

Illinois Community College Board

388th Meeting Agenda and Materials

June 4, 2010

President Abraham Lincoln
Hotel & Conference Center
Governor Altgeld Room
701 East Adams Street
Springfield, Illinois



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Agenda
388th Meeting of the
Illinois Community College Board
President Abraham Lincoln Hotel and Conference Center
701 East Adams Street
Springfield, IL

June 4, 2010

Committee Meetings

Thursday, June 3 @ 5:30 p.m. - *Budget and Finance* - Board Conference Room, Harry L. Crisp II Community College Center

Thursday, June 3 @ 6:00 p.m.- *External Affairs* - Board Conference Room, Harry L. Crisp II Community College Center

Friday, June 4 @ 8:00 a.m. - *Academic Affairs and Student Relations* - Governor Bond Room, 2nd Floor - President Abraham Lincoln Hotel and Conference Center

Friday, June 4 @ 8:30 a.m. - *Strategic Planning and Adult Education* - Governor Bond Room, 2nd Floor - President Abraham Lincoln Hotel and Conference Center

**9:00 a.m. - Board Meeting - Governor Altgeld Room, 2nd Floor -
President Abraham Lincoln Hotel and Conference Center**

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NOMINATION OF VICE CHAIR

Chairman Alongi will open the floor for nominations for the position of Vice Chair of the Illinois Community College Board.

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

Danville Area Community College

- ▶ Automotive Collision Repair A.A.S. degree (61 credit hours)

College of DuPage

- ▶ Advanced Multiskilled Technician Certificate (32 credit hours)

Frontier Community College

- ▶ Information Systems Support A.A.S. degree (64 credit hours)
- ▶ ISS (Information Systems Support) Specialist Certificate (49 credit hours)
- ▶ Applications Specialist Certificate (31 credit hours)

Kaskaskia College

- ▶ Associate in Engineering Science (A.E.S.) degree (64 credit hours)

Lewis & Clark Community College

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

McHenry County College

- ▶ Occupational Therapy Assistant A.A.S. degree (72 credit hours)

Oakton Community College

- ▶ Commercial Building Energy Systems Certificate (32 credit hours)
- ▶ Computer Networking and Systems A.A.S. degree (60 credit hours)

Olive-Harvey College

- ▶ Human Development and Family Studies A.A.S. degree (60 credit hours)

South Suburban College

- ▶ Echocardiography A.A.S. degree (65 credit hours)
- ▶ Echocardiography Certificate (35 credit hours)

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- ▶ Nanoscience Technology A.A.S. degree (67 credit hours)
- ▶ Nanoscience Technology Certificate (33 credit hours)

Triton College

- ▶ Hospitality Industry Administration: Baking and Pastry A.A.S. degree (66 credit hours)

Wabash Valley College

- ▶ Energy Technology A.A.S. degree (68 credit hours)

Waubonsee Community College

- ▶ Health Information Technology A.A.S. degree (65 credit hours)
- ▶ Industrial Technology A.A.S. degree (64 credit hours)
- ▶ Advanced Industrial Technology Certificate (45 credit hours)

John Wood Community College

- ▶ Business Leadership A.A.S. degree (64 credit hours)
- ▶ Business Leadership Certificate (32 credit hours)

BACKGROUND

Danville Area Community College is seeking approval to offer a 61 credit hour Associate of Applied Science (A.A.S.) degree in “Automotive Collision Repair”. This program will prepare individuals for entry-level employment as auto body technicians.

The curriculum consists of 16 credit hours of required general education and 45 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in fundamentals of collision repair, shop orientation, nonstructural analysis, damage repair, collision repair electrical analysis, principles of air conditioning, MIG welding, refinishing, collision repair mechanical analysis, braking systems, structural analysis, custom refinishing techniques and a required work-based learning experience. The curriculum was developed using I-CAR standards for automotive collision repair programs and will prepare graduates for ASE (Automotive Service Excellence) certification through the National Automotive Technician’s Education Foundation (NATEF). The program also meets NATEF educational program standards for ASE accreditation. Assessment of student learning objectives will be accomplished through evaluation of the student’s performance during the work-based learning experience performed by the supervising employer and program faculty.

The college currently offers several general education and career and technical education courses required in the proposed degree for dual credit to local secondary students through its Partnership for College and Career Success (PCCS) consortia. This provides opportunities for high school students to earn credit hours towards their high school graduation requirements and completion of the A.A.S. degree. The college also currently offers a related Automotive Collision Repair Certificate which is expected to feed students into the proposed degree. The degree will provide those students, as well as technicians already in the field with advanced educational opportunities.

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Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “automotive body repairers” is expected to increase by 13.9% through 2016 statewide. Furthermore, local employers have expressed a significant need for educated and skilled technicians beyond which existing educational programs currently supply. The college anticipates an enrollment of 12 full-time and six (6) part-time students the first year, increasing to 20 full-time and 14 part-time students by the third year.

Because facilities, faculty and equipment are in place to support the existing Certificate program, no new financial resources will be required to implement this program. One (1) existing full-time faculty member is required for the proposed program. Qualified faculty possess I-CAR certification in automotive collision repair, six years related occupational experience, and six years teaching experience.

College of DuPage is seeking approval to offer a 32 credit hour “Advanced Multiskilled Technician” Certificate program. This program will prepare individuals for entry-level employment in a variety of technician-level occupations supporting electromechanical and electronics-related processes. The proposed certificate program is complementary to the college’s existing Integrated Engineering Technology A.A.S. degree.

The curriculum consists of 32 credit hours of career and technical coursework including instruction in digital fundamentals, industrial controls, motor fundamentals, electricity and electronics fundamentals, industrial design/CAD, engineering graphics and design, technical mechanics, drive components, introductory programmable logic controllers, electronic devices and applications, automation, multiskilled technology, and one (1) technical elective course. Assessment of student learning objectives will be accomplished through the evaluation of a comprehensive team final project and an individual portfolio review conducted by program faculty. Furthermore, the college offers five (5) of the courses required for the proposed certificate as dual credit to local secondary districts through its Partnership for College and Career Success (PCCS) consortium. This allows high school students to earn credits towards their high school graduation requirements and towards the completion of these programs at the college.

Labor market information provided by the college supports the interest in and the need for a certificate-level program in this field of study. According to the Illinois Department of Employment Security (IDES), positive growth in the employment of “electrical and electronics technicians” and “electro-mechanic technicians” can be expected statewide through 2016. The college anticipates an enrollment of 15 full-time and 12 part-time students the first year, increasing to 20 full-time and 16 part-time students by the third year. The college currently enrolls around 170 full- and part-time students in its related Electronics Technology and Electro-Mechanical Technology programs. It is anticipated this new certificate option will provide some of those existing students with opportunities in other educational avenues that might meet their employment needs more closely.

One (1) existing full-time and seven (7) existing part-time faculty will be required to implement the program the first year. Qualified faculty will possess a Master’s degree in an Engineering or related

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field of study, have a minimum of two (2) years related occupational experience, and a minimum of two (2) years teaching experience. Facilities are in place to adequately support the proposed program. No new costs are anticipated to implement this program during the first three years.

Frontier Community College, one of the Illinois Eastern Community Colleges is seeking approval to offer a 64 credit hour “Information Systems Support (ISS)” Associate of Applied Science (A.A.S.) degree and a related 49 credit hour Certificate program. These programs will prepare individuals for entry-level employment in information technology support positions. The degree is designed for students with little or no background in information technology, while the certificate targets individuals with experience or who are currently working in a related capacity.

The degree curriculum consists of 15 credit hours of required general education and 49 credit hours of required career and technical education. The career and technical component of the curricula includes instruction in computer hardware fundamentals, computer support fundamentals, word processing/spreadsheet/database support, client operating systems, productivity applications, applications support, computer support techniques, network systems support, A+ Certification preparation, Microsoft MCDST Certification preparation, Net+ Certification preparation, and a required work-based learning experience in information systems support. The ISS Certificate curriculum consists solely of the 49 credit hours of career and technical coursework. The college is also seeking approval to offer a 31 credit hour “Applications Specialist” Certificate program. This program will prepare individuals for entry-level employment as computer software support specialists. The curriculum includes career and technical coursework in computer support fundamentals, word processing/spreadsheet/database support, computer support techniques, productivity applications, client operating systems, and application support techniques. Assessment of student learning objectives will be conducted by program faculty through an ePortfolio assessment of the student’s educational progress throughout their curriculum, and an evaluation of the student’s performance during the work-based learning experience. The proposed degree and advanced certificate prepare students for industry credentialing exams including Microsoft Certified Desktop Technician (MCDST), Microsoft Application Specialist (MCAS), CompTIA A+ Certification, and CompTIA Network+ Certification.

Labor market information provided by the college supports the interest in and the need for formalized training programs in information systems support. Locally employers often train their own staff for support which may not offer the same industry credentialing as vendor-sponsored curricula, nor, does it provide any portable educational experience or credentialing for existing workers. The proposed programs will offer that opportunity for existing IT professionals, as well as offer educational pathways for individuals seeking entry-level employment in this field. According to the Illinois Department of Employment Security (IDES), employment of “computer support specialists” is anticipated to increase by 17.9% statewide through 2016. Employment growth within the college’s district is also expected to be positive at 4.5% through 2016. The college anticipates an enrollment in the degree at 10 full-time and 10 part-time the first year, increasing to 25 full-time and 25 part-time by the third year. The college anticipates an enrollment of five (5) full-time and five (5) part-time students the first year in the certificate, increasing to 15 full-time and 15 part-time by the third year. The degree program was also designed with articulation at the baccalaureate level in

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mind. The ISS degree is transferrable to Southern Illinois University at Carbondale (SIUC), Southern Illinois University at Edwardsville (SIUE), Eastern Illinois University (EIU), and University of Southern Indiana (USI) in related baccalaureate degree programs.

The college currently offers a related A.A.S degree in Information Technology Management, and therefore facilities, faculty and most equipment are in place to adequately support the proposed programs. While the IT Management program has been successful, it has needed revision to better serve students and local employers. The proposed degree and related certificates will eventually replace the existing program. Two (2) existing part-time faculty are required to implement the programs. Qualified faculty possess a Bachelor's degree in Information Technology, have a minimum of five (5) years related occupational experience and two (2) years teaching experience. The college estimates the cost of implementing these programs at \$15,095 the first year, \$14,265 the second year, and \$15,240 the third year.

Kaskaskia College is seeking approval to offer a 64 semester credit hour Associate in Engineering Science (A.E.S.) Degree for students planning to obtain a baccalaureate degree in a related engineering science field, or enter the workforce with a potential for earning a baccalaureate degree in the future. The A.E.S. degree is more closely aligned with lower division coursework at universities offering bachelor's degree program in related engineering sciences. The proposal satisfies ICCB Administrative Rules for A.E.S. degree program regarding total credit hours and general education requirements, as well as meeting the IAI Engineering major panel's recommendations. To gain admittance to this program, students must meet IAI Engineering panel recommendations and the general admission standards for all transfer degrees. The college anticipates an enrollment of 15 – 17 full-time students the first year. Existing faculty and facilities, including laboratories and equipment, are adequate for the implementation of the proposed program. The cost of implementing this program will be approximately \$4,000 per year during the first three years.

Lewis & Clark Community College is seeking approval to offer a 66 credit hour Associate of Applied Science (A.A.S.) degree in "Architectural Technology". This program will prepare individuals for employment as architectural drafters, architectural technicians, and construction-design technicians with a focus on green building design.

The curriculum was developed in partnership with the University of Illinois at Urbana /Champaign's School of Architecture to provide graduates with employment skills at the drafter/technician level, and transfer into the Architecture baccalaureate degree program. The curriculum consists of 18 credit hours of required general education, and 48 credit hours of required career and technical education. The general education component includes 12 credit hours of coursework transferrable to the baccalaureate level. In addition, four (4) of the general education courses can be taken for dual credit through the district's local secondary Partnership for College and Career Success (PCCS) consortium. This will provide opportunities for local secondary students to earn credit hours towards their high school graduation requirements and completion of the Architectural Technology A.A.S. degree. The career and technical component includes instruction in introductory architecture, architectural graphics, architectural rendering, introductory and advanced architectural design,

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REVIT, architectural building systems, basic and advanced computer-aided design, construction of buildings, GIS/GPS mapping, solar design and installation, solar hot water technology, grid tied solar design, and a required architectural design and graphics work-based learning experience. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning experience by the student's work-site supervisor and program faculty. The curriculum was developed using guidelines of the U.S. Green Building Council that offers an optional credential, the Leadership in Energy and Environmental Design (LEED) certification for professionals who have work experience in the field of green building design/construction.

Labor market information provided by the college supports the interest in and the need for a two-year architectural technology degree program, particularly a program focused on green-building design and environmental sustainability. The college anticipates an enrollment of 10 full-time and five (5) part-time students the first year, increasing to 20 full-time and 15 part-time students by the third year. Facilities, equipment and software are currently in place to adequately support the program. Three (3) existing full-time and three (3) existing part-time faculty will be required during the first year of the program. Qualified faculty possess a minimum of a Bachelor's degree in Architecture or a related field, have a minimum of five years related occupational experience and a minimum of five years teaching experience. No new costs are anticipated to implement this program.

McHenry County College is seeking approval to offer a 72 credit hour "Occupational Therapy Assistant" Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as occupational therapy assistants to licensed occupational therapists.

The curriculum consists of 23 credit hours of required general education and 49 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in foundations of occupational therapy, introductory through advanced levels of therapeutic methods, psychosocial rehabilitation theory and practice, physical theory and rehabilitation theory and practice, occupations across the lifespan, dynamics of human movement, conditions disrupting participation, professional analysis in practice, health services management, information literacy in healthcare, and a required work-based learning experience in the occupational therapy. Assessment of student learning objectives will take place during the work-based learning experience through observation and evaluation of the student's performance by employer's and program faculty. The curriculum was designed according to skill standards set by the American Occupational Therapy Association (AOTA) for occupational therapy assistant educational programs, and will prepare graduates for the Certified Occupational Therapy Assistant (COTA) exam through the National Board for Certification in Occupational Therapy. Certification is a prerequisite for licensure through the Illinois Department of Finance and Professional Regulation (IDFPR), which is a requirement for entry-level employment in this State. The college has also sought articulation of the proposed program with National Louis University, Southern Illinois University at Carbondale (SIUC), and Northern Illinois University (NIU) in programs related to Health Care Management and Health and Human Sciences.

Labor market information provided by the college supports the interest in and the need for a two-

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year educational program in this field of study within the college's district. According to the Illinois Department of Employment Security (IDES), employment of "occupational therapy assistants" is projected to increase by 25.4% through 2016 statewide. Local employers have expressed a significant need for COTAs as an alternative to hiring multiple full-time licensed occupational therapists. Furthermore, recent changes in the entry-level educational requirements for occupational therapists (a master's degree is required) has made earning an Associate's degree, which offer the potential for pursuing employment while continuing your baccalaureate and professional education, more attractive to many students. The college anticipates an enrollment of 16 full-time students each year during the first three years of the program.

The program will utilize one (1) existing full-time faculty member, and require one (1) new full-time and two (2) new part-time faculty during the first year. Qualified faculty will possess at minimum a Bachelor's of Science in Occupational Therapy or have Certification as an Occupational Therapy Assistant with five years related teaching experience. A Master's degree in Occupational Therapy with at least one year related work experience and one year teaching experience is preferred. Classroom facilities are in place to adequately support the program. Laboratory facilities and much of the required equipment will be utilized through the college's work-based learning site partners. Costs of implementing this program will be approximately \$90,600 the first year, \$83,900 the second year, and \$83,000 the third year.

Oakton Community College is seeking approval to offer a 32 credit hour "Commercial Buildings Energy Systems" Certificate. This program will prepare individuals for entry-level employment as heating, ventilation and air conditioning (HVAC) technicians in commercial buildings. The curriculum was based on standards developed by the Partnership for Air-Conditioning, Heating, and Refrigeration Accreditation (PAHRA). The college's existing program's hold current PAHRA accreditation, and it is planned the proposed curricula will be submitted for accreditation once all appropriate state-level approvals have been awarded. The curriculum consists of career and technical instruction in introductory air conditioning and refrigeration, introductory electricity and automatic controls, advanced automatic controls, indoor air quality, commercial HVAC systems applications, HVAC load calculations, energy audit, analysis and management, and two courses in applied math and writing. Assessment of student learning objectives will be achieved through an evaluation of a final project requiring the development of a plan for maintaining a high energy efficient commercial HVAC building system.

Labor market information provided by the college supports the interest in and the need for a formalized certificate program in this field of study. The proposed program will complement the college's existing A.A.S. degree and Certificate programs in Residential and Light Commercial Air Conditioning. The college indicates a strong interest by existing students, recent graduates and local employers for a training program that emphasizes commercial HVAC maintenance and energy efficiency. According to the Illinois Department Employment Security (IDES), growth in the employment of "HVACR technicians" is anticipated at 10.4%, about as fast as the average growth for all occupations statewide through 2016. Locally, data shows a projected increase in the number of HVACR job openings through 2016. The college anticipates an enrollment of five (5) part-time students the first year, increasing to 10 part-time students by the third year. One (1) existing full-

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time, seven (7) existing part-time and one (1) new part-time faculty will be required for the program during the first year. Qualified faculty will hold a Bachelor's degree in related field, a minimum of two (2) years related occupational experience and one year teaching experience. Facilities and some equipment are in place to adequately support the proposed program. Costs of implementing this program will be approximately \$8,600 the first year, \$12,100 the second year, and \$12,600 the third year.

Oakton Community College is also seeking approval to offer a 60 credit hour Associate of Applied Science (A.A.S.) degree in "Computer Networking and Systems". This program will prepare individuals for employment as network technicians and network administrators.

The curriculum consists of 19 credit hours of required general education, 37 credit hours of required career and technical education, and four (4) credit hours of related technical electives. The career and technical component of the curriculum includes instruction in introductory computer information systems, networking essentials, principles of information security, Microsoft Windows Desktop Operation systems, Microsoft Windows Server Operation systems, Microsoft Implementing and Maintaining Windows Network Infrastructure, Microsoft Planning and Optimizing Windows Network Infrastructure, Microsoft Windows Desktop Technician, Cisco Networking Basics, Cisco Routers and Routing Basics. Assessment of student learning will be achieved through evaluation of a comprehensive final exam and project completed towards the end of the students program. The curriculum was developed according to standards established by Microsoft Corporation and Cisco Corporation for certification in several applications. The college is currently a certified Microsoft IT Training Academy and a Cisco Networking Academy. Graduates of this curriculum will be eligible for optional credentialing through Microsoft in Windows Enterprise Administration, Windows Desktop Support, Microsoft Certified Technical Support, and Microsoft Certified IT Professional, to name a few.

Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of "network systems workers" and "network administrators" is expected to increase by 28.8% and 49.2% respectively in the state through 2016. The college currently offers two (2) related certificate programs which enroll approximately 50 students each fall. The college has designed the proposed degree so that the majority of coursework within each certificate will apply towards completion of the program. The college anticipates an enrollment of five (5) part-time students the first year, increasing to 10 part-time students by the third year. Facilities and equipment are in place to adequately support the program. Two (2) existing full-time, four (4) existing part-time and two (2) new part-time faculty will be required the first year. Qualified faculty will hold at least a Bachelor's degree and the appropriate industry certifications, at least two (2) years related occupational experience, and one (1) year of teaching experience. Costs of implementing this program will be approximately \$15,600 the first year, \$16,300 the second year, and \$17,100 the third year.

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Olive-Harvey College, one of the City Colleges of Chicago, is seeking approval to offer a 60 credit hour Associate of Applied Science (A.A.S.) degree in “Human Development and Family Studies”. This program will prepare individuals for employment as social service technicians in a variety of social service organizations that focus on family, child and geriatric research and support services. The proposed curriculum was also designed to assist graduates with transfer to University of Chicago (UC) and Northern Illinois University (NIU) in several human development-related baccalaureate degree programs.

The curriculum consists of 20 credit hours of required general education, 34 credit hours of required career and technical education, and six (6) credit hours of related technical electives. The career and technical education component of the curriculum includes instruction in study of society, social psychology, introductory and intermediate human growth and development, human development and sexuality, intimate relationships, family life education, family development, cross cultural perspectives, and a required work-based learning experience in a human development and family service organization. Assessment of student learning objectives will take place during the practical learning experience by program faculty.

Labor market information provided by the college supports the interest in and the need for a two-year program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of “human services workers” is projected to increase by 34% through 2016 statewide. The college anticipates an enrollment of five (5) full-time and 10 part-time students the first year, increasing to 25 full-time and 25 part-time students by the third year.

One (1) existing part-time faculty person will be required during the first year of this program. Qualified faculty must hold a master’s degree in Child, Human or Geriatric Development and be a fully certified family life educator (CFLE) from the National Council on Family Relations (NCFR). All facilities and equipment are in place to adequately support the curriculum. No new costs are anticipated to implement this program.

South Suburban College is seeking approval to offer a 65 credit hour Associate of Applied Science (A.A.S.) degree and a related 35 credit hour Certificate program in “Echocardiography”. The curricula will prepare individuals for entry-level employment as echocardiography technicians, also known as “cardiac technicians”. Graduates of the degree program will be prepared for employment as cardiac technicians, while the certificate offers existing x-ray technicians with opportunities for cross-training in this specialized field.

The curriculum consists of 25 credit hours of required general education and 40 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in patient care skills, echocardiography fundamentals, echo imaging basic and advanced laboratory, echo anatomy and physiology, echo physics, PACS (Picture, Archiving and Communication Systems), and a required clinical practicum in echocardiography. Assessment of student learning objectives will be achieved through an evaluation of the student’s performance during their clinical practicum experience and by completion of a certification practice exam. Both curricula were developed according to standards for cardiovascular technology programs developed

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by the Joint Review Committee on Education in Cardiovascular Technology of the Commission on Accreditation of Allied Health Professionals (CAAHEP), and will therefore prepare graduates for required licensure through the Illinois Department of Finance and Professional Regulation (IDFPR) upon passage of an industry-based credentialing exam. Certification is available through two industry organizations: Cardiovascular Credentialing International (CCI) and the American Registry of Diagnostic Medical Sonographers (ARDMS). CCI offers four (4) appropriate certifications: Certified Cardiographic Technician (CCT), Registered Cardiac Sonographer (RCS), Registered Vascular Specialist (RVS), and Registered Cardiovascular Invasive Specialist (RCIS). The ARDMS offers two (2) appropriate certifications: Registered Diagnostic Cardiac Sonographer (RDMS), and Registered Vascular Technologist (RVT).

Labor market information provided by the college supports the interest in and the need for training programs in this specialized field of medical imaging. According to the Illinois Department of Employment Security (IDES), growth in the employment of “cardiovascular technicians” is projected to increase by 26% statewide through 2016. This is nearly two and a half times the growth anticipated for all occupations in the state for the same time period. Locally, there has been a significant interest by district and regional health service providers in community colleges offering this training. Once approved the college plans to provide this program through cooperative agreements in the neighboring districts of Moraine Valley, Joliet and Prairie State Colleges. The college anticipates an enrollment of 25 part-time students the first year, increasing to 55 part-time enrollments by the third year. One (1) new part-time faculty member will be required during the first year of the program. Qualified echocardiography instructors will hold a Master’s degree in Cardiovascular Sonography or a closely related field, have a minimum of five (5) years related occupational experience and one-two (1-2) years teaching experience. All echocardiography faculty must also hold the appropriate licensure and certification credentials. Costs of implementing this program will be approximately \$57,200 the first year, \$27,700 the second year, and \$12,700 the third year.

South Suburban College is seeking approval to offer a 67 credit hour Associate of Applied Science (A.A.S.) degree and a related 33 credit hour Certificate program in “Nanoscience Technology”. Nanotechnology, the enabling science of manipulating atoms and molecules at the nanometer scale to create and manufacture new materials and devices, is emerging as an advanced field of scientific study (Brookstein, Darrell. *Nanotech Fortunes*, 1st Edition, 2005). These programs will prepare individuals for entry-level employment as nanoscience technicians. Graduates of the proposed degree will be prepared for work as technicians in a variety of manufacturing, IT, health science and related fields that utilize this new and emerging technology, while the certificate offers existing science technicians with opportunities for cross-training in this advanced field.

The degree curriculum consists of 36 credit hours of required general education, and 31 credit hours of required career and technical education. The general education core includes two Physics courses: Mechanics and Heat, and Sound/Light/Electricity, and one Chemistry course that serve as a foundation for the remainder of the nanoscience technology coursework. Other general education courses include English composition, speech communications, biology, college algebra and statistics, and a humanities and social science course. All general education courses are transferable. The career

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and technical component of the curriculum includes instruction in introductory and advanced levels of nanoscience technology, nano electronics, nano biotechnology, nano materials, nano manufacturing, nano techniques, and a required work-based learning experience with an employer that uses nanoscience technology. The certificate curriculum includes all 31 credit hours of nanoscience technology coursework and an additional three (3) credit hours of mathematics. Assessment of student learning objectives will be accomplished through an evaluation of the student's performance during the work-based learning component of both programs. The evaluation will be conducted by the employing supervisor and program faculty. Both curricula were developed using a model originated by the University of Pittsburgh, a leading university in nanoscience technology programs, as well as feedback from State industry partners, science technology and educational experts in this field.

Labor market information provided by the college supports the interest in and the need for skilled technicians in this new and emerging field of study. South Suburban College was awarded a grant through NanoLink, a National Nanoscience Organization funded by the National Science Foundation (NSF) to assist postsecondary institutions in developing nanoscience curriculum. Currently, only Harper College offers a similar program in Nanoscience Technology. The colleges have collaborated to share laboratory space and other resources where possible. The college anticipates an enrollment of 35 full-time and five (5) part-time students each year during the first three years of the program. Three (3) existing part-time faculty will be required for instruction of the nanoscience technology courses and no new faculty will be required for the program overall. Qualified nanoscience technology faculty will hold a Master's degree in a science-related field, a minimum of three (3) years occupational experience and five (5) years teaching experience. In addition, nanoscience technology faculty must have completed a series of topical workshops sponsored by the University of Pittsburgh. Costs of implementing this program will be approximately \$400,200 the first year, \$275,200 the second year, and \$150,200 the third year. Expenses include facility and equipment costs over the three year period.

Triton College is seeking approval to offer a 66 credit hour "Hospitality Administration: Baking and Pastry" Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for self-employment as pastry chefs as well as in hotels, restaurants, commercial and retail bakeries, and specialty bakeries.

The curriculum consists of 15 credit hours of required general education and 51 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in introductory hospitality, food sanitation and safety, nutrition, culinary mathematics, food preparation essentials and theory, food and beverage purchasing/cost control, introductory and advanced cake and pastry baking, cake and pastry decoration, artisan breads, chocolate, laminated dough, specialty baking and pastry, retail bakery management, catering management, hospitality marketing and supervision, and a required work-based learning experience in baking. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning component by program faculty and their work-site supervisor, as well, as through the use of an industry-based skills checklist the student must complete over the course of their study and have reviewed by program faculty. The college

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currently offers a related Baking Certificate, which ladders into the proposed degree program and may provide an opportunity for certificate graduates to seek more advanced education and skill training.

Furthermore, four (4) courses within the existing Certificate and the proposed A.A.S. degree can be taken for dual credit in local secondary districts. This allows high school students to earn credits towards their high school graduation requirements and towards the completion of these programs at the college.

Labor market information provided by the college supports the interest in and the need for a two-year training program in this field of study. According to the Illinois Department of Employment Security (IDES), the growth in employment of “bakers” is projected positively at 11.09% statewide through 2016, which is about as fast as the average growth for all occupations in the state. Furthermore, the college indicates graduating 28 students in the last eight (8) years of their Certificate program, nine (9) of those students went on to other institutions to complete their A.A.S. degree. Based on a survey of existing Certificate students and recent graduates, the college anticipates a significant interest in seeking the degree once available. Enrollment during the first year of the program is expected at around 10 full-time and 15 part-time students, increasing to 25 full-time and 30 part-time students by the third year. In addition, the college has collaborated with Roosevelt University and Kendall College for the proposed program to articulate into a related baccalaureate degree program(s).

Facilities and equipment are already in place to adequately support the proposed program, as the college currently maintains a working bakery for its existing culinary arts and baking programs. Some minor renovations will be in order and several pieces of new equipment are planned for upgrading during the next three years. One (1) existing full-time and four (4) existing part-time faculty will be required during the first year of the program. Qualified faculty will hold at least an Associate’s degree in Culinary Arts or Baking, have five (5) years related occupational experience, and five (5) years teaching experience. In addition, full-time faculty will have earned the designation of Executive Pastry Chef. Costs of implementing the program will be approximately \$78,560 the first year, \$115,600 the second year, and \$104,700 the third year. Second and third year costs reflect the addition of full- and part-time faculty to manage increases in enrollment, and the cost of facility and equipment upgrades during those years.

Wabash Valley College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 68 credit hour Associate of Applied Science (A.A.S.) degree in “Energy Technology”. This program will prepare individuals for employment in a variety of occupations focusing on renewable/reusable energy, commonly referred to as “green jobs”.

The curriculum consists of 28 credit hours of general education and 40 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in introductory energy, introductory biofuels, alternative fuel production, effects of alternative fuels, fossil fuel technology, renewable fuels, energy policies, energy efficiency and comparison, industrial electricity, P-Tech quality control, industrial safety, motors and motor controls, and a work-based learning experience. Assessment of student learning objectives will be

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achieved through faculty evaluation of a student portfolio containing artifacts of their educational success in meeting comprehensive program objectives. Furthermore, the program was designed for articulation into baccalaureate degree programs in agriculture and/or engineering at Murray State University, and Southern Illinois University at Edwardsville.

Labor market information provided by the college supports the interest in and the need for a formalized educational program in this field of study. The college worked with local workforce partners to develop a program that crosses existing programs in the diesel technology and agriculture fields that would meet the increasing demand for knowledge and skills in renewable energy technologies. The college anticipates an enrollment of 15 full-time and 15 part-time students the first year, increasing to 25 full-time and 25 part-time students by the third year.

The program will require two (2) existing full-time and two (2) existing part-time faculty the first year. Qualified faculty will possess a minimum of an Associate's degree in diesel technology or an agriculture-related field, at least five (5) years related occupational experience, and at least three years teaching experience. Costs to implement this program will be approximately \$23,700 the first year, and \$7,500 per year during the second and third years.

Waubensee Community College is seeking approval to offer a 65 credit hour Associate of Applied Science (A.A.S.) degree in "Health Information Technology". This program will prepare individuals for entry-level employment as health information technicians (HITs) in a variety of health care service settings.

The proposed HIT degree program consists of 16 credit hours of required general education, 43 credit hours of required career and technical education, and six (6) credit hours of related technical electives. The career and technical component of the curriculum includes instruction in introductory health information technology, introductory and advanced medical terminology, medical insurance and reimbursement, ICD coding, CPT coding, health information processes, pathophysiology and pharmacology for HIT professionals, medical law and ethics, data applications and health care quality, computer software in the office, comprehensive electronic spreadsheets and database management, an HIT seminar and capstone, and electives from medical office, computer information systems or business emphases. Assessment of student learning objectives will take place during the HIT capstone course that includes the RHIT practice exam.

The program was designed based on standards established by the Commission on Accreditation for Health Informatics and Information Management (CAHIM) and will prepare graduates for the required Registered Health Information Technician (RHIT) credentialing exam, available through the American Health Information Management Association (AHIMA). Program accreditation is required in order for graduates to sit for the RHIT exam, and the college is currently in the process of pursuing CAHIM program accreditation. The college plans to move forward with the accreditation application, following all of the necessary approvals by the ICCB and IBHE,

Labor market information provided by the college supports a strong interest in and a need for a two-year degree in this field of study. According to the Illinois Department of Employment Security

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(IDES) an increase in employment of “medical records technicians and technologists” is projected at 20.7% through 2016. The college anticipates an enrollment of five (5) part-time students the first year, increasing to 15 part-time students by the third year. Currently, the college offers three (3) related certificates that ladder into the proposed degree program. Across the existing certificates in Health Care Coding, Medical Office, and Medical Transcription between 18-28 credit hours of coursework count towards the completion of the proposed degree. It is expected that students enrolled in the certificate programs will feed into the proposed degree program. Furthermore, at least one career and technical education course and several general education courses can be taken for dual credit through the district’s local secondary Partnership for College and Career Success (PCCS) consortium. This will provide opportunities for local secondary students to earn credit hours towards their high school graduation requirements and completion of the HIT A.A.S. degree.

Existing faculty will be used for the majority of instruction. One (1) full-time and four (4) part-time faculty are currently in place for the related certificate programs. One (1) new part-time faculty member is anticipated for hiring during the first year. All existing faculty meet the education, experience and credentialing requirements necessary for CAHIM program accreditation.

Costs of implementing the proposed program will be approximately \$156,500 the first year, and \$42,000 per year during the second and third years. The college received two grants in support of the development of the proposed program: one \$113,000 grant from the U.S. Department of Education for a computer-lab and industry-standard software; and, a second \$9,350 grant from the ICCB through the Programs of Study-Pathway to Results Implementation Grant project to develop a health information technology career pathway. Higher first year costs reflect the purchase of grant covered equipment and software.

Waubensee Community College is also seeking approval to offer a 64 credit hour Associate of Applied Science (A.A.S.) degree program and a related 45 credit hour Certificate program in “Industrial Technology”. The programs will prepare individuals for entry-level employment as industrial technicians in manufacturing, materials processing, quality assurance and related environments. The degree program offers students the option to focus their study in one of four specialty areas which would assist students in narrowing their employment goals.

The degree curriculum consists of 19 credit hours of required general education, 28 credit hours of required career and technical education, and 17 credit hours of related technical electives. The career and technical component of the curriculum includes instruction in introductory chemistry, statistics, financial accounting, engineering graphics, manufacturing processes, machine tool basics, metrology, materials of industry, quality management for industry and a required work-based learning experience with an employer of industrial technicians. The elective component includes options for specialty in one of four areas: electronic equipment, laboratory testing, machinery design, or product design. Assessment of student learning objectives will be achieved through an evaluation of the student’s performance during the work-based learning component of the program.

The certificate curriculum includes the 28 credit hours of coursework in the proposed degree as well as additional coursework to be selected from the same specialty categories. All coursework from

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the proposed certificate will ladder into the degree. Furthermore, at least three career and technical education courses can be taken for dual credit through the district's local secondary Partnership for College and Career Success (PCCS) consortium. This will provide opportunities for local secondary students to earn credit hours towards their high school graduation requirements and completion of the Industrial Technology Advanced Certificate or the A.A.S. degree.

Labor market information provided by the college supports the interest in and the need for a formalized educational program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "industrial engineering technicians" is anticipated at 10.3% statewide through 2016. Locally this occupation is also projected to experience positive growth through the same time period. The college worked with local employers to establish curricular requirements for both general education and technical coursework. The college anticipates an enrollment of two (2) full-time and two (2) part-time students in the degree, increasing to eight (8) full-time and 10 part-time students by the third year. Certificate enrollments are estimated the same. Facilities are in place to adequately support the program. Three (3) existing full-time faculty and three (3) existing part-time faculty will be required the first year. Qualified faculty will possess a minimum of a Bachelor's degree in Industrial Technology, or an Associate's degree with five years related occupational experience, and at least two years teaching experience. Costs of implementing this program will be approximately \$82,000 the first year, \$92,000 the second year, and \$102,000 the third year. Expenses reflect faculty costs, equipment and library resources spread over the three year period.

John Wood Community College is seeking approval to offer a 64 credit hour Associate of Applied Science (A.A.S.) degree and a related 32 credit hour Certificate program in "Business Leadership". These programs were developed in partnership with Dot Foods, Inc., a local employer, to meet the needs of their employees currently in and looking for advancement opportunities in to supervisory and management positions.

The programs are based on existing training currently conducted by the employer and have been expanded to include additional and more formalized business theory and practice. The degree curriculum includes 24 credit hours of required general education and 40 credit hours of career and technical education. The certificate curriculum includes nine (9) credit hours of general education and 23 credit hours of career and technical education. The career and technical component of the curricula include instruction in word processing, database administration, spreadsheet analysis, presentation software, business statistics, economics, finance, principles of organization and management, career management, supply chain management, quality assurance, lean manufacturing, supervisory techniques, legal/ethical issues in business, leadership development, and one (1) related technical elective. Assessment of student learning objectives will be achieved through the evaluation of a comprehensive final project. The proposed degree curriculum was also designed to articulate towards Western Illinois University's (WIU) Bachelor of Arts baccalaureate degree program.

Labor market information provided by the college supports the interest in and the need for a formalized educational program in this field of study. The college has provided professional

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development training to local employers for many years. The proposed programs serve to formalize this training and provide additional educational opportunities for the existing labor force within the college's district. According to the Illinois Department of Employment Security (IDES), employment of "transportation, storage and distribution managers" will see a positive growth both statewide and within the college's district through 2016. The college anticipates an enrollment of eight (8) part-time students in each of the degree and certificate programs during the first year, increasing to 15 part-time students by the third year.

Five (5) existing full-time faculty will be required during the first year of the program. Qualified faculty will hold a Master's degree in Business (for business courses), and a Bachelor's degree in Computer Science (for IT courses), two (2) years of related occupational experience, and two years teaching experience. Facilities and equipment are already in place to adequately support the proposed programs. Costs of implementing these curricula are anticipated at \$1,496 during the first year, and \$400 per year during the second and third years.

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ HVAC Technician I Certificate (45 credit hours)

Parkland College is seeking temporary approval to offer a 45 credit hour "Heating, Ventilation, and Air Conditioning (HVAC) Technician I" Certificate for a period of three (3) years. This program will prepare individuals for entry-level employment as HVAC technicians in residential and light commercial facilities.

The curriculum consists of 10 credit hours of required general education and 35 credit hours of required career and technical education. The career and technical component of the curriculum includes instruction in construction plan fundamentals, residential wiring, introductory electricity and electronics, basic air conditioning and servicing, basic heating and servicing, residential HVAC installation, ductwork fabrication, plumbing, and computer applications for HVAC technicians. The program was designed based on curriculum developed by the National Council for Construction Education and Research (NCCER) and will prepare graduates for the Environmental Protection Agency's Refrigerant Certification, available through the Illinois EPA. Assessment of student learning objectives will be achieved through an evaluation of the student's performance on an Industry Competency Exam available from the NCCER.

Labor market information provided by the college supports the interest in and the need for a residential and light commercial HVAC technician training program within the college's district. According to the Illinois Department of Employment Security (IDES), employment of "HVAC technicians" is expected to increase by 10.4% through 2016 statewide. Additionally, the college offers a 31 credit hour HVAC Certificate which will eventually be phased out and replaced by the proposed program, which expands on the existing certificate's curriculum to include EPA certification preparation and a focus on light commercial facilities. While the existing program has proven to be successful, Advisory Committee members have suggested revisions that will better

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prepare students for local employment and EPA certification. The college anticipates an enrollment of 12 students per year during the first three (3) years of the program. Temporary approval is being requested to meet the immediate needs of students currently in the existing certificate program and local employer needs. *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

College of DuPage

- ▶ Digital Logic Devices Programming Certificate (12 credit hours)
- ▶ Electrician's Preparation Certificate (13 credit hours)
- ▶ Electricity & Electronics Technology Certificate (12 credit hours)
- ▶ Energy Audit & Analysis Certificate (10 credit hours)
- ▶ Manufacturing Certificate (17 credit hours)
- ▶ Sustainable Landscape Design Certificate (7 credit hours)

Frontier Community College

- ▶ Hardware Support Specialist Certificate (22 credit hours)
- ▶ Network+ Certification Certificate (15 credit hours)
- ▶ Microsoft Certified Applications Certificate (15 credit hours)
- ▶ A+ Certification Certificate (10 credit hours)

Lewis & Clark Community College

- ▶ Architectural Graphics Certificate (18 credit hours)
- ▶ Solar Design and Installation Certificate (4 credit hours)
- ▶ Solar Thermal Certificate (2 credit hours)

Kennedy-King College

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

College of Lake County

- ▶ Alternative Energy Technology Certificate (25 credit hours)
- ▶ Mechanical Service Technician I Certificate (17 credit hours)
- ▶ Mechanical Service Technician II Certificate (18 credit hours)
- ▶ Sustainable Design & Construction Certificate (16 credit hours)

Waubensee Community College

- ▶ Audio Production Technology Certificate (18 credit hours)
- ▶ Geothermal Basics Certificate (3 credit hours)
- ▶ Geothermal Certificate (26 credit hours)
- ▶ Photovoltaic Basics Certificate (3 credit hours)
- ▶ Photovoltaic Certificate (13 credit hours)

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- ▶ Small Wind Certificate (13 credit hours)
- ▶ Solar Thermal Certificate (9 credit hours)
- ▶ Industrial Technology Certificate (22 credit hours)

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UNAPPROVED

Minutes of the 387th Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, IL

March 26, 2010

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 26, 2010 meeting, as recorded.

* * * * *

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 11:00 a.m. Allison Ray called roll with the following members present: Guy Alongi, Suzanne Morris, James Dumas, Victor Henderson, Rudolph Papa, Tom Pulver, Jake Rendleman, and Melissa Gamber, Student member. The following members were absent: Judy Rake and Addison Woodward, Jr. Ms. Ray declared the Board had a quorum.

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

Chairman had no comment at this time and requested that Item #6 - Executive Session be moved to the next item of business.

Chairman Alongi announced that the absence of Mr. Obrzut was due to the death of Mr. Obrzut's mother-in-law. Chairman Alongi requested that anyone that wished to contribute for flowers to please speak to Allison Ray.

Item #6 - Executive Session

A motion was made by Rudolph Papa, and seconded by Suzanne Morris, to approve the following motion:

To enter Executive Session for the purpose of discussing contract negotiations between members of Local 6348 IFT/AFT, AFL/CIO and the ICCB and to discuss personnel and legal matters, all of which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

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

Guy Alongi: Yea
Suzanne Morris: Yea
James Dumas: Yea
Victor Henderson: Abstained
Rudolph Papa: Yea
Tom Pulver: Yea
Judy Rake: Absent
Jake Rendleman: Yea
Melissa Gamber: Yea
Addison Woodward, Jr.: Absent

Motion carried and the Board entered Executive Session at 11:01 a.m.

* * * * *

Suzanne Morris made a motion, which was seconded by Tom Pulver, to reconvene into Public Session at 11:52 a.m.

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

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

Motion carried.

Item #3 - Board Member Comments

Tom Pulver had no comments at this time.

Melissa Gamber had no comments at this time.

Suzanne Morris attended an event at College of Lake County that focused upon all of the sustainable and green efforts that the community colleges are participating in. There are a number of great projects throughout the state. The campuses are becoming more green and there are also the courses

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in green jobs as well.

Jake Rendleman had no comments at this time.

Victor Henderson was happy to be at the meeting and to participate.

Rudy Papa was happy to attend the meeting as well.

James Dumas had no comments at this time.

Item #4 - President/CEO Report

No report was given at this time.

Item #5 - Committee Reports

5.1 Budget and Finance

5.1.a. Fiscal Year 2010 and 2011 Budget Update

Ellen Andres distributed handouts and reported on equalization and base operating grants. Tuition is up over the last five years and may go up eight to nine dollars on average this year, with only a few colleges left to report. In comparison, at the beginning of the decade when looking at statewide averages, tuition increased less than a \$1.00 annually.

Credit hours this year increased from 6 million to 6.6 million, yet generating all of the extra hours does not bring an increase in funding and the payments are late, which as we know creates an issue for the colleges.

In regards to the FY2011 proposed budget, not much has changed at this point in time. All education agencies will be reduced by the amount they received from the federal stimulus funds received during fiscal year 2010. For community colleges, that equates to about \$7 million.

In the House Appropriation Committee this week, Northern Illinois University (NIU), Governor's State University (GSU), and Northeastern Illinois University (NEIU) testified prior to the ICCB and all three universities were asked how community college students were performing. NIU reported that a study revealed community college transfer students perform better than the four-year students that have attended NIU from their freshman year. GSU and NEIU agreed with the study and NIU is exploring why their students do not perform as well as the transfer students from the

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community colleges.

Ms. Andres hopes to have a report on the Fiscal Year 2011 budget at the next meeting.

Chairman Alongi asked if the community colleges fared better than the universities thus far in the budget process.

Ms. Andres stated the community colleges fared better than the K-12 system and universities due to the fact that we did not receive many stimulus funds, but we are now receiving a cut due to the elimination of the stimulus funds. So, yes we are not receiving as much of a cut, but we never saw the benefits of the substantial increases either.

Chairman Alongi also clarified that the community colleges have received their base operating grant payments from the State of Illinois for this fiscal year, but are currently waiting on the equalization grant payments. However, the amount of money owed to the community colleges in comparison to the amount owed to the state universities is far less.

Jake Rendleman asked about tuition increases at the community colleges.

Ms. Andres reported that many of the colleges' board of trustees have voted on a tuition increase for next year. Many colleges have also decided to implement tuition increases over the next three-four years. The current average tuition is about \$98 per credit hour (which includes normal fees for all students) and Ms. Andres expects to see the statewide average tuition rate increase to \$100 per credit hour for next year.

5.2 Possible Changes to Committee and Meeting Structures

Discussion took place regarding the meeting of committees in relation to the new Board meeting start time. No action was taken.

Item #7 - Advisory Organizations

7.1 Illinois Community College Trustees Association

Barb Oilschlager reported that, at the last ICCTA meeting, there was discussion about what was happening on the federal level, especially regarding the American Graduation Initiative. The Legislative Summit was canceled due to the blizzard in Washington D. C. and the Summit was held instead in March. About 30 trustees attended the Summit and they were able to secure visits with Senators Roland Burris and Dick Durbin.

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Ms. Oilschlager distributed a document detailing what activities she has been involved in as President.

The ICCTA budget was set at the last meeting and legislative goals for the remainder of the year were determined.

The annual ICCTA Convention will be June 4-5 in Springfield and this year Jake Rendleman, ICCB member and trustee for John A. Logan College will receive the association's highest award - the Ray Hartstein Trustee Achievement Award.

7.2 Presidents' Council

Dr. Gayle Saunders, President of Richland Community College represented Dr. John Erwin. The last Presidents' Council meeting was March 16 and focused upon the state budget. The new Chancellor of the City Colleges of Chicago, Cheryl Hyman was introduced. Vice President of the Council, Dr. Jerry Weber, will send a survey to the members about their input for the Council's coming year's activities.

Due to the focus of the state budget at this meeting, there were several talking points developed that the Presidents and designees will emphasize about community colleges, including: Community colleges retrain workers in need of new career skills, the colleges' resources and revenues are limited, the students at community colleges are Illinois' best shovel-ready projects, and the Illinois taxpayers are maxed out - the colleges have raised tuition and done what they can to meet the cash shortfall, but now it is the state's turn to do the same. All of the talking points will be available and Student Lobby Day is coming up in April and they will focus on the same points.

leadership Dr. Saunders also applauded the Illinois Community College System for its among sustainability and green initiatives. Richland Community College will dedicate a new building in June that will be platinum LEED certified and it will also be the first LEED certified building in Macon County.

7.3 Student Advisory Committee

Melissa Gamber reported that Student Lobby Day will be held in Springfield on April 22. The theme will be "United to Save Education." All participants will focus on funding for all colleges and the students that represent the Illinois Board of Higher Education and the Federation of Independent Colleges and Universities will utilize this theme as well.

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7.4 Illinois Community College Faculty Association

Tom Pulver reported that the 2010 Teaching and Learning Excellence Conference will be held on October 21-22, 2010, at the Crowne Plaza in Springfield. An invitation is extended to each Board member to attend the conference. The Teaching and Learning Call for Proposals, Scholarship Applications, and ICCFA Faculty Grant applications have been distributed to each college. The due date for the return of Faculty Grant applications is April 15th. Faculty are encouraged to apply at ICCFA.org. Call for Proposals shall be submitted no later than June 1, 2010.

Invoices for the 2010 ICCFA College Dues have been sent to each college. The ICCFA thanked Dr. Elaine Johnson's office for mailing and receiving the statements.

ICCFA has again coordinated its annual working retreat with the ICCTA conference. The ICCFA retreat is scheduled for June 4-5 at the President Abraham Lincoln Hotel in Springfield.

The ICCFA has concerns that the association's participation and voice is not heard or represented on the P-20 Council. The ICCFA would like to have one member included on the Teaching Effectiveness Committee.

The ICCFA thanked the ICCB for its supportive role in attending the ICCFA meetings. Brian Durham and Dr. Elaine Johnson's reports are appreciated and the information has been very helpful for statewide faculty. The next ICCFA meeting is April 23, at the Crowne Plaza in Springfield.

7.5 Adult Education and Family Literacy Advisory Council

Jennifer Foster reported that the Advisory Council has been applying action steps to the Strategic Plan that the Board approved on November 20, 2009. It has been a tedious process at times ensuring all the needs of Adult Education students are being met, but the process is progressing. The comprehensive work of the Council will be presented to all Adult Education administrators within a couple of weeks. Currently, a pathway system is being created for all adult learners to move them into postsecondary education and employment.

Thanks were extended to the Board for its sponsorship of the national COABE conference held in Chicago. Illinois participants represented about one-third of total attendees and all ICCB Adult Education staff and several other ICCB staff either presented or attended the conference.

IACEA Lobby Day will be held April 30 in Springfield and many adult education students and administrators attend this event.

7.6 Illinois Community College System Foundation

Ray Hancock reported that the ICCSF regular programs - the scholarship and purchasing consortium are doing very well. The ICCSF building project is also doing well, Mr. Hancock distributed a handout that detailed the work schedule for the building. The ICCSF has applied for some federal funding to help pay for the building project. Letters of support from the ICCB and Presidents' Council have been submitted and now it is a matter of wait and see what happens.

The ICCSF is exploring the idea of creating a statewide vanity plate for community colleges. The project has the potential to be a great fundraiser and image builder as well.

Another project being explored is additional parking for the ICCSF building. There are several locations that Mr. Hancock is in negotiations with at this time.

The ICCSF is investigating several international initiatives that the ICCB once was extensively involved.

Mr. Hancock is trying to locate tenants for the fourth floor of the building and currently, there are three interested parties, but no definite occupants.

7.7 Latino Advisory Committee

Dr. Karen Hunter Anderson reported that the second Latino Summit was held in February at Elgin Community College and over 100 people participated. Northern Illinois University's PURE project participated in the Summit and spoke about using education to improve economic development and eliminate poverty within a region through their PASCAL/PURE project. The PURE Project has asked the ICCB/LAC to participate in one of their Latino initiatives and several leaders from within the system are currently working to focus on college and career readiness for Latino students. Other presentations included Achieving the Dream's organization of Latino students called Holas, Dr. Scott Parke presented Latino enrollments in the system, and an interactive session that featured transitions of Latino students into Career and Technical Education programs from either high school or adult education programs. Overall, the message seemed to be that efforts should be focused upon completion rates and college readiness.

Item #8 - Illinois Student Assistance Commission Update

Andrew Davis reported on the difficulties of funding the Monetary Award Program (MAP) for Illinois college students. However, tuitions keep increasing and the number of students eligible for financial aid is skyrocketing. For the current year, student applications are up over 40 percent from

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last year. Due to the increase, last year MAP grants were suspended on May 15 and so far for this year the prediction is that grants will be suspended by April. This will result in over 100,000 eligible MAP students will not receive a grant. This once a year suspension date greatly affects the students, but disproportionately, the community college students more so due to the needs and times that community college students decide to enroll in classes. The portion of money received by community college students for MAP grants continues to drop and, for school year 2010-2011, it is estimated to be around \$47-49 million in comparison to about \$50-52 million for school year 2009-2010.

The reality is that the state does not have the resources to fully fund the MAP program and, currently, it appears that the MAP budget for fiscal year 2011 will remain level funded. In anticipation of this, ISAC in cooperation with the Department of Revenue has been researching the affect of community college on MAP recipients in comparison to those with similar economic standards that have not attended community college. The fundamental findings from 2002-2007 show those individuals earning \$15,000-16,000 a year who did not attend college or receive MAP grants showed a salary increase of about 2 percent per year. The students that attended community college and received MAP grants for the same time period showed an average yearly salary increase of 6-11 percent.

ISAC proposes that the increased salaries, which also creates an increased taxable income, be viewed as a capital investment opportunity. From this, revenue bonds would be issued and paid back, principal and interest, with the income taxes of the recipients. There would be no change to the tax level of the individual, but there would be a special portion of those taxes for the state for its investment. It is estimated this could be done within ten years and any excesses would be used to pay MAP grants and/or go back to the General Revenue Fund (GRF). By doing this, ISAC believes the needs of an additional 50,000 students could be met.

Suzanne Morris asked if there were other administrative options available, such as earmarking a percentage of the funds for community college students.

Mr. Davis said that the issue has been raised recently and it is being given a great deal of thought. The problem is that, in reality, ISAC would just be reshuffling the money and also reshuffling which students are being hurt in the process. It is something that needs to be addressed and what better time than when there is a new funding source. The initiative is separate and that would be accomplished through the Legislature. If this is successful, it would also make sense to allow for three suspension dates versus the current one that exists.

Victor Henderson asked if there is anyone else that has done this successfully?

Mr. Davis replied that, on this scale and scope, it has not been done successfully. However, in Australia, a significant amount of the financing for education is done in a similar scheme. Four states have done this though: Michigan, Missouri, Kansas, and Iowa. The scale is smaller and is offered as an enticement to businesses to come to the community colleges for training their employees. This was done successfully in Iowa with IBM.

Chairman Alongi discussed how the MAP funds were distributed to students that attend public

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versus private colleges. At the time, Chairman Alongi thought the difference was 54 percent was awarded to public college students and 46 percent to private college students. Chairman Alongi inquired if there was discussion about shifting the use of the public MAP money more towards the public college students versus the private college students. The reason for this concern is that there is a maximum amount a student may receive and that amount is based, in part, on the tuition of the institution a student attends and, in most cases, the private institutions charge a higher tuition than the public institutions. Chairman Alongi is afraid that, due to rising tuition costs, eventually the percentages of those public versus private MAP grant students will switch, with private students receiving a higher portion of MAP grants than public students and, once again, the community college students are at a disadvantage.

Mr. Davis acknowledged Chairman Alongi's concern and verified that the percentages of students attending public versus private institutions receiving MAP grants has not changed much over the last couple of years. ISAC believes the MAP program should remain a vehicle to provide choice to students and all educational institutions throughout the state should be able to participate. Policy can always change, but from a practical stand point, the Illinois public system does not have the room to absorb those students that attend private institutions and receive MAP grants as well.

Item #9 - Baccalaureate Completion Update

Dr. Elaine Johnson distributed the Baccalaureate Completion Survey, which consists of a survey of all community colleges and details if the community college offers a baccalaureate completion program on their campus and which public, private, proprietary, or online college the community college partners with for the program. The survey also asked if the community colleges have a need that is not being met. The results of the survey will be provided to four-year institutions, with the hopes of the community colleges and four-year institutions being able to identify what the true needs in a region are and how those needs may be addressed. This survey was done with the cooperation of the Illinois Board of Higher Education (IBHE) and will be presented to the General Assembly as well.

Item #10 - Illinois Department of Corrections Program Update

Dr. Elaine Johnson provided an update on the community colleges that provide correctional education and the current relationship of those colleges with the Illinois Department of Corrections (IDOC). Currently, the IDOC is very behind in payments to the colleges for the provided correctional programs. Dr. Johnson has met with Director Randle from IDOC to discuss the colleges' concerns. Due to the lack of payments, the affected colleges' board of trustees are deciding whether it is in their best interests to stay in business with IDOC. The colleges have agreed to fulfill their contracts through June 30, 2010 and would provide IDOC and ICCB a 60-day notice if the colleges' board of trustees decide to eliminate their corrections program.

Chairman Alongi asked what amount of money was budgeted for the colleges to run the corrections programs?

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Dr. Johnson nor Ms. Andres knew the exact amount, but Dr. Gayle Saunders, President of Richland Community College (RCC) stated that RCC's budget was \$1.5 million and is the second largest program in the state.

Chairman Alongi also asked if the colleges receive direct reimbursement for the credit hours generated?

Dr. Saunders replied that the colleges do not, IDOC receives the reimbursement for the credit hours. Ms. Andres agreed with Dr. Saunders and clarified for the colleges the credit hours do apply toward credit hour grants. If the colleges were to end their IDOC programs, the colleges will see a decline in credit hour grants two years from now.

Chairman Alongi asked if the programs are worth saving?

Dr. Johnson stated that the colleges she has spoken with thus far do not want to get out of the programs and if the colleges were not in a financial crisis currently, the IDOC programs would not be an issue.

Chairman Alongi asked if it would be worthwhile to pursue legislation for the ICCB and/or colleges versus the IDOC to receive the reimbursement for the programs?

Ms. Andres stated that legislation of that nature may be viewed as an increase to the ICCB budget, not as a transfer and, in the end, it may affect base operating grants.

Victor Henderson asked how old the program was and who approved the curriculum?

Dr. Johnson stated that the curriculum is approved by the ICCB and Dr. Saunders noted that the community colleges have been involved in correctional education for a long time but, in the beginning, the contracts were with a school district within the correctional education programs and transferred to the ICCB in the 1980s.

Chairman Alongi asked Dr. Johnson how many colleges are considering eliminating their corrections programs?

Dr. Johnson indicated that Rend Lake College and Spoon River College will most likely end their programs, Kaskaskia College is on the bubble, and Dr. Saunders indicated that Richland Community College is considering elimination of their program.

Item #11 - Online Learning at Illinois Community Colleges

Dr. Karen Hunter Anderson briefly highlighted the benefits of online learning and discussed the involvement of the ICCB Institutional Support and Policy Studies in preparing the report *Online Instruction in the Illinois Community College System*.

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Todd Jorns, Senior Director for Education Technology, and Jeff Newell, Director for Distance Learning and Education Technology Support, represent the Education Technology Department for ICCB and focus on three areas: 1) distance and online learning initiatives, 2) using technology in the classroom, and 3) faculty development and using online learning in the classroom.

Mr. Jorns focused upon key initiatives the ICCB has been involved in, including design of the Basic Skills Test, the Paraprofessional Test Preparation System, creation of the website Excellence in Adult Education, GED Illinois, the latest initiative is Illinois Online Learning Resources, and one of the oldest initiatives is the Illinois Community Colleges Online (ILCCO).

Mr. Newell addressed ILCCO and its growth beyond course sharing and professional development. Currently, ILCCO is looking at expanding its offerings, especially in regards to leadership and ways to enhance the colleges through offering online learning, facilitate collaboration between the colleges, and sharing of resources. Recently, the second strategic planning process was implemented and the goals included developing a resource site to assist colleges that are preparing for accreditation and developing statewide benchmarks for retention and distance learning to compare best practices. ICCB tracks five different distance learning categories: interactive television, broadcast television, stored media, internet, and correspondence. Ten years ago, online learning accounted for one-third of distance learning and now accounts for 90 percent overall. Interactive television has maintained itself, especially in certain colleges due to large rural districts that have remote sites it enables the students to achieve their instructional goals. Currently, over 72,000 students a year throughout the state participate in online learning courses. Mr. Newell also reviewed a handout that highlighted data pertaining to online learning for Illinois community colleges. For the future, Mr. Newell predicted an increase in offerings for online course and enrollments; growth for blended or hybrid learning courses, which are best described as one course that combines face-to-face and online components; more technology offerings for courses, especially as smart phones and e-readers become more popular.

Chairman Alongi recognized four-year institutions are always discussing online and baccalaureate degrees and suggested to Dr. Anderson that Mr. Jorns and Mr. Newell should present to the Illinois Board of Higher Education due to such a high percentage of online courses offered from community colleges compared to public universities.

Item #12 - New Units of Instruction

Tom Pulver made a motion, which was seconded by James Dumas, 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

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

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Lewis & Clark Community College

- ▶ Welding Technology A.A.S. degree (61 credit hours)
- ▶ Welding Technology Certificate (35 credit hours)

John A. Logan College

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

Southeastern Illinois College

- ▶ Biodiesel Production Certificate (33 credit hours)
- ▶ Ethanol Production Certificate (34 credit hours)
- ▶ Graphic Design A.A.S. degree (62 credit hours)
- ▶ Graphic Design Certificate (36 credit hours)

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ CNH (Case-New Holland) Service Technician A.A.S. degree (67 credit hours)
- ▶ Mass Communications: Photography A.A.S. degree (60 credit hours)

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

Board member Victor Henderson did not participate in this vote due to a brief departure from the meeting.

Item #13 - Consent Agenda

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

13.1 Minutes of the January 27, 2010 Meeting

The Illinois Community College Board hereby approves the Board minutes of the January 27, 2010 meeting, as recorded.

13.2 Minutes of the January 27, 2010 Executive Session

The Illinois Community College Board hereby approves the Executive Session minutes of the January 27, 2010 meeting, as recorded.

13.3 Minutes of the January 28, 2010 Meeting

The Illinois Community College Board hereby approves the Board minutes of the January 28, 2010 meeting, as recorded.

The motion was approved via voice vote, Board member Suzanne Morris abstained. Student

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advisory vote: Yes.

Item #14 - Information Items

14.1 Fiscal Year 2010 Financial Statements

The Fiscal Year 2010 Financial Statements were provided to the Board for review.

14.2 Summary of Capital Projects Approved by the President/CEO during Fiscal Year 2009

The Summary of Capital Projects Approved by the President/CEO during Fiscal Year 2009 was provided to the Board for review.

14.3 Fiscal Year 2010 Spring Enrollments in the Illinois Community College System

The Fiscal Year 2010 Spring Enrollments in the Illinois Community College System was provided to the Board for review.

14.4 Illinois Community College System Program Review Statewide Summary

The Illinois Community College System Program Review Statewide Summary was provided to the Board for review.

14.5 Online Instruction in the Illinois Community College System

The Online Instruction in the Illinois Community College System report was provided to the Board for review.

14.6 External Affairs Update

The update for the External Affairs Committee for the Illinois Community College Board was provided to the Board for review.

14.7 Strategic Planning Committee Update

The update for the Strategic Planning Committee for the Illinois Community College Board was provided to the Board for review.

Item #15 - Other Business

There was no other business at this time.

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Item #16 - Public Comment

Barb Oilschlager complimented the ICCB on the recent edition of the ICCB Magazine, it is a fantastic publication and the ICCTA membership appreciates the cost effective distribution of it.

Item #17 - Adjournment

At 2:09 p.m., Rudy Papa made a motion, which was seconded by Jake Rendleman, to adjourn the meeting.

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

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

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Illinois Community College Board

2011 CALENDAR OF MEETINGS

January 28

11:00 a.m. - Harry L. Crisp II Community College Center, Springfield

March 18

11:00 a.m. - Harry L. Crisp II Community College Center, Springfield

June*

9:00 a.m. - Chicago, Exact location TBA

July

Subject to Call

September 16

11:00 a.m. - Harry L. Crisp II Community College Center, Springfield

November 4

11:00 a.m. - Harry L. Crisp II Community College Center, Springfield

December

Subject to Call

* June Board Meeting is held in conjunction with the ICCTA and Presidents' Council.

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS**

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/ agreements, as needed for fiscal year 2011.

BACKGROUND. Each fiscal year, the ICCB enters into interagency contracts and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S Department of Education, Career and Tech Ed agreement with the Illinois State Board of Education, and Workforce Investment Act incentive grants with the Department of Commerce and Economic Opportunities.

Since several of the fiscal year 2011 grants and contracts are negotiated during June, July, and August this authorization will allow the President/CEO to execute agreements with concurrence of the Board Chair, as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the President/CEO seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO to transfer funds among fiscal year 2011 appropriated operating line items, as needed.

BACKGROUND. The State Finance Act allows state agencies to transfer up to two percent of the operating budget among appropriated line items, within the same fund. This authorization will allow the President to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. Transfers exceeding two percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

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Illinois Community College Board

BUDGET AND FINANCE COMMITTEE

Committee discussion for June:

- Financial Statements: Fiscal Year 2010

- State General Funds
- Special State Funds
- Federal Funds
- Bond Financed Funds

- Fiscal Year 2011 Budget

- Illinois Student Assistance Commission: MAP Capital Investment Bond Initiative

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Illinois Community College Board

FISCAL YEAR 2011 UPDATE

At the date the agenda is being published, a budget has not passed the General Assembly. An oral presentation will be given at the meeting.