

Illinois Community College Board

386th Meeting Agenda and Materials

January 28, 2010

Lincoln Land Community College
Workforce Development Center
2450 Foundation Drive
Springfield, Illinois



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Revised
Agenda 386th Meeting of the
Illinois Community College Board
Lincoln Land Community College
Springfield, IL

January 28, 2010

Committee Meetings

Monday, January 25 at 12:45 p.m. - *Academic Affairs and Student Relations* - via conference call
Wednesday, January 27 at 9:00 a.m. - *Budget and Finance* - via conference call
Wednesday, January 27 at 5:15 p.m. - *External Affairs* - Harry L. Crisp II Community College Center

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BUDGET AND FINANCE COMMITTEE

Committee discussion for January:

- Financial Statements: Fiscal Year 2010
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds
- Fiscal Year 2010 System Budget Issues/Update
- Working Cash, Revenue Anticipation Warrants, and debt instruments

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Black Hawk College

- ▶ Logistics & Warehousing Certificate (33 credit hours)

Heartland Community College

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

Highland Community College

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

Kankakee Community College

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

Carl Sandburg College

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

Wilbur Wright College

- ▶ Medical Assistant Certificate (33 credit hours)

BACKGROUND

Black Hawk College is seeking approval to offer a 33 credit hour “Logistics & Warehousing” Certificate. This program will prepare individuals for entry-level employment logistics technicians. The curriculum consists of career and technical education coursework in business, business law, professional communications, beginning warehousing and logistics, plant safety in warehousing, logistics and warehousing technology, warehousing workplace skills and warehouse management systems. Assessment of student learning objectives will be achieved through a comprehensive final exam and a team project evaluated by program faculty. Labor market information provided by the college supports the interest in and the need for a training program that meets the needs of local

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employers in this field. The college currently offers a related 10 credit hour certificate program that is being revised and will ladder into the proposed 33 credit hour certificate program. The college anticipates an enrolment of four (4) full-time and six (6) part-time students the first year, increasing to five (5) full-time and 10 part-time by the third year. The program will require one (1) new full-time and four (4) existing part-time faculty the first year. Qualified faculty will hold a bachelor's degree and work experience in a related field. Classroom and warehousing facilities, as well as equipment and computer software are adequate and in place from the existing program. Costs of implementing this program will be approximately \$5,000 per year during the first three years. The program will also be partially supported with funds acquired through a Department of Labor Community Based Job Training Grant.

Heartland Community College is seeking permanent approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree and a related 44 credit hour Certificate program in "Laborer Apprentice". The programs were granted temporary approval on March 31, 2006. The programs will prepare individuals for entry-level and journey-level employment as union-affiliated laborers in a variety of construction settings. The Certificate curriculum consists of four (4) credit hours of required general education coursework, and 40 credit hours of required career and technical education coursework. A.A.S. degree curriculum builds on the certificate to include an additional 16 hours of general education coursework. The career and technical component of each curriculum includes instruction in craft orientation and safety training, mason tending, concrete practices and procedures, asphalt technology and construction, asbestos abatement, pipelaying, blueprint reading, basic surveying, bridge construction, AGC hazardous waste removal, and a work-based learning experience in construction labor. The curricula were originally developed in collaboration with the Illinois Laborers & Contractors Joint Apprenticeship and Training Program through the Great Planes Council, and has been approved by the U.S. Department of Labor-Bureau of Apprenticeship Training. Assessment of student learning objectives is achieved through the evaluation of the student's performance during the required work-based learning experience.

Labor market information provided by the college continues to support the interest in and the need for the college to offer a certificate and degree program for existing and new union labor apprentices. Due to union scheduling and logistics conflicts, no new students have been enrolled in the programs during the temporary approval period, however, the college and the Great Planes Council have tentatively enrolled a new cohort of 15 students for Fall 2010. All classroom facilities are adequate and in place. Career and technical education coursework will be taught utilizing Great Planes Council union members, facilities and equipment as necessary. There are no new costs associated with instruction. All adjunct faculty are Journey-person certified for their specific trade. New costs associated with the operation of this program are approximated at \$800 the first year, and \$500 per year during the second and third years.

Highland Community College, Kankakee Community College, and Carl Sandburg College are seeking approval to offer the 64 semester credit hour Associate of Arts in Teaching (A.A.T.) Early Childhood Education Statewide Model Curriculum. The 60-64 semester credit hour model curriculum consists of 40-42 semester credit hours of general education coursework, and 18-22 semester credit hours of professional and early childhood education coursework. The proposal

meets the model guidelines endorsed by the Illinois Community College Board and the Illinois Board of Higher Education.

Wilbur Wright College, one of the City Colleges of Chicago, is seeing approval to offer a 33 credit hour “Medical Assistant” Certificate. This program will prepare individuals for entry-level employment as medical assistants in a variety of healthcare settings. The program was developed in collaboration with Erie Family Health Center and Association House of Chicago and meets the needs of both local employers, as well as prepare individuals for industry certification, and, provides career ladder opportunities for Certified Nursing Assistants within the district. The curriculum consists of career and technical education coursework in first aid, medical terminology, medical law and ethics, introductory and intermediate level medical assisting clinical procedures, administrative procedures, fundamentals of billing and coding, pharmacology, medical professional development, and a required medical work-based learning experience. The program will prepare graduates for the Certified Medical Assistant (CMA) credentialing exam available through the Commission of Accreditation of Allied Health Education Programs (CAAHEP), upon approval by the American Association of Medical Assistants (AAMA). Assessment of student learning objectives will be achieved through a comprehensive final exam required prior to the start of the student’s work-based learning experience.

Labor market information provided by the college supports the interest in and the need for a formalized training program for entry-level medical assistants within the college’s district. According to the Illinois Department of Employment Security (IDES), growth in the demand for “medical assistants” is expected to increase by 47.52 percent statewide through 2016. The college anticipates an enrollment of 30 full- and part-time students the first year increasing to 90 full- and part-time students by the third year. One (1) new full-time and three (3) new part-time faculty will be required during the first year of the program. Qualified full-time faculty will hold a minimum of an associate’s degree in medical assisting, certification by nationally recognized credentialing organization, and have at least one year’s work experience in an ambulatory health care setting performing medical assisting duties. Classroom facilities are adequate and the college plans to use clinical facilities through its partners for internship experiences. Costs of implementing this program will be approximately \$85,000 the first year, \$105,000 the second year, and \$135,000 the third year. Budgetary costs include the hiring of additional faculty, as well as the purchase of equipment during the second and third years.

TEMPORARY PROGRAM APPROVAL

Danville Area Community College

- ▶ Culinary Arts Certificate (30 credit hours)

Moraine Valley Community College

- ▶ Emergency Medical Services A.A.S. degree (61 credit hours)

BACKGROUND

Danville Area Community College is seeking temporary approval to offer a 30 credit hour “Culinary Arts” Certificate program for a period of two (2) years. This program will prepare individuals for entry-level employment in food service. The curriculum consists of career and

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technical education coursework in food sanitation and safety, culinary essentials, culinary methods and principles, introductory and intermediate bakeshop skills, salads/sandwiches/hors d'oeuvres, stocks/sauces/soups, meats/poultry/fish/eggs, vegetables/starches, nutrition and menu planning. The food sanitation and safety course will prepare individuals for certification available through the Illinois Department of Public Health (IDPH). Assessment of student learning objectives will be achieved through a comprehensive final paper/project evaluated by program faculty. The college anticipates an enrollment of 16 students per year. While interest by secondary students and existing food service employers is high, the college is requesting temporary approval to continue monitoring the need for entry-level training. *Permanent approval will be considered after a period of two (2) years based on program outcomes.*

Moraine Valley Community College is seeking temporary approval to offer a 61 credit hour Associate in Applied Science (A.A.S.) degree in "Emergency Medical Services" for a period of three years. This program will prepare individuals for entry-level employment as Emergency Medical Technician Paramedics (EMT-P) as well as for advancement opportunities presented to existing EMT professionals. The college currently offers EMT-Basic level training and has collaborated with Christ Hospital to provide the paramedic level training proposed. The curriculum was developed according to the National Standard Curriculum for Paramedics as outlined by the National Highway Traffic Safety Administration and will prepare graduates for taking the Illinois Department of Public Health (IDPH) licensure exam for EMT-Ps, as well as the National Registry of Emergency Medical Technicians exam for individuals who may seek employment out of state. The curriculum consists of 19 credit hours of required general education coursework, 33 credit hours of required career and technical education coursework, and nine (9) credit hours of related technical electives. The career and technical component of the curriculum includes instruction in medical terminology, anatomy and physiology, emergency medical technician-basic (EMT-B), intermediate (EMT-I) and paramedic (EMT-P) training, basic trauma life support, pediatric healthcare, advanced cardiac life support and an EMT work-based learning experience. Assessment of student learning objectives will be achieved through a comprehensive final examination and skills observation/evaluation conducted by program faculty.

Labor market information provided by the college supports the interest in and the need for a degree program for EMT-Ps within the college's district. The college previously offered a related EMT certificate program that maintained steady enrollment and completion. The proposed degree program was developed in part because of increasing interest by returning and new students and would replace the existing certificate once approved. The college anticipates an enrollment of 30 students the first year increasing to 60 students by the third year. The college is requesting temporary approval for a period of three (3) years to respond to the immediate training needs of local allied health service providers, as well as to monitor the continued need for such a program after a few years in operation. *Permanent approval will be considered after a period of three (3) 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

Black Hawk College

- ▶ Logistics & Warehousing Certificate (10 credit hours)

College of DuPage

- ▶ Real Estate Property Management Certificate (21 credit hours)

Prairie State College

- ▶ Firefighter III Certificate (6 credit hours)

Wabash Valley College

- ▶ Biofuels Certificate (16 credit hours)
- ▶ Industrial Leadership & Organization Certificate (16 credit hours)

Temporary Program Approval

Lake Land College

- ▶ Geospatial Technology Certificate (17 credit hours)

Harold Washington College

- ▶ Computerized Medical Billing/Coding Certificate (10 credit hours)

Illinois Community College Board

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

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

During fiscal year 2009, Kishwaukee College underwent in-depth recognition evaluation. The college submitted a thorough self evaluation, ICCB staff conducted internal evaluations of all required college documents and a college site visits was conducted. This agenda item not only presents the staff recommendations for the college 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 district:

Kishwaukee 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. 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,

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when a college is “out of compliance”, or otherwise advisory. On an overall, global basis, there are three categories of recognition status:

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

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

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

Evaluation for the districts included in this item have been completed through receipt of responses to the districts’ draft reports. The responses include the districts’ planned action for the compliance recommendations as well as reactions to advisory (quality) recommendations when the districts 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 reports, including direct responses, are externally attached for Board members only.

College districts included in fiscal year 2009 recognition evaluations are: Illinois Central, Illinois Valley Community College, Lincoln Land Community College, John A. Logan College, McHenry County College, Morton College, Rend Lake College, Shawnee Community College, William Rainey Harper College.

Fiscal year 2009 was the fourth 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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UNAPPROVED

Minutes of the 384th meeting of the
Illinois Community College Board
Carl Sandburg College
Galesburg, IL

November 20, 2009

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the September 18, 2009 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Allison Ray called roll with the following members present: Guy Alongi, Suzanne Morris, James Dumas, Rudolph Papa, Tom Pulver, Judy Rake, Jake Rendleman, and Melissa Gamber, Student Member. Addison Woodward was absent. Ms. Ray declared that the Board had a quorum.

Item #2 - Announcements and Remarks by Board Chair

Chairman Alongi stated the Illinois Community College Board would like to take this opportunity to thank President Thomas Schmidt and the Board of Trustees here at Carl Sandburg College for hosting this meeting today. I would also like to congratulate Dr. Lori Sundberg, who will become Carl Sandburg College's sixth President when President Schmidt retires.

The Board is very proud of the programs offered to the students at this college and equally proud of the rich traditions this institution has with the communities of this district.

The fiscal problems facing this state at the present time are huge. In a conversation with the comptroller's office on Wednesday, the system is owed over \$73 million dollars. All colleges have received their first quarter base operating payment, but are still owed the first quarter equalization payment. Also, now their second quarter base operating and equalization payments are due and payments for this may not be paid before February 2010.

We have heard loud and clear the financial problems facing our small colleges due to the lack of payments and now we are hearing from our medium-sized colleges about their cash flow problems. Some colleges have borrowed from their tax warrants and even expended all their working cash.

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Many are having a difficult time just meeting payroll, not to mention delaying payments to local vendors. It won't be long until our large colleges begin to have fiscal problems because of the declining EAV in fiscal year 2010 and 2011.

My message should be clear to all colleges, you need to spend your money wisely and not spend it on items that are not necessary. The problem will only get worse in the coming months. Recent meetings with the Governor's Office have indicated that revenue in past quarters is below projected amounts and unemployment is now at 10.2 percent state wide, with some analysis projecting unemployment to cap around 8.5 percent in the state.

I urge all colleges to examine every line item and find ways to save. This is a crisis and we will not work our way out of this anytime soon. This was not created overnight and will not go away overnight.

I was interviewed last week by one of my local newspapers and I stated that five things have to happen to get us out of the mess we are in.

1. The state must find new revenue.
2. Budgets cuts will be necessary.
3. Community Colleges will have to raise tuition.
4. Community Colleges will have to raise property taxes.
5. Community Colleges may have to cut services and possibly look at capping enrollments resulting in turning students away. The bottom line is everyone will have to share in the pain.

The real problem is that enrollment and credit hours have exploded at our colleges and the base operating reimbursements have not increased to reflect the enrollment and credit hours generated. We are working on 1999 funding levels with inflation factored in.

I wish I had better news and please take heed to my comments. We are in the worse financial crisis in the state's history.

Item #3 - Board Member Comments

Jake Rendleman thanked President Thomas Schmidt and the Carl Sandburg College Board of Trustees for hosting the Board meeting. Mr. Rendleman also stated that he agreed with Chairman Alongi's comments.

James Dumas thanked Carl Sandburg College for hosting the Board.

Suzanne Morris reiterated Chairman Alongi's comments and also stated that enrollments are in danger of being capped which would result in hurting the community college constituency, mostly the poor and academically challenged students. If the situation does result in curtailment of

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enrollments, Ms. Morris would like to see the colleges and the ICCB develop a process or plan, so that the students will continue to be served.

Rudy Papa thanked Carl Sandburg College for hosting the Board meeting. Mr. Papa also echoed Chairman Alongi and Ms. Morris' comments. He also stated that it was time to roll up our sleeves, start dreaming, and find a way out of the current fiscal crisis.

Tom Pulver thanked everyone at Carl Sandburg College and continued Mr. Papa's comments that we have a dream, we have the awareness, and now we need to come up with a plan of action. The entire state needs to come together to fix whatever we can.

Judy Rake thanked Carl Sandburg College for hosting the Board meeting. The time has come to find solutions and it will take everyone sitting at a table together to examine the number of cuts being made.

Melissa Gamber thanked Carl Sandburg College for hosting the Board meeting. She also thanked Chairman Alongi for his comments and hopes that despite the financial problems the colleges are facing, the colleges will come out stronger and the situation will perhaps bring everyone together.

Item #5 - Remarks by Mr. Thomas Schmidt, President, Carl Sandburg College

President Schmidt welcomed everyone to Carl Sandburg College. Mr. Schmidt introduced Carl Sandburg College Board Chair, Jon Sibley.

President Schmidt discussed Carl Sandburg College's adherence to policy governance. He also spoke about his time spent at other community colleges throughout the state as a graduate of College of DuPage and working for three of the system's colleges, his role as Chief Financial Officer.

President Schmidt addressed the current fiscal situation facing the state and the community college system. President Schmidt endorsed Chairman Alongi's comments and stated, "That the brief conversation that just occurred, has been the best and clearest conversation that he has heard in response to the fiscal stress. The ICCB has responded to the situation by first defining the problem." President Schmidt is gratified, enthused, and optimistic by hearing the current conversation and truly believes that the community college system will survive the situation. The challenge is to look at this as an opportunity.

Item #7.4 - Presidents' Council

President Thomas Schmidt congratulated all individuals, many students and trustees amongst them, for participating in the MAP rally that recently took place in Springfield. Many Presidents and board of trustees members authored editorials which generated support for MAP.

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The Presidents' Council recently endorsed the Clear Connections project supported by Women Employed. This project will assist high-risk students at the colleges with wrap around services, ensuring student success.

The Illinois Community College Sustainability Network was a recipient of a \$1 million grant from the Illinois Department of Commerce and Economic Opportunity. The money will be distributed to the colleges based on the initiatives at each college.

President Vernon Crawley of Moline Valley Community College, was recognized as the Chief Executive Officer of the Year by the Association of Community College Trustees. This is an extraordinary accomplishment and well-deserved award.

The Presidents' Council will continue its work with the Illinois Board of Higher Education Public Agenda. The Council pledges to continue to work towards the four goals of the Public Agenda.

President Schmidt serves as the chair of the Administrative Services Committee for the Presidents' Council and has recently been working with Dr. Karen Hunter Anderson of ICCB by investigating a grant through ARRA funding which could provide life for a statewide wireless network.

Item #5 - Remarks by Mr. Thomas Schmidt, President, Carl Sandburg College

At this time, President Schmidt introduced, Samuel Sudhakar, Vice President of Administrative Services and Chief Information Officer for Carl Sandburg College (CSC). President Schmidt asked Mr. Sudhakar to present an example of how a wireless network could be set-up throughout the state of Illinois, because CSC has established such a network throughout its district.

Mr. Sudhakar was pleased to present to the ICCB and thanked everyone for the opportunity. CSC developed EduNet, a broadband, wireless area communication network designed for the purpose of transmitting/receiving data, internet, audio, and video traffic. EduNet started in 2002 and is owned and operated by CSC in partnership with the 21 K-12 school districts within the CSC district. Currently, the network covers 3,000 square miles and was completed in November 2005. Mr. Sudhakar gave a brief history of EduNet's creation and how the college worked with local businesses, townships, and schools to keep costs as low as possible. CSC discovered throughout the course of EduNet's creation that they were the first in the nation to have such a network and EduNet also won the ICCTA Innovation Award for 2005.

The network provides the sharing of teachers between school districts and there are currently 1,000 private residents receiving internet services. EduNet has applied for \$1.87 million of federal stimulus money for 2009 and recently received a commitment letter granting \$187,000 from the state of Illinois. These funds will be used to further expand the current network in the areas of bandwidth and coverage area by providing expanded services to all residents within the district.

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Item #4 - President/CEO Report

Geoff Obrzut thanked President Schmidt and Chairman Sibley for hosting the Board meeting. He also congratulated Carl Sandburg College on their success with EduNet.

Thanks were also extended to Chairman Alongi; Jake Rendleman; and Ellen Andres, ICCB Chief Financial Officer, for attending the higher education budget meeting with the Governor's Office of Management and Budget.

Recently, Mr. Obrzut attended a Cabinet meeting which resulted in requests for all state agencies to submit contingency plans that detailed a possible five day layoff plan and an additional 3 percent reserve on office operation budgets for fiscal year 2010.

Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support; Jennifer Foster, Senior Director for Adult Education and Family Literacy; and Mr. Obrzut will attend a meeting on Monday and in late December, with federal officials from the Office of Vocational and Adult Education. The meeting on Monday will be held at Lewis and Clark Community College.

Julie Smith, from Governor Quinn's office, has notified Mr. Obrzut that the first meeting of the P-20 Council will be held soon. Former Senator Miguel del Valle will chair the P-20 Council, Mr. Del Valle also serves on ICCB's Latino Advisory Council. Ray Hancock from the Illinois Community College System Foundation, will serve on the Council and Mr. Obrzut will serve in an ex-officio capacity.

Mr. Obrzut distributed the draft copy of the ICCB Newsletter. There will be a few minor changes made within the next week and then the newsletter will be distributed via email to the Illinois Community College System, state officials, and legislators.

Mr. Obrzut showed pictures of the progress being made on the construction of the Harry L. Crisp II Community College Center.

Congratulations were awarded to Vernon Crawley, President of Morraine Valley Community College, for being named the Chief Executive Officer of the Year.

Chairman Alongi was recently featured in an article in the Southern Illinoisian, discussing the state's fiscal situation and its impact on community colleges.

Labor negotiations have stalled and both sides are scheduled to meet in the near future with a federal mediator.

The ICCB Executive Staff holiday party will be held Wednesday, December 9.

Item #6 - Committee Reports

Item #6.1 - Budget and Finance

Ellen Andres, ICCB Chief Financial Officer, and Michael Monaghan, Executive Director of the Illinois Community College Trustees Association (ICCTA), discussed the State budget and how it affects the Illinois Community College System. They have both talked to the Council of Community College Presidents and the ICCTA about this same issue.

Mr. Monaghan reported that the State's fiscal situation has worsened and reached crisis level. Over the last two years, the State's revenues have been shrinking, especially the General Revenue Fund (GRF). The GRF is used to pay for most state operations, including base operating grants for the community colleges. In the past couple of years, the State has been operating anywhere from \$30 - \$31 billion GRF per year. In fiscal year 2008, the receipts into the GRF reduced to about \$29 billion. Mr. Monaghan reported that fiscal year 2009 GRF receipts were at \$29 billion, but expenditures remained at \$30-\$31 billion. Fiscal year 2010 faced numerous problems, in conjunction with general economic downturn, and the GRF budget was estimated to be only \$26 billion. The fiscal year 2010 budget relies heavily upon borrowing in order to maintain expenditures. The State is borrowing money from the pension funds and borrowing from vendors by creating a delayed payment cycle, which is currently 105 business days. It appears that the state, thus far, has failed to generate the needed revenues to fund the GRF, with some sources indicating that projected revenues may only total \$22 billion when \$26 billion is needed and as Mr. Monaghan reiterated, the state is operating on \$31 billion in services.

Ms. Andres reported that the Governor has relied on short-term borrowing to supplement the GRF, but these funds must be paid back within the same fiscal year that they were issued. Currently, \$2.25 billion in short-term loans and an additional \$8 million in interest must be paid back by June 30, 2010. The payments will be due beginning in March, 2010.

Mr. Monaghan emphasized that his concern is explaining to the trustees why this is happening and how it will impact their individual boards and colleges.

Ms. Andres explained how state payments work and how it affects college receipts. By statute, grant payments cannot be made until the middle month of each quarter. Coupled with the 105 business day delay, it may be January before a college receives a payment from a voucher sent to the Comptroller in August. One sent in November may not be received until April. This timing can be further impacted by the short-term loans the state secured. Starting in March, the state must begin to repay the \$2.25 billion it borrowed last year. Repayment of the short-term loans will become top priority, and all incoming revenue will go towards those payments. If the state does more short-term borrowing or frees up some revenues when pension bonds are sold, payments could be caught up or the payment cycle could be decreased. However, it has become a concern that the colleges may only receive their first two quarterly payments for fiscal year 2010.

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Ms. Andres reminded the Board that this is not considered a cut, but a delay in payments. However, districts that receive the majority of their funds from the State, may have trouble borrowing against other funds or have enough of a fund balance to make up for the loss in State revenues this year. Most of these districts rely heavily on equalization grants. By statute, a college may borrow against anticipated revenues and issue working cash bonds. However, this is all done at a cost. If the college borrows from working cash, it may have to be paid back before State revenues are even received.

Currently, some colleges are fearful of not being able to meet payroll obligations. Another problem is that it is unaffordable for a college to grow. The enrollments are growing, but student tuition is only one-third of the cost and the State and local funds are staying level or decreasing. Unfortunately, colleges have reported that some students have been turned away. In discussions with presidents and trustees, Ms. Andres found that in order to meet the needs of their students, some colleges have implemented furlough days, renegotiated contracts to freeze pay increases, negotiated one year contracts with pay freezes, laid off faculty and staff, closed programs and some off site locations, and in some instances, have even capped enrollment.

Chairman Alongi asked if there was another round of a federal stimulus would that help the colleges?

Ms. Andres replied that there have been rumors of such, but nothing definite has been discussed with the State. Federal stimulus also brings up the issue that the fiscal year 2010 budget was dependent upon about \$1.8 billion in federal funds. That equates to about \$7 million in federal stimulus money for the community college system, and that will not be available in fiscal year 2011, unless a second stimulus is approved by Congress. If there are no stimulus funds for fiscal year 2011, we may receive a \$7 million reduction.

Chairman Alongi stated that the ICCTA has done an excellent job reaching out to its constituents and informing them about the situation. He also asked Mr. Monaghan what we can do to try and reach those trustees that may not hear or understand what is taking place?

Mr. Monaghan felt that the ICCTA has done a variety of things to reach all of the trustees, and they will continue to emphasize ways to get through fiscal year 2010. He stated fiscal year 2011 will be much harder. The ICCTA would like for each district to evaluate their needs and begin to prepare for the impact of the fiscal year 2011 budget. Many colleges' fiscal year 2011 budgets will also be affected by the declining equalized assessed valuations (EAV) of homes in the state. Mr. Monaghan stated that the EAV is decreasing, especially in the six county region of the northeastern part of the state. He said, "Yes, we have a problem today, but if you think this is bad, just wait for next fiscal year."

Suzanne Morris asked that as the districts are dealing with their individual financial situations, is there any concern about the quality, offerings, and standards that the ICCB has set for the system across the state? Also, Ms. Morris said that she realizes that the trustees do not want the "State" involved in making decisions about local quality or program

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offerings, but she wondered if the ICCB can provide some leadership or guidelines. As necessary reductions are made, she wants to ensure the level of education and the offerings are at a certain standard.

Barb Oilschlager, President of ICCTA and a member of the College of Lake County Board of Trustees, stated that her perception is that until the last ICCTA meeting, many trustees throughout the state did not have an appreciation of where the colleges stand as far as state receipts and future funding issues.

* * * * *

Extensive discussion took place on the topic of the condition of the state's financial situation and the possible affects of the situation upon the Illinois Community College System. The discussion resulted in the following:

Tom Pulver made a motion, which was seconded by James Dumas, to approve the following motion:

The staff from the Illinois Community College Board and the Illinois Community College Trustees Association will, within 120 days, contact every community college President and Board Chair to offer to speak to their college individually and in detail regarding the Illinois financial crisis and the long-term affects on the system.

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

* * * * *

Item #6.2 - Academic Affairs and Student Relations

Tom Pulver reported that the Developmental Education Advisory Committee held its second meeting and discussed Common Core, American Diploma Project, and other state initiatives. The meeting held in October outlined the role, function, and structure of Common Core and how it fit with developmental education. The committee reviewed outcomes for developmental education courses that had been submitted by the colleges. The next step is to develop faculty work teams, go through common core, and back map to developmental education to create outcomes. Faculty members from IMAC, community colleges and professional organizations will form the work teams.

Illinois Articulation Initiative (IAI) - Currently there is a lot of attention to transferring courses at an accurate level. There have been meetings with the Illinois Board of Higher Education to agree on three-four classes to transfer. We would like to become more aggressive regarding transfers and may need to pursue legislation. Consistency among the four-year institutions and what they will accept for transfers was discussed. A five-year

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review will be conducted soon and will focus upon identifying issues. Consideration is underway to utilize an automated system with I-transfer to evaluate a random sample of courses. The next Chief Academic Officers, as well as the next Presidents' Council meeting, will address transfers and IAI.

Student Advisory Committee (SAC) - Student Board member Melissa Gamber created a letter for all student trustees. The letter was targeted toward those who were not in attendance at SAC meetings and informed the members about SAC, including topics discussed and encouragement to participate. She also created a letter for advisors informing them about the importance of participation of their SAC members.

Veterans' Affairs - There is new Veteran's legislation requiring all public colleges and universities to have available on their websites all services that are provided to veterans, military personnel, and their dependents, along with contact information for those services. The legislation also requires a Coordinator of Military Personnel Support Services to be named by February 7, 2010, for every college. ICCB, along with the Chief Student Services Officers, also created a universal veterans logo that all of our colleges can use so veterans may easily identify on any community college website veterans information. Links to all community college Veterans Services surveys will be posted on the ICCB website.

Joyce Foundation - The next cross-site meeting will be held December 15-16 in Chicago and will focus upon data and communication. We are exploring options of TANF and FSET funds to assist with funding bridge students.

America Recovery and Reinvestment Act (ARRA) - There was a total of \$500 million allocated for adult WIA training and Illinois received \$26 million of those funds in two grants. The first was a State Energy Sector Training Grant for \$6 million and two colleges presented proposals for additional funds. Danville Area Community College submitted a proposal for wind energy and Parkland College presented one for energy efficiency. The second grant was WIA sector-based and is expected for early December approval. A total of 18 colleges have submitted proposals to the Department of Commerce and Economic Opportunity.

Item #6.3 - External Affairs

Jake Rendleman reported that Steve Morse has been working with Shannon Woodworth and ICCB Executive staff on the new ICCB newsletter. The newsletter will appear quarterly.

There have recently been several interviews with various news media on student enrollments and on adults returning to college.

A discussion took place regarding upcoming training for the new laws affecting the Freedom of Information Act and the Open Meetings Act. Jake Rendleman reported that he had attended a seminar on the new laws that was sponsored by the Illinois Community College

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Trustees Association. The seminar was very informative and well done.

Three legislative proposals have been presented to the Governor's Legislative Affairs staff for review. The review is required for state agencies, boards, and commissions if they intend to initiate any legislation. The proposed legislation includes:

1. Revising the qualifications for colleges receiving Equalization grants. The proposal requires a college's tuition to be at least 70 percent of the statewide average for tuition and standard fees, instead of the current 85 percent, or that a college's tuition makes up at least 30 percent of its total revenue. The ICCB voted on making this change at its Board meeting in March 2009.
2. Making monthly payments, instead of quarterly payments, for base operating grants and equalization.
3. Removing the provision that allows expenses incurred by a non-voting student member of the Illinois Community College Board to be provided by advance payment. Remove a provision that provides the members of advisory committees of the State Board shall be reimbursed for expenses.

The deadline for submitting legislative proposals to the Governor's Office was November 16. Private groups/organizations may initiate legislation that will affect the ICCB or the colleges at any time without consultation.

Item #6.4 - Personnel and Evaluation

The Personnel and Evaluation Committee met during Executive Session.

Item #6.5 - Strategic Planning

Tom Pulver reported that recommendations for two ongoing initiatives of Strategic Planning will be addressed during this meeting and include the Adult Education Strategic Plan and the Latino Advisory Committee Report. These two initiatives, along with the IBHE Public Agenda, are comprehensive and collaborative and represent the priorities that this Board has established which include postsecondary accessibility, successful transitions, and addressing the skills gap to provide an educated workforce to improve the state's economic development. There are concerns that, with the serious deficit in the state budget and further cuts to state agencies, it will become increasingly difficult for the ICCB to implement these much needed strategic plans and equally difficult for the colleges to follow through with the recommendations. We applaud any efforts made by the colleges and staff to keep the system moving forward, despite the limitations presented by the budget.

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Faculty Association

Tom Pulver reported that the 2009 Teaching and Learning Excellence Conference was held on October 8 and 9. Approximately 115 people registered for the conference, representing 22 colleges and the ICCB. Waubensee Community College sent the most faculty and Elgin Community College second.

Four tracks were offered, including Pedagogy/Assessment, Community Outreach, Technology, and Related Topics. Twenty-five concurrent sessions were scheduled, in addition to the Opening Session, Delegate Assembly, Luncheon Program, and Raffle/Door Prizes. Dr. John Avendano, President of Kankakee Community College, presented a thoughtful and compelling keynote address, "The Changing Face of Community Colleges."

Six scholarships were presented to Carolyn Gehrke, Elgin Community College; Evelina Iskra, Elgin Community College; Run Jin You, Illinois Valley Community College; Ethan Hobart, College of Lake County; Darwin Gordon, Kennedy-King College; and Elisha McDowell, Rend Lake College. Two Faculty Grants were presented to Jacque Mott, Harper College and Bill Clem, Waubensee Community College. Two Faculty Awards were presented: 2009 Outstanding Faculty Member Award was presented to Jay Cohen, Accounting Chair, Oakton Community College and a plaque of appreciation was presented to the family of Joe McCaulley, Art Professor, Heartland Community College, in recognition of Joe's service to Heartland Community College and the Bloomington-Normal community.

Approximately 36 people took advantage of the Certified Professional Development Credit which was offered for the first time.

Overall, the conference was a success. The ICCFA would like to express appreciation to the ICCB Board, the ICCTA, and the community college Presidents who paid ICCFA 2009 dues. We would also like to express our appreciation to Dr. Elaine Johnson and her staff for all the hard work, time, and commitment to the ICCFA and faculty members.

The 2010 Teaching and Learning Excellence Conference will be held on October 21 and 22 at the Crowne Plaza Hotel, Springfield.

The ICCFA recently added David Seiler, Lake Land College, and Bruce Myers, Kankakee Community College, as Executive Committee members. Congratulations to both.

Item #7.2 - Illinois Community College Trustees Association

Barb Oilschlager reported that trustee attendance at the last meeting set an all-time record high, which speaks well for the colleges.

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A new public relations campaign is set to begin. New billboards throughout the state, donated by the billboard association, will feature the new slogan “Community colleges, the key to Illinois’ economic future.”

Tom Bennett, Chair of the Association of Community College Trustees (ACCT), will be honored at the ICCTA meeting on March 12-13 in Oak Brook.

The September letter to the editor was printed in over 500 newspapers throughout the state. The letter was distributed by numerous trustees.

Ms. Oilschlager distributed a document she created to highlight the different activities she and the ICCTA staff have been involved in since she took over as President.

The next ICCTA meeting will take place in conjunction with the ACCT National Policy Seminar in Washington, D.C. on February 8-9, 2010. ICCTA Lobby Day will be May 4-5 in Springfield.

Item #7.3 - Student Advisory Committee

Melissa Gamber reported that the MAP Rally was held October 15 and participation numbers were phenomenal. Students from 21 community colleges were in attendance.

The last SAC meeting was November 13-14 in Chicago and 24 students attended. Ms. Gamber has been reaching out to students and colleges that currently do not participate in SAC meetings. Meeting highlights included a roundtable discussion regarding the American Diploma Project. Five committees met and discussed what to do for Student Advocacy Day, planning of the awards banquet, progress on the outreach project, and IAI concerns.

The student position that was created to increase communication between the ICCTA and SAC is working very well. There was also discussion regarding moving the date of student trustee elections from April to the middle of March, in order to allow the new student trustee an adjustment period with the incumbent, in order to provide a smoother transition.

Item #7.5 - Illinois Community College System Foundation

Ray Hancock reported that the ICCSF works very closely with the numerous college foundations and will also hold a meeting at the March 12-13 ICCTA meeting. Topics to be addressed include the loss of funds due to the economic downturn.

The Purchasing Consortium continues to grow after three years of operation.

The ICCSF has entered a partnership with Energy Systems Group, an engineering firm based in Illinois. They offer energy and engineering audit services/consulting to the colleges.

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The ICCSF building project is progressing nicely and Mr. Hancock appreciates the cooperation of all involved.

The ICCSF is seeking a partnership with a private foundation.

Mr. Hancock has been appointed to the P-20 Council and feels that it will be a powerful force for education in the state of Illinois. Mr. Hancock has worked in all levels of education and feels he is well qualified to serve on the Council.

Mr. Hancock presented three groundbreaking shovels from the ICCSF "Raising the Roof" ceremony that was held on September 11, 2009 to Chairman Alongi, Geoff Obrzut, and Tom Pulver.

Item #8 - Adult Education Strategic Plan

Jennifer Foster, Senior Director for Adult Education and Family Literacy, presented to the Board the Adult Education Strategic Plan that has been developed over the past several months. Ms. Foster gave a brief history on the Adult Education Strategic Plan and its various components, including funding, resources, the various learners that would benefit, and the strengths of the established Plan.

Adult Education continues to serve the needs of the Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) populations. Efforts in Family Literacy will continue under the new Plan, as it has been extremely successful. Evidence Based Reading Research and transitions and bridge programs will also continue. All federal performance targets have been and will continue to be met. National recognition has been met in the areas of data collection, GED-I system, distance education, professional development, content standards, and partnering ventures. One of the key needs outlined in the Plan is middle skill job training, which will allow students to thrive in this economy.

The need for change in Illinois is great, over 1.4 million individuals in the state of Illinois are without a high school diploma, 66 percent of the adult basic and adult secondary learners in the state function at an eighth grade reading level or below, and 79 percent are ESL learners. Out of these learners, a little over 1,300 students make the transition into postsecondary education. This is a crucial issue and we want to equip the students with the tools necessary in order to succeed in postsecondary education, as well as in employment.

The Adult Education Strategic Plan expired in December 2008 and in April 2009, a 32 member task force, representing Adult Education providers from each region of the state, was convened to develop the Illinois Strategic Plan. Kathi Polis of Strategic Training and Resources, Inc. facilitated the discussions for the Adult Education Strategic Plan. In May 2009, the group met again and, in August 2009, a public comment period was held, along with several regional focus groups. State stakeholders have also been involved in the process. The task force met again in September 2009, to discuss the feedback of the public comment and regional focus groups. The new Adult Education Strategic Plan will focus upon the following recommendations: Assessment, Curricula, and

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Instruction; Support and Follow-Up Services to Encourage Access and Retention; High Quality Teaching and Professional Development; Partnerships; Research, Data, and Accountability; and Program Design. In October 2009, the Adult Education Advisory Council met to review and approve the document and the document is now ready for ICCB approval.

Rudy Papa made a motion, which was seconded by James Dumas, to approve the following motion:

The Illinois Community College Board hereby approves the Five-Year Strategic Plan for Illinois Adult Education to begin July 1, 2010.

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

Item #9 - Latino Advisory Committee Report

Dr. Karen Hunter Anderson noted that the Latino Advisory Committee was created by the Adult Education program due to the high number of Latino students that are served by Adult Education. Latino students make up the largest number of minority enrollments this year and have since fiscal year 2000. Because of changes in the student population, the colleges are faced with the task of eliminating barriers to success, providing more ESL training, and examining delivery methods. In response to these changes, the ICCB approved the creation of the Latino Advisory Committee at its March 2008 meeting. The Latino Advisory Committee is composed of statewide advocates on Latino educational issues, as well as members of our community colleges and partner agencies. Several meetings have been held throughout the state over the last year and the Committee has developed recommendations on how the Illinois Community College System can better serve the expanding Latino population in the state and include Dual Enrollment and Dual Credit; Institutional Improvement Plans; and Improved Access and Success.

Judy Rake made a motion, which was seconded by Tom Pulver, to approve the following motion:

The Illinois Community College Board hereby approves the recommendations of the Latino Advisory Committee.

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

Item #10 - New Units of Instruction

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

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

PERMANENT PROGRAM APPROVAL

College of DuPage

- ▶ Administrative Assistant & Meeting/Event Planning A.A.S. degree (65 credit hours)
- ▶ Administrative Assistant & Meeting/Event Planning Certificate (46 credit hours)
- ▶ Cosmetology A.A.S. degree (64 credit hours)
- ▶ Cosmetology Certificate (46 credit hours)
- ▶ Fitness Instructor Certificate (31 credit hours)
- ▶ Paralegal Studies A.A.S. degree (67 credit hours)

Illinois Valley Community College

- ▶ Advanced Construction Welding Certificate (42 credit hours)

Kennedy-King College

- ▶ Overhead Electrical Line Worker Certificate (30 credit hours)

John A. Logan College

- ▶ Residential Construction Management A.A.S. degree (64 credit hours)

Rock Valley College

- ▶ Fitness, Wellness & Sport A.A.S. degree (64 credit hours)
- ▶ Coaching Education Certificate (30 credit hours)
- ▶ Personal Training Certificate (30 credit hours)

Carl Sandburg College

- ▶ Massage Therapy Certificate (30 credit hours)

Southeastern Illinois College

- ▶ Associate in Fine Arts A.F.A. degree (64 credit hours)

Southern Illinois Online Nursing Initiative (SIONI): Hybrid Online Associate in Applied Science (A.A.S.) in Nursing degree (68-78 credit hours)

- ▶ Illinois Eastern Community Colleges: Lincoln Trail College, Olney Central College, Wabash Valley College, and Frontier Community College
- ▶ John A. Logan College
- ▶ Rend Lake College
- ▶ Shawnee Community College
- ▶ Southeastern Illinois College

TEMPORARY PROGRAM APPROVAL

John A. Logan College

- ▶ Green Technology Certificate (30 credit hours)

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Moraine Valley Community College

- ▶ Fire Service Operations A.A.S. degree (62 credit hours)

Carl Sandburg College

- ▶ Basic Network Security Certificate (36 credit hours)

John Wood Community College

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

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

Item #12 - Dual Credit Report

Dr. Elaine Johnson reported that she, Jennifer Timmons, Senior Director for Student Development, and Brian Durham, Senior Director for Academic Affairs and Career and Technical Education, met with Ruth Watkins, Dean of the English Department at the University of Illinois, and the U of I has agreed to review its dual credit policy . The U of I is interested in our options and Dr. Johnson met with Dr. Ikenberry to discuss the situation. Dr. Ikenberry had some recommendations, understands our concerns, and progress is being made.

Item #11 - Illinois Community College Board Recognition of Community Colleges

Jake Rendleman made a motion, which was seconded by James Dumas, to approve the following motion:

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

Illinois Central College
Illinois Valley Community College

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

Item #13 - Intergovernmental Agreement with the Illinois Department of Transportation (IDOT) to establish a Highway Construction Careers Training Program

Dr. Elaine Johnson reported that the ICCB has entered into an intergovernmental agreement with IDOT for \$3 million to conduct highway construction career training programs. The purpose of the program is to move women, minorities, and disadvantaged people into the trades. IDOT has been running the program for years, but it has not been very successful. Three years ago, IDOT awarded a grant to Lincoln Land Community College (LLCC) to conduct the program as a pilot site and it has been highly successful. Due to LLCC’s success, IDOT contacted the ICCB to see if the agency

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would be interested in taking the project over and offering it through other colleges throughout the state. Eight community colleges will participate in the program and it will include two phases. The first phase will be dedicated to planning and the second phase will implement the developed plan. Hopefully, the partnership with IDOT will open the door to similar opportunities with the colleges throughout the state.

Item #14 - Consent Agenda

Tom Pulver made a motion, which was seconded by Jake Rendleman, to approve the following motions:

Item #14.1 - Minutes of the September 18, 2009 Meeting

The Illinois Community College Board hereby approves the Board minutes of the September 18, 2009 meeting, as recorded.

Item #14.2 - Minutes of the September 18, 2009 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the September 18, 2009 meeting, as recorded.

Item #14.3 - Revised 2010 Calendar of Meetings

The Illinois Community College Board hereby approves the following revisions to the 2010 calendar of meetings: the Board meeting scheduled to take place on January 29, 2010 at the Harry L. Crisp II Community College Center in Springfield, will now take place on Thursday, January 28, 2010 at the Harry L. Crisp II Community College Center in Springfield; and the Board meeting scheduled to take place on Friday, March 26, 2010 at Lake Land College in Mattoon, will now take place on March 26, 2010 at the Harry L. Crisp II Community College Center in Springfield.

Item #14.4 - Illinois Community College Board Advisory Committee Member Appointments

The Illinois Community College Board hereby approves the following Advisory Committee Member Appointments:

Finance Advisory Committee

1. Robert Sterkowitz - Chief Financial Officer, Moraine Valley Community College - At Large(2011)
2. Mike Monaghan - Executive Director, Illinois Community College Trustees Association(ICCTA) - Ex Officio
3. Ken Gotsch - Vice Chancellor, Finance, City Colleges of Chicago - Ex officio

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4. Barry Hancock, Associate Dean for Community Ed, John A. Logan College - President, Illinois Council of Community College Administrators (ICCCA)- (2012)
5. Joe Kanosky - President, Highland Community College, Chair, Council of Presidents' Finance Committee - Ex Officio
6. Roger Browning - Chief Financial Officer, Illinois Eastern Community Colleges - At Large(2011)
7. Ray Riech - Vice President for Business Services, Lake Land College - At Large (2011)
8. TBD - Vice Chair, Council of Presidents' Finance Committee - Ex Officio
9. Sam Overton - Vice President of Administrative Services, Rock Valley College, Chair, Illinois Community College Chief Financial Officers (ICCCFO)- Ex Officio
10. Kathy Wessel - Trustee, College of Dupage, Trustee Representative - Illinois Community College Trustees Association (ICCTA) (2012)
11. Kevin Weston - Faculty, Rend Lake College, Illinois Community College Faculty Association(ICCFA)(2010)
12. Sumer Helton - Student, Shawnee Community College - Student Advisory Committee Member - Ex Officio
13. TBD - Chief Academic Officers(CAO)(2010)

MIS/Research Advisory Committee

1. Cheyanne Smith, Illinois Valley Community College - Student Advisory Committee (SAC) - Ex Officio.
2. Bruce Olson - Director of Research, Triton College - At Large (2012)
3. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2011)
4. Nancy Kinsey - Director, Institutional Research and Planning, Kaskaskia College - At Large (2011)
5. Randy Fletcher - Dean, Academic Services, Parkland College - At Large (2010)
6. Michael Monaghan - Executive Director - Illinois Community College Trustees Association (ICCTA) - Ex Officio
7. Kimberly Robert - Assistant Professor of Radiology, Kaskaskia College - Illinois Community College Faculty Association (ICCFA) (2011)
8. Ray Rieck - Vice President of Business Services, Lake Land College - Vice President, Finance, Illinois Community College Chief Financial Officers (ICCCFO) (2010)
9. Douglas Easterling - Director, Institutional Research, William Rainey Harper College - At Large (2012)
10. Harlan Schweer - Director, Research and Planning, College of DuPage - At Large (2011)
11. Ryan Smith - Vice President, Institutional Effectiveness, Joliet Junior College - At Large (2010)
12. Jackie Davis - President, Olney Central College - Presidents' Council - Ex Officio

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- (2010)
13. TBA - Chief Academic Officers (CAO) (2010)

Program Advisory Committee

1. Libby Roeger, Dean of Instruction, Harry S Truman College - At Large (2010)
2. Marybeth Beno, Faculty Member, South Suburban College, Faculty Representative (2010)
3. Kathleen Pampe, Associate Dean, Illinois Eastern Community College - At Large. (2010)
4. Kathleen Westman, Faculty Member, Waubensee Community College & Illinois Community College Faculty Association Representative (2010)
5. Sean Sullivan, Vice President Business Services, Triton College, Illinois Chief Financial Officers (ICCCFO) representative (2010)
6. Denise Crews, Associate Dean for Educational Programming, John A. Logan College - At Large (2010)
7. Allan Saaf, Vice President of Instruction, Heartland Community College, - At Large (2010)
8. David Deitemyer, Dean Academic Initiatives & Accountability, Moraine Valley Community College - At Large (2010)
9. Ava Rawlings, Dean of Career & Technical Education, Kaskaskia College - At Large (2010)
10. Nick Moehn, Director – Academic Affairs & Operations, Lewis & Clark Community College - At Large (2010)
11. Eileen Tepatti - Vice President Academic Vice President of Academic Services, Lincoln Land Community College. Past President of the Illinois Community College Chief Academic Officers (ICCCAO) - At Large (2010)
12. Jackie Davis, President, Olney Central College. Presidents' Council Curriculum and Instruction committee representative - Ex Officio
13. Dr. Judy Marwick, Executive Vice President Instruction & Student Services, Kankakee Community College. President of the Illinois Community College Chief Academic Officers (ICCCAO) - Ex Officio
14. Sarah Ditterline, Student, Lewis & Clark Community College. Student Advisory Council representative - Ex Officio
15. TBA– Illinois Community College Trustee's Association representative - Ex Officio
16. Carol Cowles, Dean Student Services, Elgin Community College. President of Chief Student Services Officers - Ex Officio

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

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Item #15 - Information Items

Item #15.1 - Fiscal Year 2010 Financial Statements

The Fiscal Year 2010 financial statements were provided to the Board for information and review.

Item #16 - Other Business

There was no other business at this time.

Item #18 - Public Comment

Andy Davis, Executive Director for Illinois Student Assistance Commission, discussed the Monetary Award Program (MAP) and the current fiscal year 2010 budget. Mr. Davis expressed his thanks for ICCB's role in the campaign to save Illinois MAP grants. ISAC received word this week that two institutions did receive their funds for the fall MAP grants. At the last ISAC meeting, the commissioners were provided research that was conducted in partnership with the Department of Revenue. The data requested a list of 100,000 social security numbers that was divided into five categories of students that started college in 2002 and followed them through 2007. ISAC looked at what the state was garnering in tax revenue from the students that attended community colleges. The research showed that the average family income during that time period increased by 10-15 percent and that the income of those students' who attended community colleges increased from 70-200 percent. While we know and believe that education is an investment, it is nice to have Illinois centric data to prove that education is an investment that pays. Students increase their employability and value in the job market, and the state is paid back through increased revenue.

With this data in hand, ISAC is following a program that has been or is currently in use by Michigan, Kansas, Iowa, and Missouri that creates revenue bonds that may be used by employers to send their employees to community college. Essentially, this proposal meets the needs of the students, especially those in the MAP program, much better than the current program. This would also be a way to potentially help those students that are denied MAP funds every year, but who do qualify for assistance. The proposal that ISAC would like to introduce to the Legislature would present three different application deadlines, one at the beginning of every semester which would eliminate the disadvantage to the community college students as it has in the past.

Despite the recent bleakness, ISAC is remaining hopeful that there is hope for this new system and remains committed to making the program better than ever, especially for community college students.

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Item #17 - Executive Session

At 12:00 p.m., Rudy Papa made a motion, which was seconded by Suzanne Morris, to convene into Executive Session for the purpose of discussing a personnel contract and Executive Session review.

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

At 12:45 p.m., Tom Pulver made a motion, which was seconded by Rudy Papa, to return to public session.

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

Item #17.1 - Personnel Contract

Suzanne Morris made a motion, which was seconded by Tom Pulver, to approve the extension of the contract for Geoffrey S. Obrzut, Illinois Community College Board President and Chief Executive Officer, until June 30, 2013.

A role call vote was taken, with the following results:

Jake Rendleman: Yea
James Dumas: Yea
Suzanne Morris: Yea
Rudy Papa: Yea
Tom Pulver: Yea
Judy Rake: Yea
Guy Alongi: Yea
Melissa Gamber: Yea
Addison Woodward, Jr: Absent

Motion carried.

Item #17.2 - Executive Session Review

James Dumas made a motion, which was seconded by Judy Rake, to approve the following motion:

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; March 26, 2007; June 8, 2007; May 19, 2008; September

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19, 2008; July 17, 2009; and September 18, 2009 are to remain confidential. All other executive session minutes have been made available for public inspection.

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

Item #19 - Adjournment

At 12:49 p.m., Rudy Papa made a motion, which was seconded by Tom Pulver, 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

Revised
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Illinois Community College Board

**STUDENT ENROLLMENTS AND COMPLETIONS IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM
FISCAL YEAR 2009**

The externally attached *Fiscal Year 2009 Annual Report on Student Enrollments and Completions in the Illinois Community College System* is based on individual student records that the colleges provided at the close of the fiscal year (July 1, 2008 through June 30, 2009). Summary data for the four previous fiscal years (2005-2008) are referenced to look at longer term trends.

Government sources document that the nation and Illinois are in a recessionary period. There are some early indications at the national level of what has been described as a jobless recovery may be on the horizon (*The Economist* 10/29/09). However, compared to last year at the same time, unemployment remains elevated and state revenues are still down.

Nationally, the unemployment rate fell to 10.0 percent in November 2009, which is down from the 26-year high registered in October 2009. According to the U.S. Department of Labor, Bureau of Labor Statistics (BLS), payroll employment fell for the twenty-third consecutive month during November 2009, decreasing by -11,000 jobs and bringing total job losses since the beginning of the recession in December 2007 to 7.2 million.

The Illinois economy dropped another 6,300 jobs in November 2009 recording its twenty-second consecutive month of job loss, according to data released by BLS and the Illinois Department of Employment Security (IDES). The seasonally adjusted November 2009 Illinois unemployment rate decreased to 10.9 from 11.0 in October 2009. <http://www.ides.state.il.us/economy/cps.pdf>

The national recession has negatively affected Illinois' revenue and contributed to a \$13 billion budget deficit for fiscal year 2010. Government leaders identified four tools for solving the budget shortfall and they expect to use them all: reduce expenditures, raise revenues, acquire additional federal dollars, and borrow funds. <http://www.chicagotribune.com/news/elections/chi-state-budget-woesjan11,0,5766450.story>

Challenging economic times have contributed to enrollment increases across the Illinois Community College System. Some students are seeking training and retraining to gain skills for current or new careers. Others are interested in pursuing the initial two years of a four-year degree at a reduced cost that community colleges deliver.

Illinois community colleges deliver education and training to a substantial number of individuals every year. During fiscal year 2009, a total of **954,396** students enrolled in credit and noncredit

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courses at an Illinois community college. To put this enrollment figure in perspective, that means that about **1 out of every 10 Illinoisans** (18 years of age or older) took a credit or noncredit course at an Illinois community college during fiscal year 2009. **Nearly three-quarters** of these students enrolled in **credit** courses. Credit headcount enrollment was up compared to last year (2.6 percent) and about the same as five years ago (0.2 percent). In fiscal year 2009, just over a **quarter of a million students** (254,324) enrolled in **noncredit** courses which is up slightly (1.3 percent) versus last year and down slightly from five years ago (-1.5 percent).

The number of **completions in the Illinois Community College System was at a record high during fiscal year 2009**. The latest figures indicate show that **53,053** collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2009. The number of degrees and certificates awarded **increased 3.4 percent from fiscal year 2008** (+1,738 completers). Similarly compared to fiscal year 2005, the total number of fiscal year 2009 completions increased 3.1 percent. The Illinois Community College System continues to have a substantial positive impact on the education, training, and economic development needs of the state. Highlights from the report follow.

BACKGROUND

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

Student Enrollments

- ▶ The Illinois Community College System recorded a total approaching **one million (954,396) students** in credit and noncredit courses during fiscal year 2009. Overall combined enrollments increased compared to last year (+2.2 percent, N = +20,756).
- ▶ **Credit-generating** students accounted for **nearly three-quarters** (73.4 percent) of the overall fiscal year 2009 headcount.
- ▶ During fiscal year 2009, the 48 public community colleges in Illinois enrolled **700,072** students in instructional credit courses. This is an increase of 2.6 percent over last year (682,607). The full-time equivalent (FTE) enrollment was 250,328, an increase of 4.4 percent since fiscal year 2008.
- ▶ From fiscal year 2008 to fiscal year 2009, the number of individuals receiving instruction through **noncredit course** offerings increased slightly (1.3 percent) to **254,324 students**.
- ▶ Statewide, 28,404 of 954,396 total students enrolled in both credit and noncredit courses during fiscal year 2009 (A1 and N1). While there is some overlap, these data suggest that

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credit and noncredit courses are meeting largely different student and community needs.

Credit Enrollment

- ▶ Females comprised 54.9 percent of the fiscal year 2009 student population enrolled in credit-generating programs.
- ▶ **Minority (non-white) students accounted for over one-third** (36.2 percent) of the credit students enrolled. African American student representation increased (2.3 percent) but remained at 14.4 percent. Latino student representation increased to 16.3 percent. Asian student representation remained similar to the previous year at 4.4 percent, while foreign/nonresident alien representation increased minimally to 0.8 percent.
- ▶ The median age of credit-generating students was **25.5** during fiscal year 2009, a slight decrease from the previous year. The average age remained at **30.7** years.
- ▶ **Baccalaureate/transfer** remained the largest credit instructional program area **enrolling 39.2 percent** of fiscal year 2009 Illinois Community College System students. Enrollments in baccalaureate/transfer programs increased 1.7 percent compared to the previous year.
- ▶ Statewide, career and technical education credit program enrollments accounted for **more than one-quarter** of all credit students (26.8 percent). Enrollments in career and technical programs increased 0.5 percent from last year.
- ▶ Although 39.2 percent of the fiscal year 2009 credit student population was enrolled in the baccalaureate/transfer area, only 30.5 percent of all students indicated an intent to transfer.
- ▶ Students enrolled in **adult education** courses in community colleges comprised **15.7 percent** of the credit generating students. Enrollment in adult education increased by 3.1 percent versus fiscal year 2008.
- ▶ Of the students in adult education, approximately **55.3 percent** were enrolled in **English as a Second Language** (ESL) courses.
- ▶ **More than one-half** (51.0 percent) of the fiscal year 2009 credit students enrolled in the colleges indicated that they were not pursuing a degree, but **attending to complete one or several courses**. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.
- ▶ **More than two-out-of -three credit students attended on a part-time basis** during both the fall (66.9 percent) and spring (69.6 percent) semesters in fiscal year 2009.

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- ▶ Nearly 19 percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes **34,741 who earned a bachelors degree or higher.**
- ▶ Illinois community college students were enrolled in **7,509,827 credit hours throughout fiscal year 2009** and earned 76.7 percent of those hours.
- ▶ Accumulated credit hours were available for 73.9 percent of the fiscal year 2009 student population. Just over one third of them (34.9 percent) attained **sophomore**-level status by accumulating 30 or more college-level hours.
- ▶ Cumulative grade point average data was reported for 68.5 percent of the fiscal year 2009 students. **More than 47.1 percent held an A-B average.**
- ▶ In fiscal year 2009, Illinois community college students earned 64.2 percent of the remedial credits they attempted. This percentage is up from 63.4 percent in fiscal year 2008.
- ▶ In fiscal year 2009, close to **one-fifth** (19.5 percent) of Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course – a slight decrease from fiscal year 2008.

Noncredit Enrollment

- ▶ **Noncredit** course enrollment figures for fiscal year 2009 are from the **Noncredit Course Enrollment Data** submission (N1).
- ▶ Statewide, **25,016 noncredit course sections** were conducted during fiscal year 2009.
- ▶ **Over one-half of the 2009 noncredit courses were held on main college campuses** (50.5 percent).
- ▶ Fiscal year 2009 unduplicated noncredit headcount increased 1.3 percent over last year. The duplicated headcount or “seatcount” was 6.5 percent higher than the previous year.
- ▶ 25,016 noncredit course sections were conducted during FY 2009.
- ▶ **Female** students accounted for **55.5 percent** of 2009 noncredit enrollments for which gender data were reported.
- ▶ **Minority students accounted for one-fourth** (26.1 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.

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- ▶ The median age of **noncredit** students was **38.8** during fiscal year 2009. The average age was **40.7** years.
- ▶ Nearly **one-half** of the noncredit students were **40 years of age or above** among the individuals who supplied this information.
- ▶ Nearly 60 percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. **Over one-quarter** of the noncredit coursework was dedicated to developing **workplace skills**: Professional/vocational (18.9 percent) and Business and Industry Contractual training (8.0 percent).
- ▶ Across all categories of activity, nine broad course areas (two-digit CIP) had over 6,000 noncredit students enrolled. **These nine areas accounted for more than two-thirds of the students enrolled in noncredit courses** with CIP data (71.3 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (14.4 percent), Transportation Workers (11.7 percent), Education (5.2 percent), Health Professions (4.9 percent), and Computer Information Systems (3.1 percent).

Student Completions

- ▶ A total of **53,053** collegiate-level **degrees and certificates** were awarded to Illinois community college students in fiscal year 2009.
- ▶ The number of community college completions in fiscal year 2009 is the **highest ever reported**.
- ▶ The number of degrees and certificates awarded **increased 3.4 percent from fiscal year 2008** (+ 1,738 completers). Taking a longer view – compared to fiscal year 2005 – the total number of fiscal year 2009 completions increased 3.1 percent
- ▶ **Career and Technical Education** accounted for the **largest number of graduates** (N = 36,785) in fiscal year 2009. Two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2009 (69.3 percent). Career completions increased 3.4 percent from last year.
- ▶ **Baccalaureate/transfer degrees** accounted for the **second largest** group of completers in fiscal year 2009 (N = 14,908). Nearly three out of every ten graduates earned Baccalaureate/Transfer degrees (28.1 percent). The number of Transfer degrees increased 1.9 percent (+280) from last year.
- ▶ Approximately 27.8 percent of the career and technical education awards in fiscal year 2009 were AAS degrees.

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- ▶ **Females** accounted for **56.2 percent** of all 2009 completions.
- ▶ **Career and Technical Education Certificates of Less Than One Year** accounted for the **largest number** of male (N = 10,445) and female (N = 10,222) completers of a specific degree or certificate.
- ▶ Although small in number, the Associate in Engineering Science (N = 94) had the highest proportion of male graduates (87.2 percent, N = 82).
- ▶ **Minority students earned about 30 percent of the collegiate-level degrees and certificates awarded** in the Illinois Community College System during fiscal year 2009. African American students earned 14.8 percent, Latino students earned 9.5 percent, and Asian students earned 5.5 percent of all degrees and certificates.
- ▶ Minorities accounted for about 23.4 percent of total Transfer degree recipients.
- ▶ Nearly four times as many minority graduates completed Career and Technical Education degrees and certificates (N = 12,427) as baccalaureate/transfer degrees (N = 3,495).
- ▶ Among the largest minority groups, African American students completed 2,810 more collegiate-level awards than Latino students.
- ▶ Fourteen percent of the students who were awarded degrees and certificates during fiscal year 2009 were less than 21 years of age. **The age groups with the largest percentages of graduates were 21 to 24 (31.1 percent), 25 to 30 (17.0 percent), and 40 to 55 years of age (16.7 percent).**
- ▶ Almost three-quarters of the Transfer degree completers in 2009 indicated an intent to transfer to a four-year institution. Approximately 17.5 percent of fiscal year 2009 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

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Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2009**

Executive Summary

The Illinois Community College Board provided more than \$3.3 million to community colleges during fiscal year 2009 to support local workforce and economic development services through their Business and Industry Centers. The workforce development activities conducted under this grant include customized job training on campus or on-site at a business; assisting entrepreneurs in business start-up; providing counseling and management assistance to small and medium sized business owners; helping businesses with government procurement opportunities; offering professional continuing education; developing training programs for unemployed and underemployed workers; and serving businesses with alternative education delivery systems, such as distance learning. The grant funds support colleges' efforts to help companies grow by providing economic development assistance at costs they can afford and by providing needed technical and English language training to upgrade workers' skills. Below are highlights of the community colleges' activities for fiscal year 2009.

Contract/Customized Job Training. Community colleges provided 9,181 contract training courses to 2,472 companies. Through these courses, 102,005 employees were trained for a total of 236,777 contact hours of instruction or 29,597 days of training. This contributed to the formation of 13 companies, expansion of 39 companies, and the retention of 157 companies. A total of 432 jobs were created and another 9,454 jobs were retained.

Entrepreneurship Seminars and Workshops. Community colleges conducted 697 entrepreneurship seminars and workshops for 6,546 participants. This helped in the creation of 45 new businesses, expansion of 24 businesses, and retention of another 24 businesses. As a result, 238 jobs were created and 153 jobs were retained.

Counseling and Management Assistance. Counseling and management assistance were provided to 5,323 individuals or organizations. This assistance resulted in 241 companies being formed, 91 companies expanding, and 203 companies being retained. A total of 1,230 jobs were created and 1,671 more jobs were retained as a result of business counseling.

Contract Procurement Assistance. Five community college districts provided 1,357 businesses with government contract procurement assistance. As a result, 85 businesses received 1,054 federal contracts totaling \$1,549,854,253. The receipt of these contracts contributed to the expansion of ten businesses and retention of 30 businesses while 86 jobs were created and 600 jobs were retained.

Public Training Activities. Illinois community colleges provided 3,779 noncredit public training

courses and 2,655 noncredit workshops and seminars to 36,409 individual participants and served 2,577 organizations.

Employment and Training Services for Unemployed or Underemployed Workers. Thirteen community college districts reported offering 490 noncredit workshops and seminars to 6,883 unemployed or underemployed individuals. In addition, another 1,450 noncredit/credit courses were provided to 1,527 participants. As a result, 946 individuals received job placement services. Community colleges also reported 35 additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 26,977 individuals.

Business Attraction, Retention, and Expansion. Business attraction, retention, and expansion activities at seven community college districts assisted 25 companies in potential expansion and other related activities. Participation in other economic development activities by community colleges led to the creation of 35 companies, expansion of 27 companies, and retention of 136 companies. As a result, 694 jobs were created and 2,408 jobs were retained.

Distance Learning and Continuous Improvement. Community colleges offered 3,612 noncredit internet courses and 145 two-way interactive video courses.

Other Workforce Development Activities and Partnerships. Throughout the state, the colleges' Business and Industry Centers performed job testing for 42 organizations and developed job profiles and assessments for 50 organizations. Four benchmarking studies and 30 workplace literacy programs were conducted. A total of 60 other programs were offered, including quality control programs, Spanish courses, and continuous improvement programs including: Lean which focuses on maximizing value while minimizing waste; ISO to help provide effective and affordable quality management systems; and Advancing Productivity, Innovation, and Competitive Success (APICS).

In summary, Illinois community colleges provided workforce and economic development services to a total of approximately 165,000 businesses and individuals. These services resulted in the start up of over 330 companies, expansion of more than 190 companies, and retention of 550 companies. In addition, nearly 2,700 jobs were created and nearly another 14,300 jobs were retained.

**WORKFORCE DEVELOPMENT GRANT REPORT
BUSINESS AND INDUSTRY SERVICES
FISCAL YEAR 2009**

Introduction

The Illinois Community College Board provided over \$3.3 million in workforce preparation grant funds to all Illinois public community college districts in fiscal year 2009. Business and Industry Services grants provide funding for a Business and Industry Center at each community college to support a variety of employment, training and business services both in and outside the classroom. To address local needs, it is necessary for colleges to provide a diverse set of services for businesses. Therefore, the services the community colleges offer are focused on a variety of issues, including government regulation and compliance, identifying potential employees, identifying and implementing organizational systems, and upgrading the skills of current employees. The demand for customized training continues to increase because of the dramatic changes in the use of advanced technology in the workplace. In addition to customized training, colleges used the funds to offer workshops, seminars and counseling on entrepreneurship and business management, assistance with obtaining governmental business contracts, services for the unemployed and underemployed, training activities for the public and many other useful resources for businesses and individuals in the district. Each community college is committed to supporting its community, including area economic development and workforce needs.

Community Colleges provide an array of related services to business and industry as well as individuals. This report highlights many of those services and activities. The workforce development activities conducted under the grant are divided into nine categories in order to capture the diversity of activities as well as the outcomes resulting from each service. During fiscal year 2009, the Illinois Community College System reported providing services to more than 165,000 businesses and individuals through colleges' Business and Industry Centers. These services resulted in the start up of over 330 companies, expansion of more than 190 companies, and retention of 550 companies. In addition, nearly 2,700 jobs were created and nearly another 14,300 jobs were retained.

Contract/Customized Job Training

The diversity of contract training programs is growing in Illinois as the needs of area businesses change. Colleges designed or brokered programs that were tailored specifically to meet the training needs of employers. Businesses determined the type of training they need, the schedule that fits their operation, and the location of the training. Customized training was offered in company facilities and on campus. Instructors were chosen from within the companies, among subject-matter experts, or from college staff depending on the demands of the business. Not only do businesses seek assistance from community colleges to increase the skills and knowledge of their workforces, but they are also seeking assistance with strategic planning, process improvement and other business-wide operations that lead to increased productivity.

In fiscal year 2009, community colleges provided 9,181 contract training courses to 2,472

companies. Through these courses, 102,005 employees were trained for a total of 236,777 contact hours of instruction or 29,597 days of training. This contributed to the formation of 13 companies, expansion of 39 companies, and the retention of 157 companies. A total of 432 jobs were created and another 9,454 jobs were retained.

Case Study:

ViscoFan USA, Inc. manufactures cellulose casings for meat and food in Danville, Illinois. The company employs 314 individuals and exports its products worldwide. The company requested that the Customized Corporate Education Division at **Danville Area Community College** provide an ongoing Leadership Development Training Series for its employees. This workshop series includes customized training for new supervisors and employees with the potential to be promoted to supervisory positions. The training was divided into five categories: communication skills, teamwork, leadership, coaching, and compliance/policies. As a result of the training, management and supervisors are experiencing better communication and improved interactions across levels and units. Additionally, management saw the need for a condensed version of the program to be provided to their teams. Results seen from the training also included: better organization, increased teamwork, regularly scheduled meetings between supervisors and management, increased delegation, increased constructive feedback, and clearly established boundaries for acceptable behavior. As a result of the training, 23 jobs were retained and two jobs were created.

Entrepreneurship Seminars and Workshops

Entrepreneurship seminars and workshops are provided by community colleges across Illinois. These learning opportunities are open to individuals who are interested in starting a business and for individuals who are currently running their own business. Individual assistance is provided with business plans, finances, state and federal employment laws and other resources needed to be successful. Many of the community colleges providing entrepreneurship programming are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity (DCEO).

Community colleges conducted 697 entrepreneurship seminars and workshops for 6,546 participants during fiscal year 2009. This helped in the creation of 45 new businesses, expansion of 24 businesses, and retention of another 24 businesses. As a result, 238 jobs were created and 153 jobs were retained.

Case Study:

For the past several years the Center for Entrepreneurship at the **College of DuPage** has worked with ThermalShell Technologies, a manufacturing facility, to develop marketing plans and market penetration strategies for the company's new building materials. These materials are manufactured to yield energy efficiencies more than four times that of traditional building systems. In 2009, efforts were accelerated to include assistance in international markets and marketing plans, introduction to foreign trade opportunities, and entering ThermalShell into government contracting systems. A funding opportunity through the U.S. Department of Energy for building technologies was identified, and the center assisted ThermalShell in bringing together partners to develop a target proposal for this

initiative. For this project, the center helped to convene the following partners: Illinois Small Business Development Center at the College; Illinois International Trade Center at the College; Illinois Procurement Technical Assistance Center at the College; Choose DuPage; DeKalb County Economic Development; Illinois International Trade Office; Illinois Department of Commerce and Economic Opportunity; Illinois Technology Development Alliance; and Northern Illinois Technology Commercialization.

Counseling and Management Assistance

Small business owners have come to depend on the educational information, support and resources that are provided by the local community college Small Business Development Centers (SBDCs). The majority of these SBDCs are part of the Illinois Entrepreneurship Network which is sponsored by the Illinois Department of Commerce and Economic Opportunity. During the initial start up phase of a business, positive relationships are built as support and resources are shared. These contacts continue to grow over the years and develop into long-term relationships.

During fiscal year 2009, community colleges provided counseling and management assistance to 5,323 individuals or organizations. This assistance resulted in 241 companies being formed, 91 companies expanding, and 203 companies being retained. A total of 1,230 jobs were created and 1,671 more jobs were retained as a result of business counseling.

Case Study:

In fall 2008 a client came to the Small Business Development Center (SBDC) at **Rock Valley College** to receive assistance applying for an Small Business Administration (SBA) loan to help with the costs of purchasing a franchise, leasing space at a local mall, and hiring 14 to 20 low to moderate income people. The bank approved the original loan, but due to a change in the lease, the mall was requiring additional funding, which the bank would not agree to provide. The client turned to the SBDC to protect and capitalize on the tens of thousands of dollars that she initially invested in the franchise. To help the client, the Project Manager of the SBDC worked to get all of the documentation necessary for the loan, reviewed the business plan and cash flow, and worked one-on-one with the lending officer at the bank. After six months of negotiating, the client was able to obtain the financing needed to continue the purchase and management of the franchise. Since, the client has opened her café and employs 14 individuals with the hope of adding 6 more employees. The client is also looking to expand her business to three other locations in the Rockford area over the next three years and open two more franchises.

Contract Procurement Assistance

Many businesses have discovered that the federal and state governments can be profitable and stable clients. However, the process of applying for government contracts can be difficult and time consuming. Procurement Technical Assistance Centers (PTAC) help businesses to navigate through government processes. In fiscal year 2009, over \$1.5 billion in contracts were awarded to Illinois businesses who sought assistance from the Procurement Technical Assistance Centers. Many of the community colleges that have a Procurement Technical Assistance Center are part of the Illinois Entrepreneurship Network which is sponsored by the DCEO.

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Five community college districts provided 1,357 businesses with government contract procurement assistance during fiscal year 2009. As a result, 85 businesses received 1,054 federal contracts totaling \$1,549,854,253. The receipt of these contracts contributed to the expansion of ten businesses and retention of 30 businesses while 86 jobs were created and 600 jobs were retained.

Case Study:

JM Industrial Supply is a Minority Business Enterprise (MBE) and a certified SBA 8(a) Small Disadvantaged Business Enterprise located in Pekin. The company, founded in 1984, sells maintenance, repair and operations material to light and heavy manufacturers and other industrial markets. JM Industrial has been a client of Illinois PTAC at **Illinois Central College** since 1999 and has been able to expand its markets into the government and prime contractor sectors, leverage its MBE status, and receive the SBA 8(a) certification. In 2009 JM Industrial secured 12 government contract awards totaling over \$732,000 and retained two jobs with the assistance of the Illinois PTAC at Illinois Central College.

Public Training Activities

As technology continues to expand and businesses become more sophisticated, employees find it necessary to return to the classroom to continue their education. Businesses have also found a need to document individual and employee skill development. Therefore, community colleges have increased the number of publically offered professional development classes that are designed to increase the employee skill in computer application, management principles and other skills related to specific professions.

In fiscal year 2009, Illinois community colleges provided 3,779 noncredit public training courses and 2,655 noncredit workshops and seminars to 36,409 individual participants and served 2,577 organizations.

Case Study:

In partnership with **Southwestern Illinois College**, Selsius™ has partnered with the Defense Information Systems Agency/Defense Information Technology Contracting Organization (DISA/DITCO) to support workforce development needs. Selsius™ identifies performance improvement solutions for the DISA/DITCO organization, which is located on Scott Air Force Base in Belleville, Illinois. Selsius™ has provided many training sessions for individuals on computer software skills including Microsoft Office applications. These sessions have allowed participants to increase productivity and efficiency. Additionally, job advancement skill development has been provided. This service was used as a way to help individuals gain the required writing and interview skills necessary to successfully advance into higher level positions. Participants reported gaining knowledge and skill improvements of 20 percent or greater.

Employment and Training Services for Unemployed or Underemployed Workers

Partnerships are often developed between the local community colleges and local employment assistance organizations to provide resources and services to individuals and employers. Linking businesses and individuals to employment opportunities is a core activity of the community college.

Colleges provide various resources such as one-on-one job counseling, resume writing, interview techniques, and other noncredit workshops that provide support for those who are unemployed or underemployed. Community colleges encourage economic growth by providing quality education to individuals and then link those skilled individuals to employment opportunities within the community.

Thirteen community college districts reported offering 490 noncredit workshops and seminars to 6,883 unemployed or underemployed individuals during fiscal year 2009. In addition, another 1,450 noncredit/credit courses were provided to 1,527 participants. As a result, 946 individuals received job placement services. Community colleges also reported 35 additional activities such as advisement services, resume workshops, and career fairs. These additional services affected another 26,977 individuals.

Case Study:

Morton College has been an active member of the Cicero Chamber of Commerce for several years, contributing in different capacities, specifically assisting unemployed and underemployed individuals finding employment and businesses finding qualified employees. Most recently, the Cicero Chamber of Commerce was struggling to find skilled students to intern at their local office. The intern selected was a highly motivated student at Morton College who took advantage of resources provided by the college including professional development workshops, business counseling, mentoring, and training sessions for business growth. The student was looking for a local opportunity to become a business woman. This match provided a win-win to the student and the Chamber. This process provided the student with valuable skills and also improved the relationship between the Chamber and the college.

Business Attraction, Retention and Expansion

Growing companies are in need of a skilled workforce, updated facilities and access to technology. Many communities strive to provide all these resources to attract and retain businesses that bring economic growth to the area. Community colleges play a key role in attraction, retention, and expansion activities. Colleges possess a wealth of resources that businesses look for when faced with location and expansion decisions. Community colleges often assist businesses by designing, developing, and delivering incumbent employee training for expanding businesses; providing pre-employment testing and training; and temporary use of college facilities.

Business attraction, retention, and expansion activities at seven community college districts assisted 25 companies in potential expansion and other activities in fiscal year 2009. Participation in other economic development activities by community colleges led to the creation of 35 companies, expansion of 27 companies, and retention of 136 companies. As a result, 694 jobs were created and 2,408 jobs were retained.

Case Study:

Spoon River College (SRC) partnered in 2008-2009 with the City of Canton, the Spoon River Partnership for Economic Opportunity, and the Department of Commerce & Economic Opportunity to successfully bring Cook Medical, Inc. to Canton. The college played a vital role in securing the

new company, by providing available workforce data, training, and screening opportunities. The college conducted all screenings for the business through ACT WorkKeys and IllinoisWorkNet systems at its community outreach/technology center. As a result, a medical product plant is in the process of being built just blocks from SRC's Community Outreach Center. The plant is scheduled to be complete in February 2010 and will eventually bring 300 jobs to an economically challenged rural community in west central Illinois. Once the facility opens, it is expected that at least three more jobs will be created locally. These jobs have already impacted the vitality of the community with an increased sense of optimism and a resurgence of improvements throughout Canton.

Distance Learning and Continuous Improvement

Increasing access to education is a priority for community colleges. Providing a wide range of alternative and supportive education services has become common. As a result, Illinois community colleges are delivering noncredit internet courses and satellite broadcasts to expand their distance learning offerings. Businesses are continually searching, implementing, and refining ways to meet or exceed the needs and expectations of the customer. Community colleges provide an array of services to help businesses manage continuous improvement strategies.

During fiscal year 2009, community colleges offered 3,612 noncredit internet courses and 145 two-way interactive video courses.

Other Workforce Development Activities and Partnerships

Community colleges are involved in many workforce development activities. This may include cosponsored activities, facilitated programs, or providing facilities, labs, and equipment for community organizations, agencies and businesses. Other activities include workshops showcasing services colleges have to offer, certification training for specific industries, bilingual training courses and special training for Latinos, leadership skills workshops for supervisors and marketing to find sponsors for workshops.

Throughout the state, the colleges' Business and Industry Centers performed job testing for 42 organizations and developed job profiles and assessments for 50 organizations. Four benchmarking studies and 30 workplace literacy programs were conducted. A total of 60 other programs were offered, including quality control programs, Spanish courses, and continuous improvement courses in LEAN, ISO, & APICS.

Case Study:

John Wood Community College has introduced a new Manufacturing Technology program, which has been funded by a grant from the U.S. Department of Labor. This program was created with the input and assistance of a twenty-nine member advisory board, consisting of leaders from area business and industry. The program is a partnership between area business and industry, the area Workforce Investment board, the Department of Labor, Great River Economic Development Foundation and the college. Courses will be taught using state-of-the-art equipment in a new lab created at the college's Workforce Development Center. Courses for the program include computer-aided design/computer-aided manufacturing (CAD/CAM), electricity, lean manufacturing, statistical

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process control, industrial robots, tool design, programmable logic controller (PLC) manufacturing systems, and general education courses. Completers of the program will be prepared for entry-level positions in manufacturing technology or may transfer to colleges that offer bachelor's level industrial/manufacturing technology programs.

Summary

In summary, Illinois community colleges provided workforce and economic development services to a total of approximately 165,000 businesses and individuals. These services resulted in the start up of over 330 companies, expansion of more than 190 companies, and retention of 550 companies. In addition, nearly 2,700 jobs were created and nearly another 14,300 jobs were retained.

Illinois Community College Board

**DUAL CREDIT IN THE
ILLINOIS COMMUNITY COLLEGE SYSTEM**

The externally attached report entitled, *Dual Credit in the Illinois Community College System* is based on the SU/SR course data submissions that colleges provided at the close of the fiscal year 2008 (July 1, 2007 through June 30, 2008). Hence, the course is the unit of analysis and enrollment counts are duplicated. Summary data for the four previous fiscal years (2004-2007) are referenced to look at longer term trends.

Dual credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. In the most basic form, dual credit is a college course offered for high school credit – but never vice-versa. Dual credit reflects strong and well established secondary-to-postsecondary articulation and alignment. Linkages are made at the administrative level to facilitate connection and support student success.

Dual credit course content is prescribed by the community college, in accordance with the established course requirements. According to the ICCB Administrative Rules: “Course prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students shall be the same as for on-campus offerings.”

Dual credit can be offered on the community college campus, at the high school, area career center, online, or via distance learning. Both transfer/core courses, as well as CTE courses, can be offered. Dual credit is taught by community college instructors with the exception of high school teachers who meet the faculty requirements set by the college.

In the attached report, several topics related to dual credit are examined including: distinguishing characteristics of dual enrollment versus dual credit, Administrative Rules that guide dual credit across the Illinois community college system, information about the Illinois Dual Credit Quality Act (2009), and statewide outreach efforts to promote continuity and quality on dual credit delivery. Characteristics of dual credit students are provided based on information gathered by the Illinois State Board of Education. Additionally, the report provides a national perspective on dual credit, information on dual credit in selected other states, and highlights promising practices in the delivery of dual credit instruction from leading Illinois community colleges. Dual credit course counts and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS): Overall, Baccalaureate/Transfer, and Career and Technical Education.

Overall

- ▶ The Illinois Community College System recorded a total of **75,989 enrollments** in **8,438 dual credit courses** in fiscal year 2008.

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- ▶ Combined enrollments increased 15.1 percent compared to the previous year (N = +9,951). The course count increased 12.8 percent over the previous year (N = +957).
- ▶ The **average class size** of dual credit courses in fiscal year 2008 was **9.0 students**.
- ▶ Enrollments in the **ten largest courses** accounted for **46.0 percent** of all dual credit enrollments in fiscal year 2008.
- ▶ **English Composition** was the most popular course in fiscal year 2008 with 9,231 enrollments. **Office Occupations and Clerical Services** was the next highest with 5,319 enrollments.
- ▶ Dual credit courses and enrollments were **nearly evenly split** between **Transfer** and **Career and Technical Education**.

Baccalaureate/Transfer

- ▶ Illinois community colleges offered **4,276 Baccalaureate/Transfer** (Transfer) dual credit **courses** in fiscal year 2008. Enrollments increased to **38,447** in fiscal year 2008.
- ▶ Transfer courses accounted for **50.7** percent of all dual credit courses offered in fiscal year 2008. Transfer enrollments accounted for **50.6** percent of all dual credit enrollments in fiscal year 2008.
- ▶ Transfer enrollments increased 19.8 percent compared to the previous year (N = +6,345). The course count increased 13.8 percent over the previous year (N = +520).
- ▶ The **average class size** for Transfer courses was **9.0 students** in fiscal year 2008.
- ▶ Enrollments in the **five largest Transfer courses** accounted for **25.6 percent** of all dual credit enrollments in fiscal year 2008.
- ▶ **English Composition** (N = 9,144) and **Mathematics** (N = 2,797) were the most popular Transfer courses in fiscal year 2008.

Career and Technical Education

- ▶ Career and Technical Education (CTE) dual credit courses and enrollments have **more than doubled** in the last five years.
- ▶ Illinois community colleges offered **4,162 CTE courses** and enrolled **37,542** students in **CTE** dual credit in fiscal year 2008.

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- ▶ CTE courses accounted for **49.3** percent of all dual credit courses offered in fiscal year 2008. Likewise, CTE enrollments accounted for **49.4** percent of all dual credit enrollments in fiscal year 2008.
- ▶ CTE enrollments increased 10.6 percent compared to the previous year (N = +3,606). The CTE course count increased 11.7 percent over the previous year (N = +437).
- ▶ The **average class size** for CTE courses was **9.0 students** in fiscal year 2008.
- ▶ Enrollments in the **five largest CTE courses** accounted for **19.6 percent** of all dual credit enrollments in fiscal year 2008.
- ▶ **Office Occupations and Clerical Services** (N = 5,319) and **Business Technology** (N = 3,517) were the most popular CTE dual credit courses in fiscal year 2008.

Next Steps

What are some next steps to assure that dual credit coursework serves secondary students and remains aligned with the expectations of postsecondary education?

- Collaborate with colleagues in secondary education to access high school student records through a secure FERPA compliant process to more precisely track dual credit student outcomes and progress.
- Continue the dialogue and discussion with front line professionals in secondary and postsecondary education to assure that standards are understood and applied appropriately and uniformly.
- Enhance data reporting on dual credit faculty who are primarily employed at secondary schools and also teach dual credit courses. Community colleges have been diligent in assessing the preparation of individuals who are employed by high schools and also teach college-level courses. Community colleges are encouraged to take the next step and document the academic preparation and experience of high school faculty who teach dual credit courses in their electronic data submissions to the state (e.g., ICCB Faculty, Staff and Salary submissions, ICCB Course Enrollment and Resources SU\SR records). The level of detail reported should parallel what is required of community college faculty.
- Work with four-year higher education partners to assure that dual credit courses are accepted as college-level credits and applied toward baccalaureate degree requirements. The

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syllabus/content of the dual credit instruction is established by the postsecondary institution and the qualifications of faculty meet or exceed college minimums. Hence, the credits earned through dual credit should transfer seamlessly across postsecondary institutions.

Quality dual credit instruction offers the opportunity for a “win-win” arrangement for all parties: students gain access to challenging college-level coursework to make their junior and senior years of high school more productive; students can prove to others and themselves that they have the ability to succeed in college; college costs can be reduced for parents and students; time to degree at college can be shortened; schools and colleges are reimbursed for their contributions to the student’s education; and high school and college faculty dialogue can contribute to a better alignment between secondary and postsecondary education. Continuing to collaborate with educational partners to offer academically qualified high school juniors and seniors rigorous coursework while they are still in high school holds promise for smoothing transitions between Illinois secondary and postsecondary education and preparing more individuals for high skills, high wage careers that can support a middle class lifestyle. At the national and state level, policy makers are calling for more college graduates and dual credit instruction is a key ingredient as higher education strives to meet these elevated expectations through the delivery of high quality courses and programs.

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