

Illinois Community College Board

389th Meeting Agenda and Materials

September 17, 2010

Illinois National Bank
431 South 4th Street
Springfield, Illinois



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Agenda
 389th Meeting of the
 Illinois Community College Board
 Illinois National Bank
 431 South Fourth Street
 Springfield, IL

September 17, 2010

Committee Meetings

All Committee Meetings will take place at the Harry L. Crisp II Community College Center, 401 East Capitol Avenue, Springfield, IL 62701 - First Floor, Board Conference Room

Academic Affairs and Student Relations - Friday, September 17 @ 8:30 a.m.

Strategic Planning/Adult Education - Friday, September 17 @ 9:15 a.m.

Budget and Finance/Personnel and Evaluation - Friday, September 17 @ 10:00 a.m.

11:00 a.m. - Business Meeting - Illinois National Bank annex building, Main Floor Page

1.	Roll Call and Declaration of Quorum <i>Allison Ray</i>	-
2.	Announcements and Remarks by Guy H. Alongi. Chair	-
3.	Board Member Comments	-
4.	President/CEO Report <i>Geoff Obrzut</i>	-
5.	Acknowledgments	-
	5.1 Rebecca Hale, Chair, Adult Education Advisory Council	-
6.	Committee Reports	-
	6.1 Academic Affairs and Student Relations	-
	6.2 Strategic Planning and Adult Education	-
	6.3 Budget and Finance <i>Ellen Andres</i>	1
7.	Advisory Organization/Foundation Reports	-
	7.1 Illinois Community College Trustees Association <i>Mike Monaghan</i>	-
	7.2 Illinois Community College Faculty Association <i>Dr. Linda Hefferin</i>	-
	7.3 Student Advisory Committee <i>Austin Ashby</i>	-
	7.4 Presidents' Council <i>Dr. Jerry Weber</i>	-
	7.5 Illinois Community College System Foundation <i>Dr. Ray Hancock</i>	-
8.	Request for Administrative Rule Change (ACTION) <i>Ellen Andres</i>	2-3
9.	Illinois Longitudinal Data System <i>Dr. Karen Hunter Anderson and Dr. Scott Parke</i>	4-11

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10.	Workforce Development Presentation <i>Dr. Elaine Johnson</i>	12
11.	Illinois Student Assistance Commission Future Funding Proposal for MAP Program <i>Ellen Andres</i>	13
12.	New Units of Instruction (ACTION) <i>Dr. Elaine Johnson</i>	16-26
13.	Illinois Community College Recognition of Community Colleges (ACTION) <i>Dr. Elaine Johnson</i>	27-28
14.	Consent Agenda (ACTION)	-
14.1	Minutes of the June 4, 2010 Meeting	29-49
14.2	Minutes of the June 4, 2010 Executive Session	-
14.3	Revision to Calendar Year 2010 Board Dates and Locations	50
14.4	Certification on Eligibility for Special Tax Levy	51-52
15.	Information Items	-
15.1	Fiscal Year 2010 Financial Statements	-
15.2	Fiscal Year 2011 Financial Statements	-
15.3	Fiscal Year 2010 Lincoln's Challenge Report	53-54
15.4	External Affairs Update	55
16.	Other Business	-
17.	Public Comment	-
18.	Adjournment	-

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Budget and Finance Committee

Committee discussion for September:

- Financial Statements: Fiscal Year 2010 Lapse Period
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

- Financial Statements: Fiscal Year 2011
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds

- Fiscal Year 2011 Governor's Discretionary Funds

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REQUEST FOR ADMINISTRATIVE RULE CHANGE

Action Item

The Joint Committee on Administrative Rules (JCAR) is a bipartisan legislative oversight committee created by the Illinois General Assembly in 1977. The committee was delegated the responsibility of the legislative branch to insure that the laws it enacts are appropriately implemented through administrative law.

The Illinois Community College Board adopts rules known as the *Administrative Rules of the Illinois Community College Board*. These rules are brought before the Board for review, then put in the agenda as an information item giving the public time to make comment, and then finally passed by the Board for submission to JCAR. JCAR reviews the rules and begins the process of preparing them for public and General Assembly review. If approved by the Commission at a public hearing, the rules are published in the *Illinois Administrative Code*, the *Illinois Register* and the *Flinn Report*.

The College of DuPage has requested that the ICCB consider a rule amendment to the Administrative Rules (23 Ill. Adm. Code 1501.603 (f)) State-Funded Capital Projects. Specifically they seek to exempt community colleges from zoning or permitting jurisdiction of local governmental entities. A representative of the College of DuPage will be available to discuss this with the Board.

23 Illinois Administrative Code 1501.603 (f)

- f) Construction Standards. The standards listed in this subsection shall be applied in the design and construction of facilities.
 - 1) Building Efficiency. Campuswide building efficiency should be at least 70 percent. However, individual buildings may be below this level if they are high-rise (four or more floors), include a large number of small classrooms and/or labs, or if a large portion of the building is designed for custodial or mechanical purposes to serve the entire campus.
 - 2) Facilities Codes. All construction, remodeling, and rehabilitation of facilities shall be in compliance with the following standards:
 - A) All incorporations by reference refer to the standards on the date specified and do not include any additions or deletions subsequent to the date specified:
 - i) International Building Code, 2003 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).
 - ii) International Mechanical Code, 2003 Edition (International Code Council, 4051 W. Flossmoor Rd., Country Club Hills, Illinois 60478-5795).

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- iii) National Electrical Code, (NFPA 70, 2002 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - iv) National Fire Protection Association 101, Life Safety Code, 2003 Edition (National Fire Protection Association, 1 Batterymarch Park, Quincy, Massachusetts 02169-7471).
 - v) ASHRAE Standard 90.1-2001, Energy Standard for Buildings Except Low-Rise Residential Buildings, 2001 Edition (American Society of Heating, Refrigeration, Air Conditioning Engineers, 1791 Tullie Circle, Atlanta, Georgia 30329).
- B) Illinois administrative rules that are referenced in this Part are:
- i) Illinois Plumbing Code (77 Ill. Adm. Code 890).
 - ii) Illinois Accessibility Code (71 Ill. Adm. Code 400).
 - iii) Fire Prevention and Safety (41 Ill. Adm. Code 100).
- C) Any local building codes that may be more restrictive than the code listed above: provided that this shall not subject any community college district to zoning, signage or permitting ordinances adopted by the local municipality or other local governmental jurisdiction in which a community college facility is located.
- 3) State of Illinois Building Related Requirements. To assist the architect in determining which codes might be applicable to a project, the Capital Development Board (CDB) Division of Building Codes and Regulations has assembled a Directory of Illinois Building Related Requirements that lists all the statutory requirements relative to State construction. It also includes a table of primary codes/standards/specifications for State of Illinois building requirements. This directory is available from the CDB Division of Building Codes and Regulations website (www.ibc.state.il.us) or by calling (217) 557-7500.

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**Illinois Longitudinal Data System
Community College Participation and Related Initiatives Update**

In July 2009, Public Act 096-0107 (SB1828) set the framework for the Illinois Longitudinal Data System (ILDS) with full functionality scheduled by June 30, 2013, subject to the availability of funding. Major outcomes identified for the Illinois LDS include the establishment of a State Education Data Advisory Group, the development of an Illinois State Board of Education (ISBE) enterprise-wide data architecture, the improvement of data quality through a system of data stewards and enhanced procedures for data auditing, the development of an education enterprise warehouse, and linking the ISBE-assigned unique student ID with postsecondary and employment data to be used for research and evaluation purposes. Using data provided to and maintained by the longitudinal data system, the State Education authorities, ISBE, Illinois Community College Board (ICCB), and Illinois Board of Higher Education (IBHE) may perform and undertake the following:

- Research for or on behalf of early learning programs, schools, school districts, or institutions of higher learning.
- Audits or evaluations of federal or state-supported education programs and activities to enforce federal or state legal requirements.
- The convening of stakeholders and creation of opportunities for input and advice in the areas of data ownership, data use, research priorities, data management, confidentiality, data access, & reporting from the system.
- Reporting to the Illinois P-20 Council advising on the implementation, operation, & expansion of the longitudinal data system.

The ICCB is responsible for ILDS community college data as specified in the P-20 Longitudinal Education Data System Act legislation. ILDS is being built on a decentralized approach and aims to link education data systems with special interest in recent P-12 participants and recent high school graduates.

ICCB has long-standing expertise with longitudinal data collection and use. In partnership with the colleges, ICCB staff collect and report data on the community college students we serve. It has been necessary to develop a flexible system to track the histories, progress, and outcomes of the hundreds of thousands of students who attend community colleges. Since the 1970s, Illinois' Community College System and the ICCB have established and improved processes, procedures, and protocols to undertake detailed data collection, analysis, and reporting of community college data and information. The Illinois Community College System and/or ICCB maintain agreements with administrative entities to track employment outcomes in Illinois (Unemployment Insurance Wage Records), with federal employers and the military (Federal Employment Data Exchange System), and transfer to higher education institutions across the country (National Student Clearinghouse).

The new data system builds on this foundation of data sharing with our education and workforce partners. These partners include the Illinois State Board of Education (ISBE), Illinois Board of Higher Education (IBHE), Department of Commerce and Economic Opportunity (DCEO), Illinois

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Department of Employment Security (IDES) and local education and workforce partners. The information generated will be used to strengthen data driven decision-making about programs, services, and policies. This information will also empower students, educators, policy makers, and communities to make better informed decisions.

Functions of the ILDS include:

- **Share Data** to reduce data collection burden by using data submitted to the system for multiple reporting & analysis functions.
- **Provide Student-level Data Access & Summary Reports** to education officials with access to their own student-level data, summary reports, & data that can be integrated with additional data maintained outside of the system to inform education decision-making.
- **Link Data to Instructional Management Tools** that support instruction & collaboration among teachers & postsecondary instructors.
- **Enhance High School Feedback** and expand existing high school-to-postsecondary reporting systems to inform school & school district officials, education policymakers, & the public about public school students' performance in postsecondary education.
- **Productivity Reporting** to provide data reporting, analysis, & planning tools that assist with financial oversight, human resource management, & other education support functions.
- **Electronic Transcripts & FAFSA Components** to link data to student college & career planning portals, facilitating the submission of electronic transcripts & scholarship & financial aid applications, & enabling the transfer of student records to schools & higher education institutions.
- **Establish a Public Internet Site Reporting Down to School Level** to provide non-confidential reports & permit queries so parents, media, & the public have access to information about state, district, & school performance.
- **Provide Research & Reports to General Assembly** to help evaluate the effectiveness of specific programs & enable legislators to analyze educational performance within their legislative districts.
- **Efficiency – Draw Reporting Data from Multiple State Systems** that allow the State Education Authorities (ISBE, ICCB & IBHE) to efficiently meet reporting requirements by drawing data for required reports from multiple state data systems.
- **Evaluate Teacher & Administrator Preparation Programs** using student academic growth as one component of evaluation outcomes & employment fields/employment locations/employment outcomes.
- **Conduct Need-based Financial Aid Analysis** with the Illinois Student Assistance Commission to evaluate the relationship between need-based financial aid & student enrollment & success in higher education.
- **Evaluate HHS Support Program Impacts** by working with health and human service agencies to evaluate the relationship between education & other student & family support systems.

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- **Evaluate Employment Outcomes** by working with employment and workforce development agencies to evaluate the relationship between education programs & outcomes & employment fields, employment locations, & employment outcomes.

Expanding and linking comprehensive and high-quality state data systems is a project that takes more than a year. Illinois is actively seeking federal funding for its data priorities, but needs the support of the General Assembly and other education stakeholders to build a federated, high quality state education data system. Some of the grants received and in process to support such a robust system are as follows:

Illinois Longitudinal Data System Grant (SLDS #1) The Illinois State Board of Education (ISBE) received a Statewide Longitudinal Data System (SLDS) Grant of nearly \$9 million through the 2008 – 2009 application submission cycle to aid in the development and implementation of the Illinois Longitudinal Data System (ILDS). The Illinois Board of Higher Education received dollars to work on university data systems. **Status** – Initial grant dollars have been awarded and initial steps in related ISBE and IBHE projects are underway. (<http://nces.ed.gov/programs/slds/>).

Illinois SLDS Expansion Project (SLDS #2) - The U.S. Department of Education awarded the Illinois State Board of Education (ISBE) over \$11.8 million for the Illinois Longitudinal Data System Expansion Project. The project is scheduled from July 1, 2010 through June 30, 2013. **Status:** ISBE has received initial funding and is working on projects for P-12 education, collaborating with ICCB on community college project plans, and working with IBHE on university initiatives. **Community College Components.** Implement Perkins IV Core Measures website containing information by college and performance measure. Implement Perkins IV Tech Prep/ Partnerships for College and Career Success measures website containing information by partnership and performance measure. Implement phased enhancements to Performance Accountability Reports. Seek to make available information from the National Student Clearinghouse to a wider cross section of education and workforce agencies. Seek to incorporate information from Unemployment Wage Records into ILDS related projects. For more information, please visit the Statewide Longitudinal Data Systems Grant Program website at <http://nces.ed.gov/Programs/SLDS/state.asp?stateabbr=IL>.

Illinois Workforce Data Quality Initiative (IWDQI) – Illinois Workforce Agencies have requested a total of \$1 million over 3 years (\$333,333 per year) from the U.S. Department of Labor, Employment and Training (ETA) to build a workforce longitudinal data system that can be linked with educational longitudinal data on a project specific basis. The ability to link to longitudinal data for Human Service programs is also part of the proposal. Illinois' Department of Commerce and Economic Opportunity (DCEO) and the Illinois Department of Employment Security (IDES) are the eligible recipients for the WDQI from Illinois. They collaborated with education (Illinois Community College Board, Illinois Board of Higher Education, Illinois State Board of Education and Illinois Student Assistance Commission) and human services partners (Illinois Department of Human Services) in developing a proposal to establish a distributed data system (federated model) as a cost-effective approach to building a workforce data longitudinal data system. This workforce data system would enable individual employee workforce data to be matched more seamlessly with

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education data, strengthen workforce data system data quality, provide data driven useful information about program operations, analyze the performance of education and training programs, and provide user-friendly information to consumers to help them select the training and education programs that best suit their needs. **Status** – Illinois submitted a grant proposal and is awaiting action by federal authorities. Awards are expected to be announced early in calendar year 2011.

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The following pages contain information about additional Illinois Longitudinal Data System (ILDS) related initiatives.

High School to College Success Report – The Illinois Community College Board, Illinois Board of Higher Education, Illinois State Board of Education, Public High Schools, Community Colleges, Public Universities, and ACT, Inc. are working together to generate a series of three high school feedback reports. Individual High School Reports are scheduled to be produced to provide information by high school on how graduates performed during their freshman year at an Illinois public community college or university. State Aggregate High School reports will include a compendium of how recent graduates from a given high school performed across Illinois public higher education. Individual Postsecondary Institution Reports will provide information by community college or public university by the high schools from which incoming freshmen graduated. ICCB will provide community college data on behalf of the colleges.

Student performance is expected to be available by topics such as the following: high school course taking sequence patterns in math and science, average Fall GPA's by ACT College Readiness Standards score ranges, performance in credit bearing and developmental courses, and persistence from year one to year two of postsecondary education (statewide and at the same institution). First-time, full-time, degree seeking cohorts of recent high school graduates will be the focus of the initiative. State agencies are scheduled to post results on their homepages to promote dialogue, discussion and alignment across educational levels.

http://www.ibhe.state.il.us/HighSchoolSuccessReport/IL_HSreport_v8_final_LoRes.pdf

Community College Feedback Report – The Illinois Community College System has received approval from the Illinois Shared Enrollment and Graduation (ISEG) consortium to collaboratively produce community college feedback reports using a more centralized approach. Previously the reports were produced by individual public universities. New data collection has allowed for a more centralized approach to be pursued. **Status** – Further development of tables is underway. The number and average cumulative GPA should be available. Breakouts for individuals who transferred with and without an Associate Degree should be available. College specific tables and statewide tables are being developed. Information on Community College Transfers, Other Transfers (from Universities), & those Without Transfer Credits should be available. New data collection for the project is scheduled for Fall/Winter 2010. Enhanced pilot reports will be generated for review by partners in calendar year 2011.

Complete College America (CCA) – Illinois recently joined the **Complete College America (CCA)** initiative with 22 other states <http://www.completecollege.org/>. Under the leadership of the Governor's Office, all Illinois education agencies endorsed the project. CCA aims to increase the number and rate of college graduates. To advance these goals, CCA officials are developing a series of metrics identified under three categories: **Progress**, **Outcomes** and **Context**. As a part of the initiative, participating states are being asked to run data on the metrics at both the state and

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institutional levels. States are expected to have draft websites containing the metrics available this fall (anticipated in October\November 2010).

Progress metrics include: enrollment in remedial education (Math only, English\Reading only; both Math and English\Reading); success after remedial education; success in first year college courses (gateway courses); credit accumulation; retention rates; and course completion. **Outcome metrics** include: degree\certificate production; graduation rates; transfer out rates (for community colleges only); credits and time to degree. **Context metrics** include: annual enrollment; completion ratio; and market penetration. Several different breakouts are requested including race\ethnicity, gender, age by range, Pell recipient status, and student status (e.g., first-time full-time, first time part-time, transfers at time of entry).

Status - ICCB plans to collaborate with the colleges to generate information for community colleges. Additional details on the measures are available in the NGA document entitled, “Complete to Compete: Common College Completion Metrics” (June 2010). We anticipate that further refinements to the metrics may be released by CCA\NGA as the project moves forward. See the following document for details <http://www.nga.org/Files/pdf/1007COMMONCOLLEGEMETRICS.PDF>

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Workforce Development

The Workforce Development unit works with the community college system and external partners to ensure that the community colleges are engaged in the national, state, regional and local workforce and economic development initiatives and issues that impact the colleges and adult education providers. The primary external state partner for the Workforce Development unit is the Illinois Department of Commerce & Economic Opportunity. Internally, the Workforce Development Unit works most closely with Adult Education and Career & Technical Education. The following will be briefly presented:

- Workforce Development policy and strategy
 - ▶ Review and make recommendations regarding DCEO's Policy Letters that impact community colleges and adult education providers – PL 09-57
 - ▶ Review federal workforce policy and policy changes

- Community College Business and Industry Centers, Community Education, Continuing Education.
 - ▶ Real Estate Initiative
 - ▶ Emerging industries such as green/sustainability

- Public workforce programs
 - ▶ The federal Workforce Investment Act

Illinois Community College Board

**Illinois Student Assistance Commission
Future Funding Proposal for Map Program**

Information Item

The Illinois Student Assistance Commission (ISAC) provides the Monetary Award Program (MAP) grants, which do not need to be repaid, to Illinois residents who attend approved Illinois colleges and demonstrate financial need, based on the information provided on the Free Application for Federal Student Aid (FAFSA). The actual amount of the award depends on the calculation of financial need, the cost of tuition and mandatory fees at the college or university, the number of hours for which the student is enrolled, and the amount of funding provided for the program each year by the Illinois General Assembly. Based on application volume and appropriated funds for any academic year, grant funding is depleted prior to the beginning of the academic year. When this occurs, ISAC announces a suspension date. Award announcements for applications received after the suspension date will be placed in suspension status. Students for whom MAP award announcements are in suspension will not receive MAP grant money.

According to ISAC, demand for MAP awards is increasing at an unprecedented rate. At the end of the day on April 18th, 2010, approximately \$403 million --the amount available for MAP in the 2010-11 school year-- was all spoken for. This year over two hundred thousand students that are eligible for MAP awards will not have the opportunity to claim this help from the State of Illinois, according to recent estimates. Because of the increasing need for awards and the decreasing revenues available to appropriate, ISAC has proposed a revenue bond program to supplement future appropriations.

Early proposals include earmarking increased income taxes paid by community college MAP students to make the bond payments. ISAC is proposing through legislation that it would be given the authority to issue up to \$550 million in "MAP Cap-I Bonds" for five years. They would issue approximately \$100 million in bonds each year, and provide MAP grants for the 50,000 community college students currently receiving grants plus 50,000 more students.

The use of revenue bonds for MAP grants is controversial. See Tables 1 and 2 for details of MAP award and suspensions by type of institution.

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New Units of Instruction

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

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Elgin Community College

- ▶ Digital Forensics Associate in Applied Science (A.A.S.) degree (60 credit hours)
- ▶ Digital Forensics Certificate (30 credit hours)

College of Lake County

- ▶ Light Commercial HVAC Associate in Applied Science (A.A.S.) degree (66 credit hours)
- ▶ Residential HVAC A.A.S. degree (66 credit hours)
- ▶ Residential HVAC Certificate (33 credit hours)
- ▶ Energy Audit A.A.S. degree (66 credit hours)
- ▶ Energy Audit Certificate (33 credit hours)
- ▶ HET Supervisor A.A.S. degree (66 credit hours)
- ▶ HET Supervisor Certificate (33 credit hours)
- ▶ Stationary Engineer A.A.S. degree (66 credit hours)
- ▶ Stationary Engineer Certificate (33 credit hours)

Lincoln Land Community College

- ▶ Digital Multimedia Technology Certificate (30 credit hours)
- ▶ Surgical Technology Associate in Applied Science (A.A.S.) degree (61 credit hours)
- ▶ Surgical Technology Certificate (40 credit hours)

John A. Logan College

- ▶ Electronic Health Records Office Assistant A.A.S. degree (69 credit hours)

Oakton Community College

- ▶ Radiologic Technology Associate in Applied Science (A.A.S.) degree (78 credit hours)

Rend Lake College

- ▶ Wireless Communications Technology Associate in Applied Science (A.A.S.) degree (70 credit hours)

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Southwestern Illinois College

- ▶ Commercial Maintenance Mechanics Associate in Applied Science (A.A.S.) degree (71 credit hours)
- ▶ Commercial Maintenance Mechanics Certificate (42 credit hours)

BACKGROUND

Elgin Community College is seeking approval to offer a 60 credit hour Associate in Applied Science (A.A.S.) degree and a related 30 credit hour Certificate in “Digital Forensics”. These programs will prepare individuals for employment as digital forensics investigators and technicians in a variety of law enforcement and governmental agencies. The degree curriculum consists of 18 credit hours of required general education coursework, 36 credit hours of required career and technical education coursework and six (6) credit hours of related technical electives. The career and technical component includes instruction in introductory computer forensics, computer operating systems, computer hardware, network fundamentals, security fundamentals, introductory criminal justice, forensic science, file system and recovery, application and device evidence recovery, criminal law and criminal procedures. The Certificate curriculum focuses on the career and technical component of instruction. Assessment of student learning objectives will be achieved through evaluation of the student’s performance on a mock digital forensics case during their last semester of coursework.

Labor market information provided by the college supports the interest in and the need for formalized training programs in digital forensics. The college conducted surveys of students and local law enforcement, insurance, legal, IT security and private investigation entities that provide ample support developing both a certificate and degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth of “computer specialists” that may include computer/digital forensics workers, is anticipated to increase by over 19 percent statewide through 2016. The college anticipates a combined enrollment of 25 full-time students and 20 part-time students the first year, increasing to 35 full-time and 30 part-time students by the third year. The degree program will provide opportunities for individuals new to the field and the certificate program will provide formalized educational and cross-training opportunities for existing professionals in law enforcement, IT and related fields. Three (3) full-time existing faculty and one (1) new part-time faculty will be required to implement the program. Qualified faculty will possess a minimum of a Bachelor’s degree in a related field, two (2) years related occupational experience and 1-2 years teaching experience. Facilities are currently in place to adequately support the program. Costs of implementing this program will be approximately \$114,600 the first year, \$97,000 the second year, and \$102,400 the third year. Costs include equipment and educational resource materials purchased during year one, and anticipated faculty additions during years two and three.

College of Lake County is seeking approval to offer a series of related programs in the field of Heating, Ventilation and Air Conditioning (HVAC). The “Light Commercial HVAC” Associate in Applied Science (A.A.S.) degree (66 credit hours) will prepare students for employment as HVAC technicians specializing in the design, layout, installation and service of commercial HVAC equipment. The related “Residential HVAC” A.A.S. degree (66 credit hours) and Certificate (33

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credit hours) programs will prepare students for employment as HVAC technicians in new residential construction and existing home repair. And the related “Stationary Engineer” A.A.S. degree (66 credit hours) and Certificate (33 credit hours) programs will prepare students for employment as HVAC technicians specializing in the design, layout, installation and service of commercial building HVAC equipment and green roof technology. These five (5) related degree and certificate programs provide students new to the HVAC field with a variety of program options as well as opportunities for skill upgrading and cross-training of existing HVAC technicians. The degree curricula all require 15 credit hours of general education coursework and 51 credit hours of required career and technical education coursework. The core of the career and technical component includes instruction in basic refrigeration, HVACR electricity, air conditioning systems, HVACR load calculations, EPA Certification preparation, HVAC codes and a required capstone course. Each of the three (3) degree programs also requires specialized coursework related to that particular area of study: Light Commercial, Residential or Stationary HVAC technology. The Certificate programs focus on the career and technical component of instruction. Assessment of student learning objectives will be achieved through evaluation of the student’s performance by program faculty on a comprehensive HVAC final project.

College of Lake County is also seeking approval to offer an “HET Supervisor” Associate in Applied Science (A.A.S.) degree (66 credit hours) and a related Certificate program (33 credit hours). These programs will prepare existing HVAC technicians with the educational background to advance into supervisory positions within the field. The degree includes 15 credit hours of required general education coursework and 51 credit hours of required career and technical education coursework. The career and technical component includes instruction in basic refrigeration, HVACR electricity, air conditioning systems, HVACR load calculations, EPA Certification preparation, HVAC codes, A/C installation, commercial appliance installation, building insulation, NATE Certification preparation and a required capstone course. The Certificate program focuses on the career and technical component of instruction. Assessment of student learning objectives will be achieved through evaluation of the student’s performance by program faculty on a comprehensive HVAC final project.

College of Lake County also seeks approval to offer an “Energy Audit” Associate in Applied Science (A.A.S.) degree (66 credit hours) and a related Certificate program (33 credit hours). These programs will prepare individuals for specializing in energy auditing and insulation of residential and commercial buildings. The degree includes 15 credit hours of required general education coursework and 51 credit hours of required career and technical education coursework. The career and technical component includes instruction in basic refrigeration, HVACR electricity, air conditioning systems, HVACR load calculations, EPA Certification preparation, HVAC codes, energy auditing, building insulation, RESNET Certification preparation, NATE Certification preparation and a required capstone course. The Certificate program focuses on the career and technical component of instruction. Assessment of student learning objectives will be achieved through evaluation of the student’s performance by program faculty on a comprehensive HVAC final project.

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All programs that prepare students for various HVAC certifications were developed according to the appropriate educational program and credential guidelines of the Environmental Protection Agency (EPA), the Air Conditioning, Heating and Refrigeration Institute (AHRI), the North American Technician Excellence (NATE), and the Residential Energy Services Network (RESNET).

Labor market information provided by the college supports the interest in and the need for training programs in the HVAC field. According to the Illinois Department of Employment Security (IDES), employment growth for “heating, ventilation and air conditioning technicians” is anticipated to increase by 10.4 percent statewide through 2016. These proposed programs also illustrate significant revisions to the college’s existing program offerings in this area. Based on advisory committee input the college determined the need for updating their curricula and adding curricula to better meet the needs of their district’s labor market. The college anticipates an enrollment of 15 full-time and 15 part-time the first year in each degree and certificate program, increasing to 25 full-time and 25 part-time by the third year. Three (3) existing full-time faculty and 10 existing part-time faculty will be utilized to support these programs. Qualified faculty hold a minimum of an Associate’s degree in HVAC Technology, five (5) years related occupational experience and one (1) year teaching experience. Facilities and equipment are currently in place from existing programs to adequately support the proposed revisions and additional programs. No new financial resources are anticipated during the first three years.

Lincoln Land Community College is also seeking approval to offer a 30 credit hour Certificate program in “Digital Multimedia Technology”. This program will prepare individuals for entry-level employment in multimedia design, editing and related development services. The curriculum consists of career and technical coursework in two-dimensional design, introductory computer art, introductory graphic design, animation, video game production, non-linear video production, motion graphics, and Apple Macintosh operating systems. Labor market information provided by the college supports the interest in and need for a formalized certificate-level training program within the college’s district. Students in other related design programs have expressed a strong interest in multimedia specialty coursework for several years. The proposed program was developed to meet student’s interests and the needs of local employers. Assessment of student learning objectives will be achieved through evaluation of a comprehensive student project towards the end of their coursework. One (1) existing faculty member will be required to implement this program. Qualified faculty will hold a minimum of a Bachelor’s degree in a related field, two (2) years related occupational experience and two (2) years teaching experience. No new costs are anticipated during the first two (2) years of the program due to the sharing of existing laboratory facilities and equipment. Equipment and educational software needs will be updated during the third year of the program at an estimated cost of \$37,500.

Lincoln Land Community College is seeking approval to offer a 61 credit hour Associate in Applied Science (A.A.S.) degree and a related 40 credit hour Certificate in “Surgical Technology”. These programs will prepare individuals for entry-level employment as surgical technologists. The degree curriculum consists of 21 credit hours of required general education coursework and 40 credit hours of required career and technical education coursework. The career and technical component

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includes instruction in medical terminology, anatomy and physiology, microbiology, introductory through advanced levels surgical technology, and pharmacology. The certificate curriculum focuses on the career and technical component of instruction. The curriculum was developed according to standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Association of Surgical Technologists (AST). Graduates of the programs will be eligible for credentialing exams available through the AST. Certification is preferred, but not required, for entry-level employment in Illinois. Assessment of student learning objectives will be achieved through evaluation of the student's performance on the AST practice assessment exam.

Labor market information provided by the college supports the interest in and the need for a two-year degree program that prepares individuals new to the field of allied health, as well as for a certificate program that provides formal educational credentialing and cross-training opportunities to existing allied health professionals. According to the Illinois Department of Employment Security (IDES), employment growth of "surgical technologists" is anticipated to increase by 29.5 percent statewide through 2016. The college anticipates a combined enrollment of 12 full-time students per year during the first three (3) years of the programs. Two (2) new full-time and one (1) new part-time faculty will be required to implement the programs. Qualified faculty will possess a minimum of an Associate's degree in a related allied health field, two years (2) years related occupational experience, two (2) years teaching experience and AST certification. The college has developed partnerships with several local health service providers for facilities to support the proposed programs. Costs of implementing the programs will be approximately \$198,656 the first year and \$114,000 per year during the second and third years. Higher first year costs reflect the initial purchase of equipment and the hiring of a full-time program coordinator.

John A. Logan College is seeking approval to offer a 69 credit hour "Electronic Health Records Office Assistant" Associate in Applied Science (A.A.S.) degree program. This program will prepare individuals for entry-level employment as office support in a variety of health care settings. The curriculum consists of 15 credit hours of required general education coursework and 54 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory and advanced keyboarding, medical office transcription, medical office procedures, medical terminology, medical office coding and insurance, records management, database management, and a required internship in electronic health records. Assessment of student learning objectives will be achieved through evaluation of a portfolio containing artifacts of the student's educational experience, as well as an evaluation of the student's performance by program faculty during the work-based learning experience.

Labor market information provided by the college supports the interest in and the need for a two-year program in medical office support. According to the Illinois Department of Employment Security (IDES), employment of "medical secretaries" is anticipated to grow by 24.7 percent statewide through 2016. The college anticipates an enrollment of eight (8) full-time and five (5) part-time the first year, increasing to 15 full-time and 10 part-time students by the third year. The proposed degree would provide an educational ladder opportunity for students in the college's existing related Medical Clerk certificate program. The program will share facilities and educational resources with

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related health and office technology programs offered at the college. Two (2) existing full-time faculty will be required to implement the program. Qualified faculty will hold a minimum of a Bachelor's degree in a related area, five (5) related occupational experience and five (5) years teaching experience. No new costs will be required to implement the proposed program.

Oakton Community College is seeking approval to offer a 78 credit hour Associate in Applied Science (A.A.S.) degree in "Radiologic Technology". This curriculum will prepare individuals for entry-level employment as radiologic technologists. The college has partnered with Resurrection Health Care's St. Francis School of Radiography, which already provides technical training in radiology technology, to offer the A.A.S. degree credential. The program is approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and will prepare graduates for the National Registry exam administered by the American Registry of Radiologic Technologists (ARRT). The curriculum consists of 18 credit hours of required general education coursework and 60 credit hours of required career and technical education coursework. The career and technical component includes instruction in medical terminology, anatomy and physiology, cross-sectional anatomy, pathology, introductory through advanced levels of radiography, introductory through advanced levels of laboratory procedures, radiographic processing, exposure and exposure calculations, radiographic physics, radiation biology, radiographic imaging and presentation, film evaluation, radiation protection, medical and legal ethics, and a required clinical experience in radiologic technology. The assessment of student learning objectives will be achieved through evaluation of the student's performance on a practice registry exam during the registry review course.

Labor market information provided by the college supports the interest in and the need for a formalized two-year degree training program within the college's district. According to the Illinois Department of Employment Security (IDES), employment growth of "radiologic technicians" is anticipated to increase by 18 percent statewide through 2016. Local graduates of St. Francis' School have expressed an interest in pursuing an associate degree at the college for several years. Furthermore, beginning in 2015, the ARRT will require an associate's degree to sit for their registry exam, a requirement for licensure as a radiologic technician in Illinois. The proposed program will meet the impending changes for first-time registry applicants, as well as existing radiologic tech students and graduates who have completed training through St. Francis' program. The college anticipates an enrollment of eight (8) full-time students the first year, increasing to 18 full-time students by the third year. All facilities and equipment will be provided contractually through St. Francis' School of Radiography and are adequate to support the program. St. Francis' School's training program has been JRCERT accredited through 2015. Seven (7) existing full-time and one (1) new part-time faculty will be required to implement the program. Qualified faculty will possess at minimum a Bachelor's degree in radiologic technology, ARRT certification, two - three years of related occupational experience and one - two years teaching experience. Since the college will be providing the general education instruction and contracting with St. Francis' School for the career and technical instruction, only faculty costs are anticipated to implement the program. Estimated

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costs for one (1) part-time program coordinator are \$9,000 per year for the first three (3) years of the program.

Rend Lake College is seeking permanent approval to offer a 70 credit hour “Wireless Communications Technology” Associate in Applied Science (A.A.S.) degree. This program was granted temporary approval in June 2006 and has been in operation three (3) years. The program prepares individuals for entry-level employment designing, maintaining, and troubleshooting wireless and cellular networks. The curriculum consists of 18 semester credit hours of required general education coursework and 52 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in AC/DC electronics, solid state electronics, digital fundamentals, network fundamentals, network router technology, wireless Local Area Networks/Wide Area Networks, LAN switching, land based communications, cellular technology, voice over IP, and a work-based learning experience in wireless communications. Assessment of student learning objectives is achieved through an evaluation of the student’s supervised work experience and a comprehensive final project in cellular technology. To date 25 students have enrolled in the degree program and 22 students have completed, for a completion rate of 88 percent. Of those graduated 13 students found related employment, while the remaining students have continued their education at RLC or baccalaureate institutions, sought part-time related employment, or found employment in an unrelated field. Estimated full-time, related job placement rate is 60 percent for graduates.

Labor market information provided by the college continues to support the interest in and need for a wireless communications technology program within the college’s district and statewide. The college met or exceeded its original benchmarks for enrollment, completion and job placement. Student interest in the program remains high. The college maintains adequate facilities and equipment to support the program. One (1) full-time and one (1) part-time existing faculty are utilized to support the program. Faculty qualifications include a minimum of a Bachelor’s degree in electronics and engineering, over 10 years of related occupational experience and 10 years of teaching experience. Operating costs for the program estimate at \$75,000 per year for faculty, administrative costs, and various updating of equipment and educational resources. The college identified strengths of their program as highly qualified faculty, technologically up-to-date curriculum, and flexible access options for students. Weaknesses of the program were identified as high equipment updating costs and the need for additional program marketing. The college plans to add IT industry representatives to the program’s advisory committee and has developed a marketing plan for recruiting new students. *Based on an evaluation of the college’s application, staff recommend permanent approval of this program.*

Southwestern Illinois College is seeking approval to offer a 71 credit hour Associate in Applied Science (A.A.S.) degree and a related 42 credit hour Certificate in “Commercial Maintenance Mechanics”. These programs will prepare individuals for entry-level employment as commercial

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maintenance mechanics and repair technicians in industrial and commercial settings. The degree curriculum includes 18 credit hours of required general education coursework and 53 credit hours of required career and technical coursework. The Certificate includes 42 credit hours focused on career and technical education. The career and technical component includes instruction in introductory machine trades, introductory electricity/electronics, electrical circuits, fitting/fusion and fabrication for HVAC, refrigeration and air conditioning, electrical controls and systems, commercial refrigeration, heating fundamentals, industrial pipefitting, construction materials and methods, special purpose electrical devices and wiring, and mechanical blueprint reading. Assessment of student learning objectives will be achieved through a comprehensive final exam during the student's last semester of coursework.

Labor market information provided by the college supports the interest in and the need for a formalized training program at both the certificate and degree levels in this field of study. Locally, employers have expressed a significant need for employees with maintenance skills that apply in a variety of commercial and industrial areas, industrial Heating/Ventilation/Air Conditioning and Refrigeration (HVACR) and stationary engineering mechanics to name a few. According to the Illinois Department of Employment Security (IDES), employment growth for "commercial installation maintenance and repair occupations" is anticipated to increase by an average of 7.7 percent statewide through 2016. The college anticipates a combined enrollment of 12 full-time and 24 part-time students each year during the first three (3) years of the programs. Facilities are currently in place to adequately support the proposed programs. One (1) existing full-time faculty and 10 existing part-time faculty will be required to implement the program. Qualified faculty will hold a minimum of an Associate's degree in their related field or Journey-level status in their trade, two (2) years of related occupational experience, and one (1) year teaching experience. No new costs are anticipated to implement the program during the first and third years. Second year costs are anticipated at \$56,000 for additional faculty needs to coordinate the program.

TEMPORARY PROGRAM APPROVAL

William Rainey Harper College

- ▶ Health Information Technology Associate in Applied Science (A.A.S.) degree
(62 credit hours)

Carl Sandurg College

- ▶ Child Care/Paraprofessional Educator Certificate (46 credit hours)

BACKGROUND

William Rainey Harper College is seeking temporary approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in "Health Information Technology (HIT)" for a period of three (3) years. This program will prepare students for employment as health information technicians in a variety of health care settings. The program consists of 19 credit hours of required general

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education coursework and 43 credit hours of required career and technical education coursework. The career and technical component includes instruction in health care technology and informatics, medical terminology, basic pharmacology, legal and ethical issues of health care, ICD (International Classification of Disease), CPT (Current Procedural Terminology), insurance billing and coding, database management and IT project management, health data analysis, HIT management and a work-based learning requirement in health information technology. This program was designed according to AHIMA (American Health Information Management Association) guidelines and will prepare students for the Registered Health Information Technology (RHIT) credentialing exam. Assessment of student learning objectives will be achieved through an evaluation of the students performance by program faculty during the work-based learning component of the program.

According to the Illinois Department of Employment Security (IDES), employment of “health information technicians” is anticipated to grow by 20.7 percent statewide through 2016. This employment growth rate is much higher than the average expected for all occupations in the state for the same time period. The college anticipates an enrollment of 25 full-time and six (6) part-time students the first year, increasing to 40 full-time and 12 part-time students by the third year. The college has requested temporary approval to meet the immediate needs of local employers as well as to continue assessing the need for the degree. *Permanent approval will be considered after a period of three (3) years, based on program outcomes.*

Carl Sandburg College is seeking temporary approval to offer a 46 credit hour “Child Care/Paraprofessional Educator” Certificate program for a period of three (3) years. This program will prepare students for employment as teacher aides/assistants in elementary and secondary school settings, as well as for employment as child care workers in related settings. The curriculum includes 15 credit hours of required general education coursework and 31 credit hours of required career and technical education coursework. The career and technical component includes instruction in child psychology, introductory education, introductory early childhood education, child growth and development, educational psychology, exceptional child, technology in education, and observation and guidance. The practical learning experience of the curriculum includes a minimum of 50 hours of observation and work-based learning. The curriculum will prepare students for taking the various Paraprofessional exams required for their Statement of Approval through the Illinois State Board of Education (ISBE), and for certification as a Child Care Worker through the Illinois Department of Children and Family Services (IDCFS). Assessment of student learning objectives will be achieved through evaluation by program faculty of the student’s performance during the practical learning experience.

According to the Illinois Department of Employment Security (IDES), employment of “teacher assistants” is anticipated to grow by 17.87 percent, and a growth of 14.82 percent for “child care workers” statewide through 2016. This employment growth rate is much higher than the average expected for all occupations in the state for the same time period. The college anticipates an

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enrollment of 15 students per year during the first three (3) years. The college has requested temporary approval to meet the immediate needs of local employers as well as to continue assessing the need for the certificate program. *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

Richard J. Daley College

- ▶ Computerized Medical Billing/Coding Certificate (15 credit hours)

College of DuPage

- ▶ Sustainable Interior Design Certificate (9 credit hours)

William Rainey Harper College

- ▶ Health Information Technology Certificate (29 credit hours)

Kaskaskia College

- ▶ Computed Tomography Certificate (16 credit hours)

Kennedy-King College

- ▶ Construction Painting Certificate (16 credit hours)

College of Lake County

- ▶ HET Core Certificate (21 credit hours)
- ▶ HVAC Office Assistant Certificate (14 credit hours)
- ▶ Plumbing and Pipefitting Certificate (14 credit hours)

Lincoln Land Community College

- ▶ Computer Programming Database Certificate (24.5 credit hours)

Olive-Harvey College

- ▶ Computerized Medical Billing/Coding Certificate (15 credit hours)

Parkland College

- ▶ Personal Fitness Training Certificate (25 credit hours)

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Southwestern Illinois College

- ▶ Stationary Engineering Certificate (16 credit hours)

Triton College

- ▶ Computer Applications Certificate (21 credit hours)
- ▶ Linux Professional Certificate (9 credit hours)
- ▶ Virtual Assistant Certificate (12 credit hours)
- ▶ Bread Baking Certificate (8 credit hours)
- ▶ Cake Decorating Certificate (9 credit hours)

Harold Washington College

- ▶ Horticulture Certificate (18 credit hours)

Wilbur Wright College

- ▶ Computerized Medical Billing/Coding Certificate (15 credit hours)
- ▶ Pharmacy Technician Certificate (8.5 credit hours)

Illinois Community College Board

**Illinois Community College Board
Recognition of Community Colleges**

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

During fiscal year 2009, John A. Logan College, McHenry County College and Shawnee Community College underwent in-depth recognition evaluations. The colleges submitted thorough self evaluations, ICCB staff conducted internal evaluations of all required college documents and college site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluations, but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

John A. Logan College
McHenry County College
Shawnee Community College

BACKGROUND.

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

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

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

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

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

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

College districts included in fiscal year 2009 recognition evaluations are: Illinois Central, Illinois Valley Community College, Kishwaukee College, Lincoln Land Community College, Morton College, Rend Lake College and William Rainey Harper College.

Fiscal year 2009 was the fourth year of the current five-year recognition cycle. Staff provided the Board with information about the 2006-2010 recognition cycle at the April 2005 meeting of the ICCB.

External Attachments

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UNAPPROVED

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

June 4, 2010

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 4, 2010 meeting, as recorded.

* * * * *

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

Chairman Alongi started the meeting at 9:00 a.m. and announced that one Board member was going to arrive late and the meeting will start with Advisory Council reports, followed by the President/CEO report, and Acknowledgments.

Chairman Alongi welcomed everyone to the Board meeting and thanked the Illinois Community College Trustees Association (ICCTA) for providing the room accommodations for the Board meeting.

Congratulations were awarded to Board member Jake Rendleman for being the recipient of the Ray L. Harstein Award by the ICCTA. Mr. Rendleman will receive his award at the ICCTA Awards Banquet this evening. Chairman Alongi also recognized Mr. Rendleman as the commencement speaker and 2010 Outstanding Alumnus for the Southern Illinois University School of Agriculture.

Item #11 - Advisory Organizations

Item #11.1 - Illinois Community College Faculty Association

Kathy Westman reported the ICCFA is holding its retreat this weekend in conjunction with the ICCTA Annual convention. The ICCFA Executive members will work on preparations for the annual Teaching and Learning Conference, which will be held October 21-22, 2010 at the Crowne Plaza in Springfield. All ICCB Board members are invited to attend and an invitation will be sent closer to the conference date.

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The ICCFA Executive members have been invited to apply for participation in the Forum on Future of Public Education - P-20 Leadership Institute, which is led by Debra Bragg from the University of Illinois. Several Executive members will apply to attend the forum.

Suzanne Morris asked Ms. Westman, how the atmosphere in the classroom has changed due to an increase in enrollment?

Ms. Westman stated that in her area, sociology, the diversity is great and the faculty are also seeing students who wish to be at a four-year college and are now at the community college.

Item #11.2 - Illinois Community College Trustees Association

Chairman Alongi took a moment to introduce, David Harby, a trustee from Danville Area Community College. Mr. Harby will serve as President of the ICCTA for 2010-2011.

Barbara Oilschlager, President of ICCTA thanked Chairman Alongi and recognized that the next two days are very busy for the ICCTA. Over 250 guests are expected for the Awards Banquet and numerous activities are being held throughout the day including the Sophomore Seminar, Media Training, the Awards Luncheon, as well as a program featuring Illinois Politics.

Ms. Oilschlager reported that this Board meeting will be the last time she will represent the ICCTA as President. Despite all of the tremendous challenges throughout the last year and it has been busy, it has been a very rewarding year. A lot has been accomplished, some of the things excelled at this year were the lobbying efforts and public relations campaign. ICCTA received a \$10,000 grant from a national association for their public relations campaign, which the ICCTA used to place billboards throughout the state and conduct media training. The relationship with the Illinois Board of Higher Education was strengthened by working with the Presidents' Council through the leadership of John Erwin, and ICCB as well.

Suzanne Morris noted that there was a great letter to the editor in the Chicago Tribune that was authored by Ms. Oilschlager.

Item #11.3 - Illinois Community College System Foundation

Ray Hancock introduced two ICCSF board members, Tom Pulver (also an ICCB Board member) and Jim Berkel. Mr. Hancock thanked John Erwin, President of Presidents' Council and Illinois Central College for the wonderful photo collage of the ICCSF groundbreaking event that was held September 11, 2009.

Mr. Hancock introduced Mr. Berkel, who is a past member of the ICCB Board and will

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provide the report for the ICCSF today.

Mr. Berkel commented that construction on the ICCSF building was about 60 percent done and the completion date should be near October. Renters for the fourth floor have not been finalized, although there are two or three possible candidates. Mr. Berkel thanked the ICCB Board and staff for their unwavering help and assistance in the building endeavor.

The ICCSF is becoming involved in a fundraising campaign which should start in the late summer or early fall. The benefits of the campaign include naming floors for contributions to the ICCSF. Some letters have been initiated and more details will follow at a later date.

Item #11.4 - Presidents' Council

Dr. John Erwin thanked Chairman Alongi for the opportunity to address the Board. The Presidents' Council has held two meetings recently and a new slate of officers will take over for 2010-2011. Serving as President will be Dr. Jerry Weber, College of Lake County; Vice-President, Dr. Gayle Saunders from Richland Community College; and Secretary/Treasurer, Dr. Peg Lee from Oakton Community College. The retirement of five community college presidents was recognized at the meeting yesterday, those retiring include Dr. Jon Astroth from Heartland Community College; Dr. Jackie Davis from Olney Central College; Dr. Tom Schmidt from Carl Sandburg College; Dr. Wayne Watson from City Colleges of Chicago; and Dr. Bev Turkel from Lincoln Trail College.

Highlights from the meeting include the Presidents' Council support for the Race to the Top grant; another round is coming up for this initiative which the presidents plan to support. Thanks were expressed to the State of Illinois Comptroller for the release of funds for the community colleges.

Legislative successes of the past year include the change of vouchering colleges from a quarterly system to a monthly system. Dr. Erwin thanked Mr. Obrzut and Ms. Andres for their leadership in accomplishing this.

Dr. Erwin also congratulated Ms. Gamber on her graduation from Illinois Central College (ICC) and thanked her for her service to the Board as a student of the system and for ICC throughout the past year.

Item #11.5 - Student Advisory Committee

Melissa Gamber reported that there are some problems with selecting a new student member. Most of the students that ran for the position are now student trustees at their respective colleges, and the ICCB SAC member cannot be a student trustee as well. A conference call will be held soon to address this issue and a student member will be able to join the Board for the September Board meeting.

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Ms. Gamber thanked everyone for a great year; she will definitely be a lifelong advocate for community colleges, and is very thankful for the experience.

Item #11.6 - Adult Education and Family Literacy Advisory Council

Jennifer Foster reported that the Council last met May 4, 2010 and recognized members of the Council who will leave after this year. Among those individuals is Rebecca Hale, who has served as chair of the Council for the past three years. A new chair will be selected this summer and that individual will provide the Council report to the Board. The Council worked on the strategic plan and provided action steps which will be effective July 1, 2010. This summer the ICCB staff will work on the action plans, which have already started for many initiatives. The next meeting of the Council will be held in September 2010.

Item #8 - Acknowledgments

Item #8.1 - Melissa Gamber, ICCB Student Board Member

Suzanne Morris presented Melissa Gamber with a certificate, acknowledging her time as Student Board Member.

Item #8.2 - Barb Oilschlager, President, Illinois Community College Trustees Association

Suzanne Morris presented Barb Oilschlager with a certificate acknowledging her time as President of the Illinois Community College Trustees Association.

Item #8.3 - Dr. John Erwin, President, Presidents' Council

Suzanne Morris presented Dr. John Erwin with a certificate acknowledging his time as President of the Presidents' Council.

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:30 a.m. Allison Ray called roll with the following members present: Guy Alongi, Suzanne Morris, Victor Henderson, Tom Pulver, Jake Rendleman, and Melissa Gamber, Student member. The following Board members were absent: James Dumas, Rudolph Papa, Judy Rake, and Addison Woodward, Jr. Ms. Ray declared the Board had a quorum.

Item #3 - Board Member Comments

Jake Rendleman commented this was a great weekend with the ICCTA, Presidents' Council, and ICCB all meeting. The recognition of everyone is great and something that holds everything together

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making us unique from the other educational systems in the state.

Melissa Gamber mentioned that all of the student trustees have been elected and are in attendance this weekend for the Student Leadership training in order to learn more about the community college system before assuming their positions.

Tom Pulver congratulated Jake Rendleman on his reward, it is well-earned. Mr. Pulver also thanked all of the advisory committees for the great partnerships. Mr. Pulver would also like to see the Governor appoint a full Board so the ICCB does not have to struggle to have a quorum.

Victor Henderson is happy to be here and is enjoying his time with the Board. The Board is extremely well-served by the leadership of Chairman Alongi and Mr. Obrzut.

Item #4 - Executive Session

A motion was made by Suzanne Morris, and seconded by Tom Pulver, to approve the following motion:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public, shall be publicly disclosed at the time of the vote.

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

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

Guy Alongi: Yea
Suzanne Morris: Yea
James Dumas: Absent
Victor Henderson: Yea
Rudolph Papa: Absent
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 9:34 a.m.

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Jake Rendleman made a motion, which was seconded by Tom Pulver, to reconvene into Public Session at 10:01 a.m.

Motion was approved via unanimous voice vote. Student advisory vote: Yes.

Action taken as a result of Executive Session:

- 1) Jake Rendleman made a motion, which was seconded by Tom Pulver to approve the ratification of the employment contract between Local 6348 IFT/AFT, AFL/CIO and the Illinois Community College Board, effective this fourth day of June, 2010.

Motion was approved via voice vote. Student advisory vote: Yes.

- 2) Suzanne Morris made a motion, which was seconded by Jake Rendleman, to determine the minutes of its Executive Sessions held on March 25, 2005; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; July 17, 2009; September 18, 2009; November 20, 2009; January 27, 2010; and March 26, 2010 are to remain confidential. All other executive session minutes have been made available for public inspection.

Motion was approved via voice vote. Student advisory vote: Yes.

- 3) Suzanne Morris made a motion, which was seconded by Jake Rendleman, to approve a one-time 2 percent bonus to the following non-bargaining unit Illinois Community College Board employees: Allison Ray, Becky Sanders, and Cherie VanMeter.

Motion was approved via voice vote. Student advisory vote: Yes.

Chairman Alongi announced that Victor Henderson would discuss the conflict of interest and ethics legal opinion issued from ICCB legal counsel, John A. Kauerauf, from Sorling, Northrup, Hanna, Cullen, & Cochran, LTD.

Mr. Henderson acknowledged, "Sorling Law Firm researched and analyzed an issue for us [ICCB] and I will briefly read from the opinion, that says, 'this request for guidance has risen due to the fact that a current Board member has voluntarily disclosed to the Board that he has entered into a consulting agreement with an Illinois public community college which calls for the Board member to consult with the community college's president on special projects.' I have had an opportunity to review the opinion, the opinion looks at any number

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of statutory issues, legal issues, state issues. I think the opinion is fairly and narrowly drawn, I did point out there is a footnote on page three, footnote number two, which limits opinion and indicates that this does not extend to trustees or faculty members which are appointed to the Board by the Governor. Based on the opinion, I think the legal opinion is directed to all of us as Board members, which encourages us to do two things, a) to refrain from voting on issues where it could be perceived that we have a direct conflict of interest and b) not only refrain from voting on issues, but also to refrain from engaging in discussion from such issues to avoid the issue of appearance of improprieties as well as improper acts themselves. The opinion does not indicate that any improper actions or conflicts of interest have arisen, or any acts were taken by this Board that were improper, and so I think the opinion is a good one, gives us guidance, and I would move that the opinion be entered into the minutes.”

- 4) Victor Henderson made a motion, which was seconded by Tom Pulver, to enter the legal opinion rendered by the Illinois Community College Board legal counsel, John A. Kauerauf, from Sorling, Northrup, Hanna, Cullen, & Cochran, LTD. and dated May 13, 2010, be entered into the June 4, 2010 Board meeting minutes (Exhibit A).

Motion was approved via voice vote. Student advisory vote: Yes.

At this time, Jake Rendleman asked for clarification on footnote number two, “These recommendations are not meant to extend to the public community college trustee or faculty member appointed to the Board by the Governor. I am referring to especially Tom and I and things that would directly affect us, that would come up and we should abstain from voting, right?”

Mr. Henderson replied, “I think the issue is, at the end of the day, that when matters come up - the way I read the opinion and the way I understand the statutory law is that the legislature would have expected there would be certain conflicts that might come up for you and/or Tom. However, I would not read that acknowledgment so broadly so that there would never be an issue that you could never have either a) a conflict or b) something that would appear like a conflict. So, I think we just have to be sensitive going forward so that you do not have to automatically exclude yourself from either a) a vote or b) discussing something that may pertain to your community college. However, when things like that come up, all of us should just take pause to make sure that we are serving the public’s interests and were not doing things that might ignore to our benefit or the benefit of people that we are closely tied to. I think the bottom line is that we just have to wait and see when issues come up, but I think the opinion is telling us that we need to be sensitive and this particular instance, as it relates to someone with a consulting contract, that was with a president of a community college none the less, that clearly was a flag for us to pay attention.”

Mr. Rendleman stated the other thing he “wanted stated for the record was Victor [Mr. Henderson] is an attorney in the city of Chicago, basically, right? And then you did spend about four years in Washington D.C. dealing with ethics.”

Mr. Henderson clarified, “I was on the ethics committee on Capitol Hill for a year and I was also the ethics officer, outside ethics officer, for the Chicago Housing Authority for about two or three years.

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So, I have had experience dealing with issues like this before.”

Mr. Rendleman thanked Mr. Henderson and stated he just wanted to clarify that.

Chairman Alongi, “asked for any other comments and stated he wanted to make just a few comments. Number one, I hope at the end of the day, this resolves the issue between the Trustees Association and the ICCB. Second of all, personally, I think it could have been done in a much more humane, human way, in that I think over the last six and a half years that I as a Chairman, have been pretty open and have worked with all of the organizations. And I think at the end of the day, that I have had an open door policy and I think Geoff has had an open door policy, I think this Board has had an open door policy. So, I would ask that if there is any questions that come up with this issue from now on, that at least they would be discussed with us first and let us have a chance to work our differences out between the two organizations before something is made public and there is public ridicule, humiliation, and questions one’s integrity and causes embarrassment to someone. At a time when state funding is so tight, the ICCB has spent \$5,000 on this opinion. I think that is a travesty, when we have to take \$5,000 out of our own operating budget in the office and have to defend actions that I did not go into this thing blind. That indeed, I did disclose that I had a contract with a particular community college and there is a footnote in the opinion that I did get a verbal opinion from the attorney before we ever started this. With that said, I hope this puts this issue to bed and if there are any questions, I will take them and if there be none, we will move on with the agenda. A copy of the opinion will be given to the Presidents’ Council and a copy will be given to Barb Oilschlager, they can get them now, if they want them. If anyone wants to read the opinion, as soon as we get the minutes from this Board meeting you can get them on our website because they will be attached to the minutes.”

Mr. Henderson made one last comment, “I apologize for overlooking one thing, I spoke about the second footnote and eluded to the first one, but I address it specifically and I spoke about it in the beginning. It said that the Board member, and this is on the first page of the opinion, and I read it but I did not refer to the footnote, ‘It is our understanding that this request for guidance has arisen due to the fact that a current Board member has voluntarily disclosed to the board that he has entered into a consulting agreement,’ that is also, from a lawyer’s perspective a very significant fact. At least to me it is, footnote one says, ‘The Board member in question first discussed with the undersigned the potential of his entering into a relationship with a public community college . . . No opinion letter was requested at that time.’ The issue is that it was raised prior to entering into the contract. So, from a lawyer’s perspective, from an ethics officer perspective, people do not disclose things like that when they are not trying to be above board.”

Chairman Alongi also stated it is consistent with the advice rendered from the undersigned, he and I had verbally discussed it.

Mr. Henderson said, “ So I just think for someone who reads the opinion and not understanding legalese, would focus on those particular areas to as well as footnote one, that when you voluntarily disclose something, that is probably the best that you can do.”

Chairman Alongi requested the Faculty Association also receive a copy of the opinion as an

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Advisory Council.

Suzanne Morris stated, “This came up about a specific situation, but is a good kind of learning experience for the whole Board, that we are now more aware of, you know, how this all fits in as far as practical application. We’ll all be more aware of that and it’s a good thing.”

Chairman Alongi also stated that due to all of this he has appointed an ad hoc committee, the Conflict of Interest and Ethics Committee, which will be chaired by Victor Henderson, who has extensive back ground in ethics and conflict of interest and James Dumas will also serve on that committee. ICCB staff members will be Ellen Andres, Ethics Officer and Geoff Obrzut, President/CEO.

Item #5 - Nomination of Vice Chair

Chairman Alongi opened the floor for nominations of vice chair and recommended the nomination of Suzanne Morris.

A motion was made by Tom Pulver, and seconded by Victor Henderson, to nominate Suzanne Morris for the position of vice chair of the Illinois Community College Board.

Chairman Alongi asked if there were any other nominations to come before the Board.

A motion was made by Jake Rendleman, and seconded by Tom Pulver, to close nominations for the position of vice chair of the Illinois Community College Board.

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

A motion was made by Victor Henderson, and seconded by Tom Pulver, to approve Suzanne Morris as vice chair of the Illinois Community College Board.

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

Item #6 - New Units of Instruction

Jake Rendleman made a motion, which was seconded by Suzanne Morris , 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

Danville Area Community College

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

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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)
- ▶ 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)

Waubensee 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)

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ HVAC Technician I Certificate (45 credit hours)

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

Item #7 - Consent Agenda

Tom Pulver made a motion, which was seconded by Suzanne Morris, to approve the following items:

Item #7.1 - Minutes of the March 26, 2010 Board Meeting

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

Item #7.2 - Minutes of the March 26, 2010 Executive Session

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

Item #7.3 - Calendar Year 2011 Board Meeting Dates and Locations

The Illinois Community College Board approved the following dates and locations for the Calendar Year 2011:

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.

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Item #7.4 - Authorizations to enter into Interagency Contracts and/or Agreements

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.

Item #7.5 - Authorization to transfer Funds among Line Items

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

Item #7.6 - Authorization to enter into Contracts

The Illinois Community College Board approves the following fiscal year 2011 contractual agreements:

<u>Vendor</u>	<u>Purpose of Contract</u>	<u>FY 2011 Estimated Annual Cost</u>
Illinois Community College System Foundation - renewal	Rental of Office Space	\$299,100
Lincoln Land Community College- renewal	Rental of Office Space	\$59,086

For projects funded through grants received from the Department of Commerce and Economic Opportunities:

University of Illinois	Bridge Evaluation	\$75,000
University of Illinois	Shifting Gears Project with Joyce Foundation	\$160,000
University of Illinois	Program of Study	\$50,000

For projects funded through grants received from the Joyce Foundation:

University of Illinois	Shifting Gears	\$85,000
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<u>Vendor</u>	<u>Purpose of Contract</u>	<u>FY 2011 Estimated Annual Cost</u>	
Policy/Planning/Coordinator	Shifting Gears	\$60,000	**
Bill Qualls	Web data program for Joyce Foundation project	\$20,000	
Sorling Law Offices	Legal Services	\$35,000	*
Career and Technical Education	Liaison Services		
Terry Clark		\$37,500	*
Bernie Ferreri		\$46,875	*
Sue Petrilli		\$30,000	*
Dan Segebarth		\$41,875	*
			*
Government Navigation Group	State Legislative Services	\$45,000	
* Billed daily or hourly, annual cost is estimated			
** Estimated amount based on FY 10 contract			

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

Item #9 - President/CEO Report

Mr. Obrzut congratulated Jake Rendleman for receiving the Ray L. Harstein Award from the ICCTA.

Forty-eight students are attending the Student Leadership Institute this weekend and some will step in to observe the Board meeting today.

The Illinois Community College System Foundation building progress is going great.

Southwestern Illinois College was granted congratulations for celebrating the graduation of its 10,000th GED student at this year's graduation ceremony, which featured Dr. Karen Hunter Anderson as the commencement speaker.

The eighth annual Working Connections Conference was held May 24-28 in Springfield, this conference provided information and technology staff the ability to upgrade their skills and learn about new technology applications skills for their classrooms. This year's conference had 62 participants from five states.

Illinois came in fifth in the Race to the Top competition and will hopefully place in the next round of the competition.

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Nelson Aguiar, ICCB Associate Director for ESL and Immigrant Issues recently suffered a heart attack and underwent quadruple by-pass surgery. He is doing great and will return to the office soon.

Cherie VanMeter, Administrative Aide will retire July 30 after spending over 32 years with the agency. The ICCB staff will celebrate her retirement and the Board will be invited.

Andy Davis, Director of the Illinois Student Assistance Commission and Mr. Obrzut have met and discussed the I-bonds proposal and will meet again to discuss it and how to better serve community college students through the MAP grant program.

Dr. Jerry Weber was thanked for being at the Board meeting today to discuss the Illinois Community College Sustainability Network.

Mr. Obrzut thanked the Board for their recent support while dealing with the loss of his mother-in-law.

Item #10 - Committee Reports

Item #10.1 - Budget and Finance

A. Fiscal Year 2011 Update

Ellen Andres reported that the budget passed; however, how much the system will receive is still unknown. The Fiscal Year 2011 budget is contingent on many revenue items, the possibility of the General Assembly reconvening, and on the pension bonds sale. If the pension bond sale does not pass the Senate, the budget will have a \$4 billion deficit. After the Governor receives the budget, it is up to him to sign it intact, reduce certain lines, or veto it. As it stands today, the system is level-funded and capital has not been addressed. The capital plan that passed last year is a three year plan and some funds for that have been released.

The other issue that the committee spent the majority of time discussing was what the Illinois Student Assistance Commission (ISAC) is calling the MAP Capital Investment Bond Program. ISAC Director Andy Davis made a presentation to the Board at the November Board meeting. Some issues concerning the program have arisen since that presentation. To generate revenue to pay off the bonds, ISAC, through the Illinois Department of Revenue, is going to track students' income before and after they enter college. The increased revenue will be deposited into a fund to pay off the bonds. The proposal is to sell \$100 million for MAP grants and ISAC will keep up to three percent of the revenues to operate their agency. Some potential problems were identified by the Board, They include: 1) The bonds could become very expensive. They will be paid off over 10 years. 2) There is no guarantee that future General Assemblies will restrict the revenues and 3) The General Revenue Fund (GRF) is very limited right now, so to reduce funds that are naturally going into GRF, is something that could cause a problem.

One possible way to work with ISAC on this issue is to create a set-aside for the community college students. Perhaps they could carve out \$50 million for only community college students and we

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could work on the current cut-off dates, which would benefit the community college students greatly.

Suzanne Morris discussed the possibility of a motion to authorize Geoff Obrzut and Ellen Andres to work with ISAC to negotiate to try to help community college students by looking at dates, etc.

Suzanne Morris made a motion, which was seconded by Tom Pulver, to administer the ICCB staff, Geoff Obrzut and Ellen Andres to work with ISAC to try to work out a better MAP grant program for community college students.

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

Item #10.2 - Academic Affairs and Student Relations

Tom Pulver reported the Illinois Department of Transportation (IDOT) and Highway Construction Careers Training Program has started and 9 colleges are participating.

Joyce Foundation and Shifting Gears - Recently a multi-state meeting was held in Detroit and funding has been granted for one more year.

Developmental Education Advisory Committee - The last meeting was in April and Mr. Pulver is a member of the committee. Several faculty, staff, and administration attended and looked at the different models of developmental education to try and work out an interface between the common core and college readiness standards. The math representatives have met with IMAC (the Illinois State mathematics organization) and are reviewing the math standards, English and reading are on their way as well.

Illinois has become the twenty-third state to join Complete College America.

College and Career Readiness Pilot Project - The project has been extended and will not have any additional growth unless funding is secured. Currently, John A. Logan College, South Suburban College, Shawnee College, Morraine Valley College, Southwestern Illinois College, College of Lake County, and Kankakee Community College are participants.

Illinois Articulation Initiative - The major panels have met and worked out a five year review process.

Item #10.3 - External Affairs

Steve Morse reported on several items of ICCB initiated legislation, including three items that reached the Governor's desk, those items include:

Senate Bill 2615 as amended, sponsored by Sen. Gary Forby (D-Benton), provides that local community college boards may increase in the aggregate the amounts of working cash bonds to

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150%, instead of the current 75%, of the taxes permitted to be levied for those purposes. This portion of the bill includes a three-year sunset. The amendment specifically allows community college districts to establish lines of credit with lending institutions. This amendment closely mimics similar legislation signed into law last year that affected K-12 school districts. The amendment does not include a sunset. The bill passed in the Senate, 50-4. Rep. John Bradley (D-Marion) was the chief House sponsor, but the bill picked up bi-partisan co-sponsorship. The bill passed the House, 91-24. SB2615 as amended was sent to the Governor on May 20.

Senate Bill 2548, sponsored by Sen. Deanna Demuzio (D-Carlinville), provides that the Illinois Community College Board shall certify, prepare, and submit monthly vouchers (rather than quarterly vouchers) passed in the Senate, 55-0. Rep. Bill Black (R-Danville) was the chief sponsor in the House, where it passed 117-0. The bill was sent to the Governor on June 2.

House Bill 4972, sponsored by Rep. Cynthia Soto (D-Chicago), passed in the House, 113-0. The bill amends the Public Community College Act, removing a provision that allows expenses incurred by a non-voting student member of the Illinois Community College Board to be provided for by advance payment. It also removes a provision that provides the members of advisory committees of the State Board shall be reimbursed for expenses. Sen. Maloney sponsored the bill in the Senate, where it passed 54-0. The bill was sent to the Governor on May 26.

The ICCB has also filed support for Senate Bill 3705, initiated and sponsored by Sen. Maloney. The bill provides for the extension of the College and Career Readiness Pilot Program. It passed the Senate and was sponsored in the House by Rep. Keith Farnham (D-Elgin). The bill passed the House 82-30 and was sent to the Governor on May 27.

There are several other pieces of legislation being sent to the Governor that the ICCB is monitoring that may affect community colleges or the Board; one item that is most significant is Senate Joint Resolution 88 which resolves that the Board of Higher Education establish a Higher Education Finance Study Commission and make a final report to the General Assembly and the Governor no later than December 1, 2010. "The Commission shall be comprised of 11 members, including one senator appointed by the President of the Senate, one senator appointed by the Minority Leader of the Senate, one representative appointed by the Speaker of the House, and one representative appointed by the Minority Leader of the House and the remaining 7 members appointed by the Board of Higher Education to represent a cross-section of the higher education community as well as experts in higher education finance. . ."

The summer edition of the ICCB Magazine will be distributed later this month. Shannon Woodworth continues to produce the publication under his contract with the ICCB. ICCB executive staff members review drafts of the Magazine prior to its final release.

Item #10.4 - Strategic Planning and Adult Education

Jake Rendleman reported the ICCB Adult Education Strategic Plan is moving forward since adoption by the ICCB. The Council has determined action steps for each part of the recommendations and

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the strategic plan has received numerous compliments from other states attempting the career pathway approach. The effective date of the plan is July 1, 2011.

National Institute for Literacy Adult Education Great Cities Summit - Eleven cities applied and Chicago was one of the cities accepted. The ICCB is a key partner in this initiative and is focusing on partnerships, professional development, and strengthening of teaching skills in adult education instruction. Chicago will host one of the five Summits at the end of June.

Longitudinal Data System - Dr. Scott Parke reported to the committee about the Illinois Community College Higher Education Consortium (CC HEC), which would dedicate the community college system to collaborating to promote student progress and success while maintaining the security of student records and information. This would advance longitudinal study tracking in Illinois' community college system. The universities are planning on creating such a system and the community colleges have students from many sources and they need to stay on top of the situation as well to protect the security of the system.

Fiscal Year 2010 Salary Report for the Illinois Public Community Colleges - This report is a result of a legislative mandate and includes salary and benefits information for all community colleges administrators and faculty members.

Item #12 - Illinois Community College Sustainability Network

Dr. Jerry Weber provided a brief introduction and provided history about the ICCSN and acknowledged how wonderful it has been to work with Warren Ribley, Director of the Illinois Department of Commerce and Economic Opportunity (DCEO) and the ICCB in creating the ICCSN. Dr. Weber introduced Leith Sharp, Director of the ICCSN and Warren Ribley, Director of DCEO.

Mr. Ribley provided a brief update on the involvement of the ICCSN and most importantly to start discussions with the Board to determine what direction the ICCSN needs to go. Mr. Ribley distributed a handout showing how DCEO started working with Wilbur Wright College in 2004 by making a number of investments in the area of energy technology training. The initial impetus with Wilbur Wright College grew into the formation of the ICCSN. A one-year pilot of the ICCSN began in 2008 with four colleges and expanded in year two to include additional colleges and now in its third year, the program has expanded substantially.

Mr. Ribley stated, "the role of DCEO is to provide seed capital for the network and the key is to keep the ICCSN sustainable in the long-term. In comparison to a business model, it needs to be brought to scale and it needs to capitalize and the investment from DCEO needs to step back. The real issue for the Board is whether or not it will endorse this program, and if so, if we want to see it become a sustainable program throughout the system, we need to have the Board's leadership and partnership to make it a sustainable, long-term program." Emphasis was placed upon the ICCSN becoming a key factor in economic and green jobs growth.

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Dr. Jerry Weber stated, “The goal is to make the network something that is stable and funded. The ICCSN has applied for federal funding and has received some federal funding as well and all of the United States Congressional Representatives have signed a letter of support to the Governor for the network. The ICCSN is also the only network of its kind in the country. If successful, besides a mixture of support from federal and state funds, it could be a national model to accelerate sustainability.”

Leith Sharp distributed a handout and spoke about the key components of the ICCSN. The structure of the steering committee consists of five community college presidents and routinely reports to the Presidents’ Council. The network is in phase two of development, during which time there is an acknowledgment of formalizing the effort, understanding the true potential, and realizing the vision across the system. The system has expanded to twelve community colleges, is in the process of expanding to twenty colleges, and eventually to all forty-eight colleges. Even a number of colleges that have not received funding from the network have decided to join the network and are engaging in the meetings. Since the network started in 2008, there has been the discovery of a vibrant grass-roots efforts emergence of green courses, campus greening efforts, and green community outreach. However, they are not coordinated and the network could help by encouraging and coordinating the sharing of curriculum, training, programs, and activities.

The funding base is provided through DCEO and federal earmarks. This current year (phase two funding) is mostly from DCEO with some from the federal earmarks. Collectively, the network is providing continuous employment for twenty-two full-time staff. Within the organization, the core team is overseen by the Presidents’ Council steering committee and there are twelve funded community colleges with sustainability professionals that are engaging with the faculty, staff, and community. The twelve colleges are distributed throughout the state evenly; this was a deliberate action to address regional relevance. At the two-day meeting that just tied up last night, Ms. Sharp declared the central idea that might form a point of discussion for the Board is what the network will do is create a very vibrant central exchange of best practices across the community colleges. Every time a community college takes leadership, whether it’s through its leadership or working effectively with utilities to get small businesses engaged, leadership on a new green building, or leadership in workforce development or green jobs development, we want to identify those early pilots and leverage those lessons to get others engaged in second generation pilots. By highlighting these leadership activities, we would create an organizational pathway that identifies when leadership is necessary. The thing we are missing, and this is the thing that has the most potential, is every time we have a first generation pilot that is successful, the program then stands alone. What we are about to do is utilize that to catalyze other colleges to help them get in touch with the champions that can speak in a practical way about what it took to get students enrolled for a course, what did it take for this new piece of infrastructure to work? There is a lot of enthusiasm and the notion of bringing peers together to leverage first generation pilots so we can actively drive a proliferation of innovation across the system.

The third step in the pathway brings the network to the Board which is once we have proven something works a number of times, take any example - a new course in residential energy conservation - we know what it takes to market it well. What we then seek is a formal pathway to mainstream it across the system because we want to shift from being simply a grass-roots effort to

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thinking about what kind of executive function we can bring to it. Once the evidence is in that this is a proposition that is good for everybody, the business case is solid, how can we look to the ICCB to help us think about mainstreaming proven practices. That is the type of dialogue we would like to have with the ICCB. An example of a first generation pilot would be Lewis and Clark Community College, which ran a successful program in training faculty to integrate sustainability into all sorts of curriculum, from nursing to mathematics. It was very, very successful and this pilot has happened two or three times across the system and other colleges want to learn from that pilot to engage their faculty in a similar process. We would like to embark on training the trainer for faculty development around sustainability. A different pathway relates to geothermal energy and the College of Lake County (CLC). CLC has the largest geothermal system of the community colleges and there is huge enthusiasm for this topic throughout the system and they want to see the system, learn the business case because we have watched the energy data and can prove its cost effectiveness.

The second thing to accomplish is a large-scale, green workforce training. There have been conversations with large businesses, and we are getting incredibly supportive feed-back from them. They would like to define a new kind of partnership with the community college sector. Essentially, we would walk hand-in-hand, providing capacity to support their efforts in the market place. We know they are struggling to penetrate a market that does not have the skills necessary to keep up with the innovations they have. In terms of our self-funding future, these are relationships - corporate sponsorship and that type of new partnerships - that will be one of our key things moving forward. In addition, we are exploring a variety of new funding strategies, working with DCEO and we are very grateful to DCEO for the seed money and we do need this for a period of years while we line up these alternative strategies for our own business model. One of the ideas on the table and it is one of our biggest ideas, is the creation of online green workforce training. The development of a business model that would allow us to manage, develop, and use as a source of revenue to continue to grow our efforts across the system. We have seen other for-profit companies offer online training and it's very profitable and could be something the for-profit sector takes over or we can jump in and take it over and use it as an engine for our own self-funding. We see this as one of our primary future ventures, which over time, will allow us to become self-funding in the area of green workforce course development.

We are working with the University of Illinois to gather data on green workforce needs - where green jobs are and what the regulations are. We are also going to work on creating and fostering market transformation by working with the utilities on where we can harmonize with their efforts to move forward with energy conservation. There are a lot of programs that are not being effectively used and we want to work with them to reach full potential.

Lastly, regarding branding, the network has gone through a name change. The ICCSN was too long and people could not remember it. We are now the Illinois Green Economic Network (IGEN). This name has had a great response and it has currency across the breadth of stakeholders and the tagline is 'A community college partnership.' We see our self as a platform for partnerships, amongst and beyond ourselves, amongst businesses, government, and communities.

Chairman Alongi asked Dr. Weber if he was looking for an endorsement from the Board?

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Dr. Weber replied that the network was just reporting, but an endorsement would be wonderful.

Chairman Alongi asked for an explanation regarding the oversight of the network's employees, especially how the structure and oversight is, is that within the presidents or the panel?

Dr. Weber stated that Southwestern Illinois College (SWIC) is the fiscal agent and an intergovernmental agreement has been signed that connects the colleges, the main colleges of CLC, Heartland Community College (HCC), and SWIC which all take different roles. All funds come through the boards and the steering committee is, in effect, the governing board. For example, in the CLC board of trustees, Barb Oilschlager is the chair of the board and as personnel items come through, whether it comes through SWIC, CLC, or Heartland, the trustees approve those items. John Astroth (President of HCC) just took to his board another personnel position for the network.

Chairman Alongi asked who the money came through?

Dr. Weber stated the money comes through SWIC as the fiscal agent and then they subcontract the money out. It operates very much the way HECA grants worked. HECA grants went to one college as the fiscal agent and that college then did subcontracts to the other colleges. It operates very much the same way, the only difference is that with HECA grants you had a university/community college partnership.

Chairman Alongi asked how the Board felt about endorsing the concept? If there was any problem with it?

Jake Rendleman made a motion, which was seconded by Tom Pulver, to endorse the Illinois Green Economic Network.

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

Item #13 - Information Items

Item #13.1 - Fiscal Year 2010 Financial Statements

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

Item 13.2 - Fiscal Year 2010 Salary Report for the Illinois Public Community Colleges

The Fiscal Year 2010 Salary Report for the Illinois Public Community Colleges was provided to the Board for review.

Item #14 - Other Business

There was no other business presented to the Board at this time.

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Item #15 - Public Comment

There was no public comment brought before the Board at this time.

Item #16 - Adjournment

At 11:22 p.m., Jake Rendleman made a motion, which was seconded by Suzanne Morris, 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

Revision to 2010 Calendar of Meetings

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following revision to the 2010 calendar of meetings: the Board meeting scheduled to take place on Friday, November 11, 2010 at the Harry L. Crisp II Community College Center in Springfield, will now take place on Friday, November 5, 2010 at the Harry L. Crisp II Community College Center in Springfield.

2010 CALENDAR OF MEETINGS

January 28

9:00 a.m. - Harry L. Crisp II Community College Center, Springfield

March 26

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

June*

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

July

Subject to Call

September 17

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

November 5

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

**Certification of Eligibility for Special Tax Levy
(110 ILCS 805, Paragraph 3-14.3)**

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in fiscal year 2010 or fiscal year 2011 to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than that amount. The ICCB is required to certify the eligibility of districts to levy by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby certifies that the following community college districts were (1) eligible to receive equalization grants either in fiscal year 2010 or fiscal year 2011 and (2) had combined educational and operations and maintenance purposes tax rates less than 25.15 cents per \$100 of equalized assessed valuation and are, therefore, eligible to levy at a combined educational and operations and maintenance purposes rate up to and including 25.15 cents per \$100 of equalization assessed valuation in accordance with the provisions of Section 3-14.3 of the Public Community College Act:

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

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

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District	Current Combined Maximum Authorized Operating Tax Rates	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk	19.00¢	6.15¢	\$ 2,047,180
Heartland	22.50¢	2.65¢	\$ 1,041,326
Illinois Central	25.00¢	.15¢	\$ 91,604
Illinois Eastern	25.00¢	.15¢	\$ 17,673
Illinois Valley	17.00¢	8.15¢	\$ 2,336,855
Kankakee	18.00¢	7.15¢	\$ 1,658,652
Kaskaskia	25.00¢	.15¢	\$ 19,084
Lake Land	18.00¢	7.15¢	\$ 1,585,733
Lewis and Clark	25.00¢	.15¢	\$ 51,843
Moraine Valley	22.50¢	2.65¢	\$ 3,373,807
Rend Lake	25.00¢	.15¢	\$ 11,064
Sandburg	22.00¢	3.15¢	\$ 432,656
Southwestern	16.00¢	9.15¢	\$ 6,195,647
Spoon River	25.00¢	.15¢	\$ 10,935
John Wood	22.50¢	2.65¢	\$ 319,310
			\$ 19,193,370

The additional levy authority is subject to “backdoor” referendum. Within ten days after the adoption of a resolution expressing the district’s intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

Illinois Community College Board

**Lincoln's Challenge Program
Fiscal Year 2010
Final Report**

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

Accomplishments over the past years that have enhanced the program include:

Dual Credit Agreement—allows students to earn three credit hours each in basic computers and English Composition while attending the Academy which is transferrable to any state community college.

Career Day—a career day per semester is planned at the Academy for various recruiters to introduce students to future planning once they graduate the Academy. Several community colleges as well as ICCB staff attend the career day in October and March.

Financial Aid Orientation—recent collaboration with the Illinois Student Assistance Commission (ISAC) has created an orientation presentation to parents and students each semester explaining financial aid in conjunction with the Lincoln's Challenge scholarships.

Perhaps one of the most notable accomplishments this fiscal year has been to involve more communication among the ICCB, the Academy, students, and parents. In order for eligible, selected students to receive the scholarship, each student was required to contact ICCB staff with their intent to accept the scholarship and attend a community college. This has proved to be successful as more students along with their parents became involved. It also revealed the amount of needed parent support for the recent graduate. The Academy, too, stayed in contact with the student and parents resulting in a more accurate number of students accepting the scholarship. This method will again be adopted for the next fiscal year. The ICCB contact is always available by phone or email to address personally any student, parent, or college contact concerns or questions.

A new challenge for this year's program has been the emphasis placed on community colleges by President Obama to develop a completion agenda. Retention and completion of student academic studies continue to erode. Since many of the students graduating from the Academy are considered "at risk" (meaning first generation college students), the efforts for completion remain constant. Lincoln's Challenge students will be included in the community college movement as colleges plan and implement new initiatives sharply focusing on a completion agenda.

The Lincoln's Challenge Program is increasing its online accessibility for this next year. The near completion of information on the ICCB web site will result in forms, rules, college contacts, and

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other information available to parents, students, and colleges more readily. Some of the forms are being revamped to reflect more pertinent information. A linkage to the Lincoln Academy web site is already available.

Due to the state's weak financial situation, funding for the program has suffered a reduction resulting in half the previous amount of \$120,100. Therefore, the scholarships issued have also been reduced to half. With the training and preparation students receive at the Academy plus the scholarship opportunity offered by ICCB, many young students have redirected their lives and become productive citizens. Hopefully, the program will remain intact and continue to meet the needs of this particular population.

To date, 11,775 students have graduated from the resident phase of the program, and 7,686 have received their GEDs. In addition, 2,650 scholarships have been awarded to qualified Lincoln's Challenge Academy graduates.

In fiscal year 2010, 40 new students were awarded scholarships to attend an Illinois community college. The fall 2009 semester had eight new students and 40 new students were awarded scholarships in spring 2010. We had 13 students who renewed their scholarships in fiscal year 2010, seven in the fall semester and six in the spring. The fiscal year 2010 budget was \$60,100.

Illinois Community College Board

External Affairs Committee Update

Although the External Affairs Committee did not meet prior to the Board meeting, Steve Morse submitted this report to committee members Jake Rendleman and Suzanne Morris.

The Governor's Legislative Affairs Office has requested that all agency-initiated legislative proposals be submitted in memo form to that office by September 15. Upon review by the Governor's legislative staff, meetings will be scheduled during late September and October with the agencies to discuss the proposed legislation and permission given or withheld for submitting it as a bill in the General Assembly.

ICCB Chief Financial Officer, Ellen Andres, has recommended that the ICCB introduce legislation that would lower the tuition level requirement for those colleges eligible to receive Equalization grants. Currently, tuition at qualifying colleges must be within 85% of the statewide average of tuition and universal fees. The proposed legislation would change the required tuition and fee level to be within 70% of the statewide average.

Similar legislation was introduced this past spring. It passed the Senate but was amended in the House before that chamber passed the bill. The Senate voted to not concur with the amended legislation and returned it to the House. The House then assigned the bill to its Rules Committee, where it resides now.

We may still be able to initiate legislation after September 15, but we will need to keep the Governor's office informed about it.

Steve Morse continues to monitor legislative activity that may affect community colleges, community college students, and the system in general.

In the area of public information, the ICCB has distributed several press releases on topics addressing adequate funding, the community college perspective on the recently formed Higher Education Finance Study Commission, and on the community college perspective of the recent forum on proprietary (for-profit) colleges hosted by Senator Dick Durbin.

The next edition of the ICCB Magazine is due to be distributed at the end of September. Shannon Woodworth, the ICCB contractor who is responsible for the production of the magazine, will be submitting a draft for staff review early next week.

A lively discussion among community college public relations and marketing professionals continues to be facilitated by Steve Morse, allowing that group to seek advice and opinions on a variety of topics that affect Illinois community college efforts in this area.