certificate (40 semester credit hours)

Elgin Community College

- ▶ Radiography/Radiologic Technology A.A.S. degree (72 semester credit hours)

Lake Land College

- ▶ Medical Coding Specialist (39 semester credit hours)

Lewis & Clark Community College

- Industrial Pipefitting Certificate (34 semester credit hours)

Rend Lake College

- Paramedical Services A.A.S. degree (65 semester credit hours)

Waubensee Community College

- Emergency Medical Technician (EMT) Paramedic A.A.S. degree (66.5 semester credit hours)

John Wood Community College

- Graphic Design A.A.S. degree (64 semester credit hours)

Item #12 - Economic Impact Study

Scott Parke, Senior Director for Policy Studies, reported on the recent data of the Economic Impact Study. The externally attached report on the Economic Impact of Illinois Community Colleges contains results from a study by the Center for Governmental Studies (CGS) at Northern Illinois University staff that was developed in collaboration with Illinois Community College Board (ICCB) and community college system staff.

Illinois community colleges strengthen individuals' foundational academic skills, offer occupation-specific workforce education and training, and prepare students for transfer to four-year colleges and universities.

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These activities provide significant economic contributions by increasing workers' earnings and generating additional tax revenues. Furthermore, community colleges are generally among the largest employers in the area where they are located and generate substantial additional economic benefits for their communities through local expenditures and the associated employment impacts. Additionally, the externally attached economic impact analysis of the Illinois Community College System considers changes over a ten-year period in student characteristics, student outcomes, tax revenues generated, market penetration, and economic impacts.

A few of the significant findings from the analysis are in the following sections:

- *Illinois community colleges add skills to the Illinois workforce and boost the competitiveness of Illinois' businesses.
- *Illinois community college graduates generate Billions of dollars in local, state, and federal tax revenues.
- *An Illinois community college education increases earnings for workers.
- *As major employers and business entities, Illinois community colleges generate Billions of dollars in local sales and wages and more than 55,000 jobs.
- *A majority of Illinois community college have increased enrollments by almost one-third over the past 10 years and completion rates by 70 percent.
- *Illinois community colleges are responding to the state's changing demographics and educational needs.

Local college officials including trustees, presidents, administrators, researchers, and public information officers helped structure and support the project. Their thoughtful contributions and local efforts to provide accurate, complete, and timely information for the project are recognized and appreciated by the ICCB and CGS staff.

Item #14 - Consent Agenda (ACTION)

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

Item #14.1 - Minutes of the March 26, 2007 Meeting

The Illinois Community College Board hereby approves the Board minutes of the March 26, 2007 meeting, including the specified changes.

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Item #14.2 - Minutes of the March 26, 2007 Meeting

The Illinois Community College Board hereby approves the Board minutes of the March 26, 2007 meeting, as recorded.

Item #14.3 - Review of Executive Session Minutes of March 25, 2005 thru the March 26, 2007 Meetings

The Illinois Community College Board hereby determines that minutes of its executive sessions held on March 25, 2005, April 22, 2005, June 17, 2005, September 16, 2005, September 21, 2005, September 15, 2006, November 17, 2006, January 22, 2007, February 26, 2007, and March 26, 2007 are to remain confidential. All other executive session minutes have been made available for public inspection.

Item #14.4 - Authorization to Enter Into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby approves to authorize its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/ agreements, as needed for fiscal year 2008.

Item #14.5 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its President/CEO to transfer funds among fiscal year 2008 appropriated operating line items, as needed.

Item #14.6 - Contracts for the Illinois Community College Board Office

The Illinois Community College Board hereby approves the following fiscal year 2007 contractual agreements:

<u>Vendor</u>	<u>Purpose of Contract</u>	<u>FY 2008 Estimated Annual Cost</u>
Illinois Community College System Foundation - renewal	Rental of Office Space	\$276,000
Lincoln Land Community College- renewal	Rental of Office Space	\$56,239
Kerber, Eck & Braeckel	Annual GAAP Statements	\$24,500

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Sorling Law Offices	Legal Services	\$35,000	*
Individual Contractors	Liaison Services		
Terry Clark (CTE)		\$45,000	*
Bernie Ferreri (CTE)		\$36,000	*
Sue Petrilli (various)		\$32,800	*
Dan Segebarth (CTE)		\$36,000	*
Roz Petrilli		\$22,500	*
Valdez and Associates	Grant Writing Minority Retention	\$25,000	*

* Billed daily or hourly , annual cost is estimated but will not exceed a set maximum

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

Item # 12 - Executive Session

At 11:15 a.m., Suzanne Morris made a motion, which was seconded by Judith Rake, to go into Executive Session to appointment and employment matters. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

ICCB Staff members Geoffrey Obrzut, President/CEO and Ann Chandler, Board Secretary, remained in the meeting.

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At 11:35 a.m., Jake Rendleman made a motion, seconded by Suzanne Morris, to adjourn the Executive Session meeting and return to the regular Board meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Decisions Related to Executive Session

At 11:40, during the regular Board meeting, Board members voted on a series of issues discussed in the Executive Session.

Marikay Hegarty made a motion, which was seconded by Suzanne Morris, that the board approve the following four items:

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- The Illinois Community College Board hereby authorizes its President/CEO, to increase the salaries of non-collective bargaining staff by 4 percent beginning July 1, 2007.
- The Illinois Community College Board hereby authorizes its Chair to amend the President/CEO's Employment Agreement to increase his salary by 4 percent beginning July 1, 2007.
- The Illinois Community College Board hereby amends the Employee Guidebook by:

deleting and inserting in Section 1, page 3, the following;

EMPLOYMENT STATUS

The policies and procedures presented in this Guidebook are in no way to be interpreted or construed as a contract of employment or guarantees of continued employment for any specific period of time. No verbal communication or written document will provide such a contract, assurance, or guarantee unless specified in writing and signed by the President/CEO.

~~Employment is "at will", which means that you are free to discontinue your employment at any time and for any reason, and ICCB reserves a similar right. Both the employee and the ICCB are free to terminate their employment relationship at any time with or without cause. ICCB will attempt to provide, whenever possible, a two week notice to employees prior to terminating employment. However, this does not void the "at will" employment relationship. It also does not apply to employees in the final stages of corrective action. Civil service employees are governed by the State Universities Civil Service System statutes and rules after six months of employment.~~

Your compensation, hours of employment, and all other terms and conditions of employment are subject to modification by ICCB at its discretion. Civil service employees are governed by the State Universities Civil Service System statutes and rules after six months of employment.

An employee providing false, incomplete or misleading information on the employment application or at any time in the employment process will be subject to immediate dismissal.”;

and,

by deleting Section VI, 1. page 78;

~~VI. 1. GENERAL~~

~~Employment with ICCB is on an “at will” basis. Both the employee and the ICCB are free to terminate their employment relationship at any time with or without cause. ICCB will attempt to provide, whenever possible, a two week notice to employees prior to terminating employment. However this does not void the “at will” employment relationship. It also does not apply to employees in the final stages of corrective action.~~

~~Civil service employees are governed by the State Universities Civil Service System statutes and rules after six months of employment.; and~~

~~by inserting in lieu thereof; in Section VI SEPARATION , the following sections:~~

~~**“1. JUST CAUSE**~~

~~Employees not covered by the collective bargaining agreement will not be discharged without the written consent of the ICCB’s President/CEO. In addition, employees not covered by the collective bargaining agreement will not be discharged without just cause. Except as otherwise provided in this section or in Section V 16. Substance Abuse, before an employee not covered by the collective bargaining agreement can be terminated for just cause, the following progressive disciplinary steps shall be followed:~~

- ~~• For a first incident for which discipline is imposed, an employee shall receive an oral warning which shall be documented in the employee’s personnel file.~~
- ~~• For a second incident for which discipline is imposed, an employee shall receive a written warning notice.~~
- ~~• For the third incident for which discipline is imposed, an employee shall receive a suspension (without pay).~~
- ~~• For the fourth incident for which discipline is imposed, the employee will be subject to discharge. The discharge must be in writing to the employee.~~

~~Any employee shall be subject to discipline, up to and including immediate discharge based upon a review of the pertinent facts and circumstances and depending on the severity of the offense, without further notice and without following the steps provided for above under the following circumstances:~~

- ~~• Dishonesty or embezzlement.~~
- ~~• Recklessness while on duty.~~

- Any employee found in possession of any illegal drug substances, or weapon, while on duty.
- Being under the influence of alcohol, cannabis, or any illegal or controlled drug substance as provided from the ICCB's substance abuse policy.
- Intentional destruction of ICCB property.
- Any other act or conduct that would cause the continued employment of such employee to be detrimental to the ICCB, its employees, or the people they serve.

2. TIMING AND APPEAL OF DISCHARGE.

A discharge shall be imposed as soon as practical after the ICCB learns of the underlying occurrence and following a reasonable period of time to investigate the facts and seek such advice and counsel as the ICCB deems appropriate. ”

A discharge may be appealed within thirty days of the decision by submitting a written request for reconsideration of the decision to the ICCB Chair. The Chair will submit the appeal to the Personnel Committee of the ICCB, and they will review the appeal on or before the next regularly scheduled meeting of the ICCB. Committee may or may not require the employee may make oral or written presentations.”

and, by inserting in Section II, 6. the following:

II. 6. PERSONNEL FILE

The information contained in personnel files is considered confidential information. Due to the confidential nature of personnel files, Human Resources is responsible for controlling all access to them. Personnel files are not to be copied or removed from the premises without explicit permission from the Human Resources Department.

“Employees must be notified of all documents, entries, and notations placed in their personnel file. No entry or notation in an employee's personnel file, except substance abuse violations, may be used to adversely affect the employee in his/her employment relationship with the ICCB after that notation has been in the personnel file for a period of twenty-four months, so long as there is no other discipline noted in the file during the twenty-four month period.

Current employees, those on leave or those affected by a reduction in workforce, and those who have terminated service within the preceding year may access their personnel files. Inspection of the files will be monitored by Human Resources.

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Employees may inspect their files two times during any calendar year by submitting a written request to Human Resources. The opportunity to inspect the records will typically be given within seven working days after a written request is received. If it is not possible to meet this deadline, Human Resources has an additional seven days to comply. Employees are entitled to a copy of any personnel materials inspected. Human Resources will be responsible for making requested copies.

In accordance with Illinois law, an employee's opportunity to inspect information in the employee's personnel file does not extend to all personnel records, but rather is limited to information as provided for in the applicable statute.

Any request to have additional information placed in personnel files must be submitted to the Human Resources Department and approved by the President/CEO.

An employee involved in a dispute may designate, in writing, a representative to inspect his/her personnel records as they pertain to the dispute.

An employee who disagrees with any information in the personnel record may submit a written statement explaining why he/she believes the record is wrong. This statement must be appended to the disputed materials in the personnel record and circulated with that material whenever it is released to a third party.

It is the sole responsibility of each employee to inform ICCB of any changes in personal status that may alter his/her payroll or benefits status. Such information includes, but is not limited to:

- Last Name
- Marital Status
- Beneficiaries
- Address
- Telephone #
- W4 Deductions
- Gain or Loss of Dependents
- Emergency Contact

and by inserting in Section V 8 CORRECTIVE ACTION, the following:

V. 8. CORRECTIVE ACTION

ICCB corrective action process is intended to help employees identify and overcome performance problems - whether technical or conduct-related, so that they may remain employed with the ICCB.

An employee's failure to follow rules, practices, policies, guidelines, or other Agency standards or policies not specifically mentioned in this Guidebook may result in corrective action. Any action taken will be at the sole discretion of ICCB. Corrective action options include verbal counseling, written warning, suspension, and termination of employment.

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No discipline shall be imposed upon an employee without first affording the employee an opportunity for a pre-disciplinary meeting. The employee will be presented, in writing, with the discipline to be imposed and the factual basis for the same, and be allowed an opportunity to respond to the same.

ICCB may, at its discretion, skip any and all stages of the corrective action process when deemed appropriate by ICCB for the employee misconduct at issue. Any employee shall be subject to immediate discharge based upon a review of the pertinent facts and circumstances and depending on the severity of the offense, without further notice and without following the steps provided under the following circumstances:

- Dishonesty or embezzlement.
- Recklessness while on duty.
- Any employee found in possession of any illegal drug substances, or weapon, while on duty.
- Being under the influence of alcohol, cannabis, or any illegal or Substance as provided from the ICCB's substance abuse policy.
- Intentional destruction of ICCB property.
- Any other act or conduct that would cause the continued employment of such employee to be detrimental to the ICCB, its employees, or the people they serve.

Civil Service employees' termination will be in accordance with the State Universities Civil Service System statutes and rules. ICCB may apply all other steps of this corrective action process to Civil Service employees. The discipline and discharge of any ICCB employee covered by a collective bargaining agreement with the ICCB and/or the Rules of the State University Civil Service Commission shall be governed by the terms of the collective bargaining agreement and/or the State University Civil Services Rules and not by the terms of the foregoing ICCB employee guidelines.

Verbal counseling may be appropriate when performance or conduct is unacceptable or nearing unacceptable standards. During the verbal counseling the employee will have a chance to explain the reasons for the deficiencies. The supervisor will outline the accepted levels of performance or conduct and establish a time frame for completion. Further corrective action can take place during this time frame, if unacceptable performance or conduct continues. If acceptable levels of performance or conduct have not been made during this time frame, the employee may move to the next level of corrective action (written warning). If improvement is satisfactory, often no further action will be necessary.

A written warning may occur if improvement has not been satisfactory at the verbal counseling level. A written warning can also occur if the performance or conduct warrants skipping the verbal counseling level.

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The corrective action will be clearly stated and documented for the employee's personnel file. A time frame for improvement will be outlined in the written warning document. An employee will be asked to sign the original copy of the written warning to indicate understanding of the purpose and conditions of the warning. If the employee refuses to sign the written warning, it will be noted on the corrective action that the employee was given the opportunity to sign but refused.

Suspension will often occur when a serious offense is committed; an employee fails to sufficiently improve performance after a written warning; or any other situation arises that warrants immediate suspension. A written notice of suspension will be prepared, outlining specific reasons for the suspension and requirements/expectations for correction. The notice will be reviewed with the employee. The employee will be informed that if a particular offense is repeated or if additional performance problems arise, immediate termination may occur. A suspension period may be extended. An employee will be asked to sign the original copy of the written notice of suspension to indicate understanding of the purpose and conditions of the suspension. If the employee refuses to sign the suspension notice, it will be noted on the suspension notice that the employee was given the opportunity to sign but refused. The original notice will be placed in the employee's personnel file. In most cases of suspension, the employee will not have access to agency computers, be prohibited from being on agency property during the suspension and be required to turn in any agency keys during the suspension.

Termination will likely be appropriate if employees do not improve their performance or conduct to a satisfactory level during the corrective action process; fail to comply with stated corrective action requirements; complete suspension but have the problem recur; or engage in conduct that warrants immediate discharge.

The above is a general guide of the corrective action process at ICCB. As stated, ICCB reserves the right to skip any and all of the steps outlined above. ICCB may discharge an employee immediately, without prior notice, when deemed appropriate.

- The Illinois Community College Board hereby amends the Employee Guidebook on page 36 by deleting the following:

~~Civil Service Employees' Vacation Schedule:~~

~~Years of Service Annual Vacation Time~~

~~0-3 12 days~~

~~3-6 15 days~~

~~6-9 18 days~~

~~9-14 21 days~~

~~14+ 25 days~~

~~Exempt Employees' Vacation Schedule:~~

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and by renumbering all sections, items, and page numbers as necessary to incorporate the Employee Guidebook amendments.

The motion was approved by a roll call vote. Student advisory vote: Yes.

Item #15 - Information Items

Item #15.1 - Contracts for the Illinois Community College Board Office

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

Item #19 - Adjournment

At 11:50 a.m., Marikay Hegarty made a motion, which was seconded by Jake Rendleman, 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

**CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805, Section 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2007 or fiscal year 2008 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

BACKGROUND. Pursuant to Section 3-14.3 of the Public Community College Act, the following table identifies the eligible districts and the additional levy authority they have, should they choose to exercise it, along with an estimate of how much additional tax revenues will be available because of this additional levy authority.

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District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	6.18¢	\$ 1,823,946
Heartland	22.50¢	2.68¢	\$ 912,884
Illinois Central	25.00¢	.18¢	\$ 96,429
Illinois Eastern	25.00¢	.18¢	\$ 19,400
Illinois Valley	17.00¢	8.18¢	\$ 1,965,518
Kankakee	18.00¢	7.18¢	\$ 1,320,475
Kaskaskia	25.00¢	.18¢	\$ 19,994
Lake Land	18.00¢	7.18¢	\$ 1,407,025
Lewis and Clark	25.00¢	.18¢	\$ 52,200
Moraine Valley	22.50¢	2.68¢	\$ 2,808,131
Prairie State	23.00¢	2.18¢	\$ 776,387
Rend Lake	25.00¢	.18¢	\$ 11,498
Sandburg	22.00¢	3.18¢	\$ 382,703
Southwestern	16.00¢	9.18¢	\$ 4,934,465
Spoon River	25.00¢	.18¢	\$ 11,503
John Wood	22.50¢	2.68¢	\$ 272,346
			\$ 16,814,903

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received. This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

Illinois Community College Board

LINCOLN'S CHALLENGE PROGRAM FY 2007 REPORT

Since 1993, the ICCB Lincoln's Challenge Scholarship Program, in conjunction with the Lincoln's Challenge Academy (LCA) in Rantoul, offers LCA graduates an opportunity to improve the likelihood of their academic and personal success. A scholarship award of up to \$1000 per semester for two years is issued to eligible, selected students to continue their education at one of the 48 community colleges throughout the state.

An ongoing accomplishment within the program has been the dual credit agreement among the colleges and the Academy. Enacted in 2003, the dual credit agreement allows students to earn three credit hours each in basic computers and English I, which is transferrable to any state community college. Besides being the first dual credit linkage in the state with a GED program, the agreement has served as an incentive for students to attend a community college upon graduation. Other successes include the organizing of the Lincoln's Challenge Advisory Committee, specifying a Lincoln's Challenge contact at each community college, and the development of a list serve for sharing information concerning the program.

One of the biggest challenges of the program has been retention. Most of the graduates are considered "at risk" and are first generation college students. With the input from the Lincoln's Challenge Advisory Committee, retention became the focus for FY07 and will continue into FY08. Retention efforts for FY07 included requiring students to enroll in a mandatory orientation class their first semester and to have a mandatory visit with their counselor or college contact at mid-term. Reminder post cards are sent to the students prior to the mid-term visit, and congratulatory cards are sent at the end of the semester for those who have participated successfully.

While attending LCA, student training involves focusing on future plans once they graduate from the Academy. Therefore, LCA students have the opportunity to participate in 2 career days, meet with community college recruiters, and learn about the benefits of attending a community college.

Currently more than 9,647 students have graduated from the resident phase of the program, and more than 6,552 students have earned their GEDs. To date, 2,433 scholarships have been issued. In FY07, 606 students graduated with 156 receiving scholarships. The FY07 budget remained at \$120,100. For FY08, retention efforts will include an orientation visit to Parkland College located in Champaign for those students who express an interest in attending a community college. This effort will be initiated at the mid-term of their stay at the Academy. In addition, the ICCB/Lincoln's Challenge web site will be updated to include on line application forms and information and a linkage to the Academy.

Illinois Community College Board

ILLINOIS COLLEGE AND CAREER READINESS PILOT ACT

Findings and Purpose:

There is a direct and significant link between students being academically prepared for college and success in postsecondary education.

Many students enter college unprepared for the academic rigors of college and require noncredit remedial courses to attain skills and knowledge needed for regular, credit coursework. Remediation lengthens time-to-degree, imposes additional costs on students and colleges, and uses student financial aid for courses that will not count toward a degree.

All high school juniors take the Prairie State Achievement Exam, which contains the ACT college assessment exam. ACT test elements and scores can be correlated to specific course placements in community colleges. Customized ACT test results can be used in collaboration with high schools to assist high school students identify areas for improvement and help them close skills gaps during their senior year. Greater college and career readiness (CCR) will reduce the need for remediation, lower educational costs, shorten time-to-degree, and increase the overall success rate of Illinois college students.

Goals:

1. Diagnose college readiness. Develop a system to align ACT scores to specific community college courses in developmental and freshman curriculum.
2. Reduce remediation. Decrease the need for remedial coursework in math, reading, and writing at the college level through:
 - a. Increasing the number of students enrolled in college-prep core curriculum.
 - b. Assisting students to improve college readiness skills.
 - c. Increase successful student transitions into postsecondary education.
3. Align high school and college curriculum.
3. Provide resources and academic support to students to enrich the senior year of high school through remedial or advanced coursework and other interventions.
4. Develop an appropriate evaluation process to measure effectiveness of readiness intervention strategies.

Program:

- 1 Three-year pilot project
 - a. Budget: \$750,000 per year, appropriated to ICCB for the College and Career Readiness (CCR) Pilot Program.
 - b. Four community college sites in first year
 - c. Expansion in years two and three

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2. First year: high school Class of 2008
 - a. ICCB selects 4 community colleges to participate in the CCR program based on:
 - Percent of students in developmental coursework
 - Demographics of student enrollment, including socioeconomic status, race and ethnicity, and enrollments of first-generation college students
 - Geographic diversity
 - Willingness of college to submit developmental and introductory courses to ACT for analysis of college placement
 - Ability of community college to partner with local high schools to develop CCR readiness strategies and college readiness teams.
 - b. ICCB will work with ACT to analyze up to 10 courses at each participating community college for purposes of determining student placement and college readiness.
 - c. Each participating community college will establish an agreement with high school(s) to:
 - Create a data-sharing agreement
 - Create a Readiness Prescription (Readiness RX) for each student, showing
 - Readiness status for college-level work
 - Course recommendations for remediation or for advanced coursework in AP classes or dual credit/dual enrollment programs
 - Additional academic support services, including tutoring, mentoring, college application assistance
 - Create CCR teams
 - Comprised of faculty and counselors/advisers from the community college and high school, a CCR Coordinator from the community college, and other members as determined by the high school and college. The teams may include, for example, local business or civic leaders.
 - CCR teams will develop intervention strategies:
 - Use Readiness Rx to develop contract with each student for remedial or advanced coursework to be taken during the senior year.
 - Monitor student progress
 - Provide readiness support services
 - Retest students in spring 2008 to assess progress and college readiness.
 - d. ICCB will work with participating community colleges and high schools to develop an appropriate evaluation process to measure effectiveness of intervention strategies, including:

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- Baseline data for each participating school
 - Baseline data for the Illinois system
 - Comparison of ACT scores from March 2007 to March 2008
 - Student enrollment in college in fall 2008
 - Placement in developmental/regular courses of CCR students in fall 2008.
 - Retention of CCR students in spring semester 2008
- e. ICCB will work with participating community colleges and high schools to establish operational processes and budget for CCR pilot programs, including:
- Employment of CCR Coordinator at each community college site
 - Budget
 - Creation of CCR teams, resources, and partnership agreements
3. Second Year: high school Class of 2009
- a. Analyze courses at three new community college sites
 - b. Undertake intervention strategies through CCR teams with students in Class of 2009
 - c. Monitor/assist 2008 CCR graduates in college
4. Third year: high school Class of 2010
- a. Analyze courses at five new community college sites
 - b. Add CCR teams at three new sites (from year two)
 - c. Undertake intervention strategies through CCR teams with students of Class of 2010 at seven sites
 - d. Monitor/assist students from classes of 2008 and 2009 in college.

Illinois Community College Board

**IL COMMUNITY COLLEGE TRUSTEES ASSOCIATION,
PRESIDENT'S COUNCIL, AND BOARD OF HIGHER
EDUCATION CALENDAR YEAR 2008 SCHEDULES**

JANUARY 2008

Illinois Presidents Council meetings
Date and location TBA

FEBRUARY 2008

Illinois Presidents Council meetings
Date and location TBA

February 5
Primary election

February 10-13
National Legislative Summit
Wardman Marriott Hotel, Washington, D.C.
Sponsored by the Association of Community College Trustees and the American Association
of Community Colleges

February 11
ICCTA board/committee meetings
Wardman Marriott Hotel, Washington, D.C.

MARCH 2008

March 14
Illinois Presidents Council meetings
Oak Brook Hills Hotel, Oak Brook

March 14-15
ICCTA seminar and board/committee meetings
Oak Brook Hills Hotel, Oak Brook

APRIL 2008

ICCTA Lobby Day

Date to be announced

ICCTA committee/board meetings

Date to be announced

Illinois Presidents Council meetings

Date to be announced

April 5 - 8

American Association of Community Colleges' annual convention
Philadelphia, Pennsylvania

MAY 2008

ICCTA Lobby Day

Date to be announced

ICCTA committee/board meetings

Date to be announced

Illinois Presidents Council meetings

Date to be announced

JUNE 2008

June 5

Illinois Presidents Council meetings
Springfield

June 6-7

ICCTA annual convention and Board of Representatives meeting
Springfield

Illinois Community College Board

**PROPOSED ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING ELIMINATION OF EXAMINATION OF PATRIOTISM
FROM PROGRAM REQUIREMENTS**
(Future Consideration)

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 offered for discussion purposes at this time and will be presented in November for initial approval.

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~~

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- 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.~~