

# Illinois Community College Board

## 393<sup>rd</sup> Meeting Agenda and Materials

June 3, 2011

**Bloomington-Normal Marriott**  
**201 Broadway Street**  
**Normal, Illinois**



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## Agenda

393<sup>rd</sup> Meeting of the  
Illinois Community College Board  
Bloomington-Normal Marriott  
201 Broadway Street,  
Normal, IL

June 3, 2011

### Committee Meetings

- Adult Education and Institutional Support – Thursday, June 2 from 5:00 p.m.–5:30 p.m. in Fell A
- Academic Affairs and Workforce Development – Thursday, June 2 from 5:45 p.m.-6:15 p.m. in Fell A
- Fiscal and Personnel – Thursday, June 2 from 6:30 p.m.-7:00 p.m. in Fell A
- External Affairs – Friday, June 3 from 8:00 a.m.-8:30 a.m. in Fell A

### 9:00 a.m. – Board Meeting – Redbird G

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3. Board Member Comments	—
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5. Acknowledgements	—
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5.2 Dave Harby, President, Illinois Community College Trustees Association	—
5.3 Dr. Jerry Weber, President, Presidents' Council	—
6. Illinois State Board of Education Update, <i>State Superintendent Chris Koch</i>	—
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15.3 Presidents’ Council <i>Dr. Jerry Weber</i>	—
15.4 Illinois Community College System Foundation <i>Dr. Ray Hancock</i>	—
15.5 Illinois Community College Trustees Association <i>Mike Monaghan</i>	—
15.6 Adult Education and Family Literacy Advisory Council <i>Peggy Heinrich</i>	—
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17. Other Business	—
18. Public Comment	—
19. Adjournment	—

Agenda Item #8  
June 3, 2011

Illinois Community College Board

**NOMINATION OF VICE CHAIR**

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

Illinois Community College Board

**FORMATION OF SPECIAL COMMITTEE**

**BACKGROUND**

At the January 28, 2011 ICCB Board meeting the following motion was approved:

The Illinois Community College Board advises staff to design and regulate a conference of Illinois Community College System individuals to explore the opportunities and efficiencies of the Illinois Community College Board in order to eliminate redundancies within higher education and to make the Illinois Community College Board the final arbitrator in community college decisions.

In order to administer the approved action, the Board must decide how to most effectively address the following factors:

- Which advisory organization(s) shall participate on the special committee.
- How many individuals from each advisory organization shall participate and how shall their participation be selected on the special committee.
- Where and how many times shall the special committee meet.
- The special committee shall focus on what area(s) of interest.
- Other items to consider.

Upon consensus of ICCB Board members, a vote will be taken to approve the recommended actions.

Illinois Community College Board

**NEW UNITS OF INSTRUCTION**

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

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

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

**PERMANENT PROGRAM APPROVAL**

Danville Area Community College

- Echocardiography Advanced Certificate (39 credit hours)

College of DuPage

- Homeland Security A.A.S. degree (64 credit hours)

Frontier Community College

- Fire Science A.A.S. degree (66.5 credit hours)
- Fire Service Specialist Certificate (52.5 credit hours)
- Fire Administrator Certificate (42.5 credit hours)
- Fire Suppression Specialist Certificate (30.5 credit hours)

Illinois Central College

- Multi-Skilled Maintenance Technology A.A.S. (70 credit hours)
- Paraprofessional Educator Certificate (38 credit hours)

John A. Logan College

- Construction Trades Technology A.A.S. degree (67 credit hours)
- Construction Trades Technology Certificate (39 credit hours)

Joliet Junior College

- Auto Body Repair A.A.S. degree (64 credit hours)
- Auto Body Repair Advanced Certificate (43 credit hours)

Kankakee Community College

- Millwright Certificate (47 credit hours)

Lewis & Clark Community College

- Restoration Ecology A.A.S. degree (64 credit hours)
- Restoration Ecology Certificate (45 credit hours)

Lincoln Trail College

- Emergency Management Systems Certificate (40 credit hours)

McHenry County College

- Culinary Management A.A.S. degree (71 credit hours)

Triton College

- Digital Photography A.A.S. degree (64 credit hours)

Wabash Valley College

- Paralegal A.A.S. degree (70 credit hours)

**BACKGROUND**

**Danville Area Community College** is seeking approval to offer a 39 credit hour “Advanced Echocardiography” Certificate program. This program will prepare existing health professionals with advanced level training in cardiac sonography. Students must be a registered diagnostic sonographer, a registered radiologic technician with cardiovascular experience, or a registered nurse with cardiovascular experience. The curriculum was developed according to American Registry for Diagnostic Medical Sonography (ARDMS) guidelines and will prepare graduates for credentialing available through the ARDMS or Cardiovascular Credentialing International (CCI). The curriculum consists of coursework in cardiovascular anatomy and physiology, echocardiography procedures, sonography physics and instrumentation, special topics in echocardiography, and 1,000 hours of clinical experience. Assessment of student learning will be achieved through evaluation of the student’s performance during the clinical experience of the curriculum.

Labor market information provided by the college supports the interest in and the need for specialized training in this field of study. Currently the college offers a related program in Diagnostic Medical Sonography. Previous and recent graduates of this program, as well as graduates in related fields have expressed a strong interest in specialty-level training. According to the Illinois Department of Employment Security (IDES), the demand for “diagnostic medical sonographers” is expected to increase by 11.6 percent statewide through 2018. A local survey of employers and employees indicated that an advanced cardiovascular program was needed. The college anticipates an enrollment of 10 full-time students per year during the first three years of the program. The program will require one full-time faculty member during the first year. Qualified faculty will hold a minimum of a Bachelor’s degree and/or ARDMS certification, one year teaching experience, and two years work experience in a cardiovascular specialty. Costs to implement this program are anticipated at \$59,350 the first and second years, and \$60,895 the third year. The program will be fiscally supported through tuition and fees.

**College of DuPage** is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree program in “Homeland Security”. This program will prepare individuals for employment in a homeland security role in a variety of public and/or private law enforcement or government settings. The curriculum consists of 18 credit hours of required general education coursework, 36 credit hours of career and technical coursework and 10 credit hours of related technical electives. The career and technical component includes instruction in introductory criminal justice, criminal law, multiculturalism and diversity in criminal justice, constitutional law, introductory homeland security, emergency management, continuity of operations, critical

incident management, disaster management and response, introductory domestic and international terrorism, introductory intelligence of homeland security, and introductory bio security and bio terrorism. Assessment of student learning objectives will be achieved through a cumulative research project on a homeland security incident.

Labor market information provided by the college supports the interest in and the need for instruction and training in this field of study. Student interest, ranging from existing students in related criminal justice programs to new students (both new to the college and professionals from the field looking for cross-training or professional development), has been consistent over the last several years based on public inquiries and college survey data. Likewise, the Illinois Department of Employment Security (IDES) projects an employment growth of 14.2 percent for “all law enforcement workers” and an employment growth of 18.5 percent for “all other protective service workers” statewide through the year 2018. The college anticipates an enrollment of eight (8) full-time and 10 part-time students the first year, increasing to 15 full-time and 25 part-time students by the third year. One (1) existing full-time and three (3) existing part-time faculty will be utilized during the first year of the proposed program. Qualified faculty hold a minimum of a Master’s degree in Criminal Justice with a minimum of two years related work experience in homeland security or in criminal justice with a homeland security role. All facilities and equipment are adequately in place to support the program. The program will be fiscally supported through tuition and fees during the first three years as no new costs are anticipated for implementation.

**Frontier Community College**, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 66.5 credit hour Associate in Applied Science (A.A.S.) degree in “Fire Science”. This program will prepare individuals for employment as firefighters. The program was developed according to standards outlined by the Illinois Office of the State Fire Marshall (OSFM) for required certification. The curriculum consists of 15 credit hours of required general education coursework and 51.5 credit hours of required career and technical education coursework. The career and technical component includes instruction in firefighting fundamentals and applications, fire suppression fundamentals, fire ground operations, hazardous materials fundamentals and operations, CPR/First Aid fundamentals, emergency medical responder, vehicle operator fundamentals, extrication practices, fire apparatus engineer, technical rescue awareness, tactical and strategy fundamentals, fire instructor fundamentals, fire investigation and inspection, fire prevention officer, fire administration fundamentals and administration, and a work-based learning experience in fire service. Assessment of student learning will be achieved through a portfolio review and evaluation of the student’s performance during the work-based learning component. Graduates of the degree program will be prepared for required Illinois OSFM certifications in the following areas: Basic Operations Firefighter, Hazardous Materials Awareness, Advanced Technician Firefighter, Vehicle and Machinery Operations, Fire Apparatus Engineer, Fire Service Vehicle Operator, Technical Rescue Awareness, Fire Officer I and Fire Prevention Officer. Graduates will also be eligible for Emergency Medical Responder certification through the Illinois Department of Public Health (IDPH).



The college is also seeking approval to offer three related Fire Science Certificates: “Fire Service Specialist” (52.5 credit hours), “Fire Administrator” (42.5 credit hours), and “Fire Suppression Specialist” (30.5 credit hours). Each certificate curricula includes a specific combination of career and technical education coursework, also included in the proposed degree, as outlined by the Illinois OSFM. Each certificate also leads to a corresponding required certification through the Illinois OSFM and/or IDPH.

Labor market information provided by the college supports the interest in and the need for education and training in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for “fire fighters” is expected to increase by 8.2 percent statewide through 2018. The college anticipates a combined enrollment of 12 full-time and 12 part-time students the first year, increasing to 15 full-time and 15 part-time students by the third year. The college currently offers volunteer firefighter training and therefore all facilities are in place to adequately support the programs. Some additional equipment will need to be purchased to supplement existing inventory. One (1) new part-time and seven (7) existing part-time faculty will be needed to implement the programs. Qualified faculty will hold a minimum of a Bachelor’s of Science in Fire Service Management and hold Fire Service Instructor Certification through the Illinois OSFM. Costs to implement the programs will be approximately \$86,366 the first year, \$62,594 the second year, and \$63,845 the third year.

**Illinois Central College** is seeking approval to offer a 70 credit hour Associate in Applied Science (A.A.S.) degree in “Multi-Skilled Maintenance Technology”. This program will prepare individuals for employment as maintenance technicians in a variety of industrial settings. The program consists of 28 credit hours of required general education coursework and 42 credit hours of required career and technical education coursework. The career and technical component includes instruction in basic power transmission, introductory and intermediate mechanical systems, industrial rigging, industrial fluid power, welding for maintenance mechanics, basic electricity, service electronics for D.C. and A.C. circuits, beginning and advanced electrical troubleshooting, print reading, programmable controllers, machining and machine tool operation. Assessment of student learning objectives will be achieved through demonstration of skills in a capstone course for mechanical power, electricity, fluid power and machine tool skills. The curriculum was developed in collaboration with the Specialized Manufacturing Group of the Economic Development Council for Central Illinois. The proposed program meets the needs of local employers that participate in this group and was designed to provide an educational ladder opportunity for students and graduates of the college’s existing certificates in related fields. Students who have completed coursework in the Mechanical/Electrical Maintenance Certificate, the Mechanic Technology Certificate, and/or the Industrial Electrical Technology Certificate are able to apply those credit hours towards completion of the proposed degree.

Labor market information provided by the college supports the interest in and the need for a two-year education and training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth of “industrial machinery mechanics” is expected to increase by 12.5 percent statewide through 2018. The college anticipates an enrollment of 30 full-time and three (3) part-time students each year during the first three years of the program. All facilities and equipment are currently in place due to existing programs. One

(1) new part-time faculty member, two (2) existing full-time and three (3) existing part-time faculty will be required to implement the program. Qualified faculty will hold a minimum of an Associate's degree in Mechanical Design, have completed a related apprenticeship program in maintenance technology, and have five years related occupational experience and five years teaching experience. Because resources that support existing certificates are already in place to support the proposed program, no new costs are anticipated to implement this degree. The program will be fiscally supported through student tuition and fees.

**Illinois Central College** is also seeking approval to offer a 38 credit hour "Paraprofessional Educator" Certificate program. This program will prepare individuals for employment as paraprofessional educators and teaching assistants in elementary and/or secondary schools. The curriculum was designed using the model curriculum approved by the Illinois Community College Board for paraprofessional educators as a foundation. Minor adjustments in the curriculum have been made to adapt to local needs and meet revisions in state-level certification requirements through the Illinois State Board of Education (ISBE). The curriculum includes six (6) credit hours of required general education coursework and 32 credit hours of required career and technical education coursework. The career and technical component includes instruction in educational psychology, instructional technology, literature for children, elementary reading instruction, the exceptional individual, mathematics for elementary teachers, introduction to education, human growth and development, child and adolescent development, and a required work-based learning experience in education. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning component. Graduates of the program will be eligible for ISBE Paraprofessional Certification upon application and transcript review. Labor market information provided by the college supports the interest in and the need for a formalized training program in this field of study. Currently the college does not offer any training for individuals new to the field or existing paraprofessionals who must earn their state certification. According to the Illinois Department of Employment Security (IDES), employment growth of "teaching assistants" is expected to increase by 14 percent statewide through 2018. The college anticipates an enrollment of two (2) part-time students the first year, increasing to five (5) part-time students by the third year. Two (2) existing full-time and four (4) existing part-time faculty will be required to implement the program. All existing facilities are in place to adequately support the program. The program will be fiscally supported through tuition and fees during the first three years as no new costs are anticipated for implementation.

**John A. Logan College** is seeking approval to offer a 67 credit hour Associate in Applied Science (A.A.S.) degree and a related 39 credit hour Certificate in "Construction Trades Technology". These programs were granted temporary approval on March 31, 2006 and have been in operation since spring 2009. The programs prepare individuals for employment in the construction trades. The curricula were developed according to guidelines established by the U.S. Department of Labor, Bureau of Apprenticeship and Training for construction apprentice programs. The college partnered locally with the Illinois Laborers and Contractors Association for local work-based learning sites. The degree curriculum consists of 16 credit hours of required general education and 51 credit hours of career and technical education. The career and technical component includes instruction in orientation to labor, occupational health and safety, mason

tending, concrete practices and procedures, highway construction plan reading, bridges, hazardous waste, construction surveying, asphalt technology and construction, pipe laying, asbestos abatement, up to four courses in related technical electives and a required work-based learning experience in construction trades. The certificate curriculum focuses on the career and technical component of instruction. Assessment of student learning objectives is achieved through evaluation of the student's performance during the work-based learning component of their study and through a comprehensive final exam.

Labor market information provided by the college continues to support the need for these training programs. The college has met and exceeded their original enrollment estimate with 33 students during the first year, 65 students the second year and 30 students the third year (spring 2011 figures only). Retention in the program has been steady, while completions have been low. The college indicates students are primarily part-time and many gain employment in the field before completing the general education portion of the program. The programs require four (4) existing full-time faculty, all graduates of the U.S. Department of Labor's Construction Apprenticeship Training Program and qualified to teach specialized coursework in various trades. The college utilizes local labor association classroom and training facilities. The program is fiscally supported through student tuition and fees.

**Joliet Junior College** is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree in "Auto Body Repair". This program will prepare individuals for employment as auto body repair technicians. The college is also seeking approval to offer a related 43 credit hour "Auto Body Repair" Advanced Certificate. This program will prepare individuals for employment as auto body specialists in non-structural repair, such as painting and refinishing.

The programs were developed according to National Automotive Technicians Education Foundation (NATEF) standards. The degree curriculum consists of 15 credit hours of required general education and 49 credit hours of required career and technical education coursework. The certificate curriculum consists of only the 43 credit hours of required career and technical courses also included in the degree. The career and technical component includes instruction in introductory and advanced non-structural repair, introductory, intermediate and advanced levels of automotive refinishing, automotive plastic repair, automotive welding, automotive detailing, electrical fundamentals, electrical/electronic diagnosis, chassis, steering and alignment, and air conditioning and climate control. The programs will prepare graduates for optional Automotive Service Excellence (ASE) certifications in Painting and Refinishing, Non-structural Repair and Mechanical Systems. Assessment of student learning objectives will be achieved through evaluation of the student's performance on a cumulative auto body repair project.

Labor market information provided by the college is supportive of a two-year training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "auto body and related repairers" is expected to increase by 14 percent statewide through 2018. The college anticipates a combined enrollment of 45 full-time and 45 part-time students per year during the first three years of the program. The college currently partners with a local career center for instructional and laboratory space to offer related automotive technology instruction. The college will utilize the existing arrangement for facilities and equipment to

support the proposed program. One (1) existing full-time and one (1) existing part-time faculty will be required to implement the programs. Faculty hold a minimum of an Associate in Applied Science degree in Auto Body Repair Technology, two years teaching experience and four years related work experience. The programs will be fiscally supported through tuition and fees during the first three years as no new costs are anticipated for implementation.

**Kankakee Community College** is seeking approval to offer a 47 credit hour “Millwright” Certificate. This program will prepare individuals for employment as millwrights, machinists and machine repair technicians. The curriculum was developed in partnership with several local employers and includes coursework that will provide training that meets both the needs of local employers but also the broader level needs of any millwright employer. The curriculum consists of coursework in technical drafting and print reading, fluid power, industrial safety, electricity, introductory and intermediate machine tool, precision measurement, millwright skills, rigging and lubrication, metallurgy and heat treatment, welding, and maintenance troubleshooting. Assessment of student learning will be achieved through a comprehensive final exam including a demonstration of skills. Labor market information provided by the college supports the interest in a formalized education and training program in this field of study. According to the Illinois Department of Employment Security (IDES), the majority of openings for “millwrights” statewide through 2018 will be through replacement of existing workers who leave the labor force. The college established a local need to re-train existing workers through conversations with district employers. The college anticipates an enrollment of three (3) part-time students the first year, increasing to five (5) part-time students by the third year. The program will require two (2) new part-time and two (2) existing full-time faculty the first year. Qualified faculty will hold a minimum of an A.A.S. degree in Machine Tool Technology, Machine Maintenance Technology or a directly related field, two years of teaching experiences and five years of related occupational experience. All existing facilities are adequate to support the program. Courses from existing related programs will be utilized for this curriculum. Costs to implement the program are approximately \$14,000 the first year, \$11,500 the second year, and \$11,000 the third year. These figures reflect the cost of faculty and administration, and equipment purchases to support the program. The programs will be fiscally supported through student tuition and fees.

**Lewis & Clark Community College** is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree and a related 45 credit hour Certificate in “Restoration Ecology”. These programs will prepare individuals for employment with agencies and businesses responsible for maintaining and restoring natural resources and environments. The degree curriculum consists of 16 credit hours of required general education coursework and 48 credit hours of career and technical coursework. The certificate includes 10 credit hours of the required general education coursework and 35 credit hours of career and technical education coursework. The career and technical component of the curriculum includes instruction in field biology, natural resources and environmental science, plant growth and development, plant reproduction, introductory soils, native plants in the landscape, introductory restoration ecology, wetlands restoration, GIS/GPS mapping for industry, and a required internship with an employer responsible for restoration of natural environments. Assessment of student learning objectives will be achieved through an evaluation of the student’s performance during the work-based learning component of the curriculum.

Labor market information provided by the college supports the interest in and the need for formal education programs in this field of study. The proposed degree and certificate align with the college's existing institutional strategic goals for sustainability and comes about as a result of Lewis & Clark's involvement with the National Great Rivers Research and Education Center (NGRREC). The Center is a partnership of the University of Illinois, Lewis & Clark and the Illinois Natural History Survey charged with conducting research and developing educational programs that increase public understanding of natural environment preservation. The college also conducted its own research to survey public interest in green educational programs which supported the development of this degree program and several related shorter-term certificate programs. Interest in green programs has increased significantly over the past several years as Lewis & Clark continues to further their commitment to reducing and/or eliminating their carbon footprint. The college anticipates a combined enrollment of 10 full-time and 20 part-time students the first year, increasing to 20 full-time and 35 part-time students by the third year. One (1) new part-time, one (1) existing part-time and six (6) existing full-time faculty will be utilized to implement this program. Qualified faculty hold a minimum of a Master's degree in Biology with three years related occupational experience in natural environments and five years teaching experience. Costs to implement these programs will be approximately \$7,000 the first year, \$60,000 the second year and \$63,500 the third year. Higher second and third year costs reflect the addition of a full-time faculty coordinator. The programs will be fiscally supported through tuition and fees during the first three years.

**Lincoln Trail College**, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 40 credit hour "Emergency Management Systems" Certificate. This program will prepare individuals for employment as emergency systems managers. The curriculum was developed in partnership with the Illinois Emergency Management Agency (IEMA) and meets all federal homeland security requirements for emergency systems managers. The curriculum consists of 12 credit hours of general education coursework and 28 credit hours of career and technical education coursework. The career and technical component includes instruction in emergency planning, emergency management and volunteers, incident command, HSEEP, emergency management and communication, emergency planning for schools, emergency management and terrorism, and project management. Assessment of student learning will be achieved through evaluation of a student portfolio. Labor market information provided by the college supports the interest in and the need for a training program that leads towards IEMA certification for existing personnel in the field of emergency management and related fields, as well as for individuals looking for entry-level employment in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "emergency management specialists" is projected to increase by 10.5 percent statewide through 2018. The college anticipates an enrollment of eight (8) full-time and two (2) part-time students increasing to 20 full-time and four (4) part-time students by the third year. All facilities and equipment are in place to adequately support the program. The program will require one (1) new part-time and one (1) existing full-time faculty the first year. Qualified faculty will hold a minimum of a Bachelor's degree in a related field, five years teaching experience and five years related occupational experience. Costs to implement the program will be approximately \$6,100 the first year, \$6,300

the second year, and \$26,000 the third year. Higher third year costs reflect the addition of one full-time faculty person to serve as a program coordinator.

**McHenry County College** is seeking approval to offer a 71 credit hour Associate in Applied Science (A.A.S.) degree in “Culinary Management”. This program will prepare individuals for employment in field of culinary arts. The program was designed based on American Culinary Federation standards and the National Restaurant Association Educational Foundation (NRAEF) standards. The curriculum consists of 15 credit hours of required general education coursework and 56 credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in professional hospitality, safety and sanitation, culinary nutrition, inventory and purchasing, menu planning, hospitality inventory cost control, culinary and hospitality supervision, introductory through advanced levels of culinary skills, garde manager and international cuisine, and a work-based learning experience in restaurant operations. Graduates of the program will be eligible for the required Illinois Food Server Sanitation Manager Certification through the Illinois Department of Public Health, and the optional NRAEF ManageFirst Certification. Assessment of student learning objectives will be achieved through evaluation of the student’s performance during the work-based learning component of the curriculum.

Labor market information provided by the college supports the interest in and the need for a two-year training program in this field of study. Currently the college offers several related certificate programs in culinary arts. The proposed degree will provide students and graduates of those and similar programs with an educational ladder opportunity, as well as a professional development opportunity that could lead towards advancement in their existing employment area. At present the college must send its students to other districts for degree program opportunities. The college has sent 180 students to neighboring community colleges in the last three years. According to the Illinois Department of Employment Security (IDES), growth in the employment of both “food service managers” and “chefs and head cooks” is expected to be positive at 9.6 percent and five percent, respectively, statewide through the year 2018. The college anticipates an enrollment of 16 full-time and 30 part-time students per year during the first three years. The program will require one (1) existing full-time and two (2) existing part-time the first year. Qualified faculty will hold a minimum of an Associate’s degree in Culinary Arts and five years related occupational experience. All facilities and equipment are currently in place, as a result of the existing certificate programs, to adequately support the proposed degree. The program will be fiscally supported through tuition and fees during the first three years as no new costs are anticipated for implementation.

**Triton College** is seeking approval to offer a 64 credit hour Associate in Applied Science (A.A.S.) degree in “Digital Photography”. This program will prepare individuals for employment as photographers and digital image production technicians in a variety of settings including commercial and retail photography, pre- and post-production imaging, and multi-media application development. The curriculum includes 17 credit hours of required general education coursework, 41 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 graphic design, two-dimensional design, computer art, introductory, digital and

advanced levels of Photoshop, digital and advanced levels of studio photography, photography production, digital video production and portfolio design. Assessment of student learning will be achieved through evaluation of the student's portfolio.

Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "photographers" is expected to be positive at 7.9 percent statewide through the year 2108. Locally, the college district and surrounding metropolitan area is expected to see a 19 percent increase in employment growth. The college anticipates an enrollment of 10 full-time and 20 part-time students the first year, increasing to 20 full-time and 30 part-time students by the third year. Three (3) existing full-time and five (5) existing part-time faculty will be required during the first year to implement this program. Qualified faculty will hold a minimum of a Master's degree for baccalaureate/transfer courses and a Bachelor's degree for career and technical courses, two years teaching experience, and five years related occupational experience. Because the proposed program shares coursework with existing programs in art, facilities and equipment are in place to adequately support this program. No new costs are anticipated during the first year, however costs for new equipment purchases are budgeted during the second and third years for \$17,500 and \$16,000 respectively. The program will otherwise be fiscally supported through student tuition and fees.

**Wabash Valley College**, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 70 credit hour "Paralegal" Associate in Applied Science (A.A.S.) degree. This program will prepare individuals for employment as paralegals. The program was developed according to standards of several national industry associations, including the National Association of Legal Assistants (NALA) and the American Alliance of Paralegals, Inc (AAP). The curriculum consists of 28 credit hours of required general education coursework and 42 credit hours of required career and technical education coursework. The career and technical component includes instruction in business law, introductory legal systems, legal forms and terminology, legal research and writing, criminal law, law office technology, civil procedures, property and estates, paralegal seminar, and a required internship in a law office or environment utilizing paralegals. Assessment of student learning objectives will be achieved through the evaluation of a student portfolio. Graduates of the program will be prepared for optional industry credentialing, including the NALA Certified Legal Assistant (CLA) or Certified Paralegal, and the AAP American Alliance of Certified Paralegals (AACP) credential.

Labor market information provided by the college supports the interest in and the need for a two-year education and training program in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth of "paralegals" is expected to increase by 25 percent statewide through 2018. This is nearly three (3) times the average for all occupational employment growth in the state. The college anticipates an enrollment of 15 full-time and 20 part-time students per year during the first three years of the program. Two (2) existing part-time and one (1) existing full-time faculty will be required during the first year. Qualified faculty will hold a minimum of a Bachelor's of Science degree in Paralegal Studies, or a Juris Doctorate in Law (for the paralegal courses), and a Bachelor's of Science degree in Computer Information Systems (for technology courses), two years teaching experience and two years related work

experience. All classroom facilities are in place to adequately support the program. Costs to implement the program will be approximately \$30,000 the first year, \$50,000 the second year, and \$115,000 the third year. Higher second and third year costs reflect the purchase of paralegal software and the addition of two (2) part-time faculty and one (1) full-time faculty to serve as program coordinator.

## **TEMPORARY PROGRAM APPROVAL**

### Parkland College

- Heating, Ventilation, and Air Conditioning (HVAC) A.A.S. degree (61 credit hours)
- Theatre Arts: Entertainment Technology A.A.S. degree (62 credit hours)

## **BACKGROUND**

**Parkland College** is seeking temporary approval to offer 61 credit hour “Heating, Ventilation, and Air Conditioning (HVAC)” Associate in Applied Science degree for a period of three (3) years. This program will prepare individuals for employment as HVAC Technicians. The college currently offers two related, but shorter term, certificate programs for which the proposed degree will provide an educational ladder opportunity to graduates. The curriculum includes all of the coursework required in the existing certificate programs as well as additional coursework in commercial refrigeration and HVAC service, and additional work-based learning. The curriculum consists of 19 credit hours of required general education coursework, and 42 credit hours of required career and technical education coursework. The career and technical component includes instruction in construction plan fundamentals, residential wiring, plumbing, motors, controls and devices, introductory electricity and electronics, HVAC computer applications, basic heating and air conditioning, residential HVAC, commercial HVAC, HVAC pneumatic controls, basic heating and air conditioning service, and a work-based learning experience in HVAC. Assessment of student learning objectives will be achieved through a comprehensive exam reflective of certification exam requirements from the Illinois Environmental Protection Agency, Industry Competency Exam (ICE) and the North American Technician Excellence (NATE) association. Graduates of this program will be prepared for the IEPA Refrigerant Handling Certification exam and the ICE Certification exam for HVAC Technology.

The college anticipates an enrollment of 15 new/existing (certificate completers) students each year during the first three years of the program. Temporary approval is being sought to meet the immediate needs of existing certificate students/graduates and local employers. *Permanent approval will be considered after a period of three (3) years based on program outcomes.*

**Parkland College** is also seeking temporary approval to offer a 62 credit hour Associate in Applied Science (A.A.S.) degree in “Theatre Arts: Entertainment Technology” for a period of three years. This program will prepare individuals for employment in theatre set design, construction and production. The curriculum was developed with input from industry professionals and academic leaders in this field to prepare graduates for the Entertainment Technician Certification Program (ETCP) an entertainment industry-wide program that focuses



on disciplines that directly affect the health and safety of crews, performers and audiences. The curriculum includes 16 credit hours of required general education coursework and 46 credit hours of career and technical education coursework. The career and technical component includes instruction in stagecraft, play production, costumes, stage make-up, acting, design, electricity and electronics, welding, hydraulics and pneumatics, basic machine processes, welding, industrial safety, a work-based learning experience in the field and several allowable courses in electives related to the performing arts, fine arts and/or stage support areas of entertainment technology. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the work-based learning component of the curriculum. Graduates will be eligible for earning points toward the ETCP, which requires a total of 30 points for application. Points may be earned through work experience, formal education and training or a combination of both. Individuals have the opportunity for certification through the ETCP in the areas of Arena Rigger, Theatre Rigger and Entertainment Electrician. While not required, this certification is preferred by most organizations participating in the ETCP, such as the Alliance of Motion Picture and Television Producers, The League of American Theatres and Producers, Disney Theatrical Productions, Live Nation Concert Productions, and NBC Universal Productions.

The college anticipates an enrollment of eight (8) to 10 students per year during the first three (3) years. Temporary approval is being sought to address the immediate needs for local training as well as to meet requests from students in existing performing arts and theatre production courses and related programs at both Parkland and the University of Illinois at Urbana/Champaign. *Permanent approval will be considered after a period of three years, based on program outcomes.*

### **INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL**

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

#### **Permanent Program Approval**

##### College of DuPage

- Emergency Management Certificate (15 credit hours)

##### Joliet Junior College

- Auto Body Repair Certificate (27 credit hours)
- Auto Body Painting and Refinishing Certificate (16 credit hours)

##### College of Lake County

- Applied Laser Certificate (15 credit hours)
- BIO Photonics Certificate (15 credit hours)

##### Lake Land College

- Sustainable Energy Certificate (6 credit hours)

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Lewis & Clark Community College

- Sustainable Urban Horticulture Certificate (13 credit hours)

Parkland College

- Entertainment Technology Certificate (27 credit hours)

Rend Lake College

- Baking & Pastry Arts Certificate (27 credit hours)
- Culinary Arts Certificate (26 credit hours)

Shawnee Community College

- Criminal Forensics Investigation Certificate (16 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 2010, Lewis and Clark Community College, Richland Community College and Southeastern Illinois College underwent in-depth recognition evaluations. The college’s 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 college’s 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:

Lewis and Clark Community College  
Richland Community College  
Southeastern Illinois College

**BACKGROUND**

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

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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 pro rata, per diem basis for the period of time for which such status is in effect.

Evaluation for the districts included in this item has 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 2010 recognition evaluations are: Heartland Community College, College of Lake County, Moraine Valley Community College, Morton College, Oakton Community College, Spoon River College and John Wood Community College

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

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UNAPPROVED

Minutes of the 392<sup>nd</sup> Meeting of the  
Illinois Community College Board  
Harry L. Crisp II Community College Center  
401 East Capitol Avenue  
Springfield, IL 62701

March 18, 2011

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 18, 2011, meeting as recorded.

**Item #1 – Roll Call and Declaration of Quorum**

Chairman Alongi called the meeting to order at 9:00 a.m. and Allison Ray called roll with the following members present: Guy Alongi, Randy Barnette, James Dumas, Victor Henderson, Rudolph Papa, Thomas Pulver, Jake Rendleman, and Austin Ashby, Student member. The following Board members were absent: Suzanne Morris and Judith Rake. Ms. Ray declared the Board had a quorum.

**Item #3 – Board Member Comments**

Jake Rendleman had no comment at this time.

Randy Barnette noted that during the challenging times we are in, it is important to look at the financial things we have a tendency to go against each other and be negative. This past weekend Mr. Barnette was with the presidents and trustees in Schaumburg and they seem to be in a real cooperative spirit. Mr. Barnette feels this is important at this time when things are troubled across the street, that we work together with our brothers and sisters in the Presidents' Council and the trustees. It is good to keep in mind as we go through this session.

Austin Ashby stated it was nice to see everyone again and to be back in Springfield.

James Dumas had no comment at this time.

Victor Henderson stated he has been on the Board for about a year now and he tries to sit back and learn and listen. During this time he has been extraordinarily impressed by Guy's leadership, by Geoffrey's leadership as well as what he has seen of the staff. He hopes to continue to learn, but he has been extraordinarily impressed by what he has seen and is very pleased to have the opportunity to serve.

Tom Pulver echoed what Mr. Henderson did say, he is very pleased with the leadership right now, he respects the staff. Mr. Barnette is correct that we are in challenging times right now and we have an incredibly dedicated staff. He hopes for continued stability in our organization through all the challenges that we are facing to keep this the excellent community college system that it is.

Rudy Papa stated it was a pleasure to serve on the Board and added to Mr. Pulver's sentiments about the administration. Everyone is doing a fine job for the students of the community colleges.

**Item #2 – Announcements and Remarks by Guy H. Alongi, Chairman**

Chairman Alongi indicated that some Board members have mentioned that maybe it is time to not hold all Board meetings in Springfield and maybe we need to start reaching out to the community colleges and have a couple of meetings at our community college campuses every year. Planning for the next calendar of Board meetings will start soon and Chairman Alongi presented the following proposal to the Board:

Two Board meetings a year will be held away from Springfield and on a community college campus. These meetings will be held on a Thursday afternoon from 12:00 p.m.-3:00 p.m., with committee meetings following and the following day, Friday, the meeting will be held from 9:00 a.m.-12:00 p.m. The session on Thursday would be a working session for the purpose of ICCB staff to make presentations versus presentations conducted during the Board meetings. The March and September Board meetings will be held at a community college campus, the January and November meetings will be held in Springfield from 11:00 a.m.-2:00 p.m., and the June meeting will be held in conjunction with the Illinois Community College Trustees Association.

Rudy Papa moved to accept the motion.

Randy Barnette asked if there would be only two meetings that would have committee meetings the day before the Board meeting.

Chairman Alongi confirmed and stated the reason he staggered it by about six to seven months was so that there will not be presentations back-to-back. Also, if there is action as a result of the a presentation(s) it can be acted upon at the Board meeting the next day. The meetings held in Springfield and the one meeting held in conjunction with ICCTA will be strictly a Board meeting with no presentations.

Mr. Barnette asked if he could make a friendly amendment.

Tom Pulver seconded the motion.

Mr. Barnette amended to add the following: Board members to have the opportunity, if they so desire, to suggest items to be added to a Board meeting's agenda and the Board chair will grant final approval for an item to be added to the agenda.

Chairman Alongi asked for any further questions.

There were no further questions.

Chairman Alongi requested a voice vote for approval.

Motion carried via unanimous voice vote. Student member vote: Yes.

**Item #15 – Public Comment**

Doris Woolery, from Grow Your Own Teachers (GYO), is a statewide, grant funded organization which takes people from communities and enrolls them to become teachers in their communities. GYO aims to serve the underserved populations throughout the state. Ms. Woolery was asked by one of GYO consortium members, Madeline Talbot from the Coalition of Effective Teachers to address the Board about the Illinois Basic Skills Test. Ms. Woolery stated she had

reviewed the minutes of the last Board meeting and according to the Illinois State Board of Education (ISBE) all was going well with the test, but GYO does not feel the same way. Information about GYP was distributed to the Board members and Ms. Woolery briefly explained the GYO program. Ms. Woolery stated that before the Basic Skills Test change there was only about a 23–30 percent pass rate and now it is down to about 22 percent. It was predicted that the pass scores would go up once the change was done to the pass scores, but it did not. Now, only 78 percent of the people that take the test pass it. Colleges of education are now beginning to wonder if they are going to have enough to meet their quota. Ms. Woolery has talked with Benedictine and University of Illinois-Springfield (UIS) who serve the teacher education programs for GYO in Springfield, and both colleges of education scores are down. The problem with this is, are we going to have enough teachers who are qualified to go back in and teach because of the high test rate on this test. The scores they gave us were not even the scores that had been suggested by the team of educators that they have around the state for the test. This is effecting us, only 22 percent passing is not good for colleges of education nor for the GYO program. Ms. Woolery introduced a GYO candidate, Kevin Ford, who has taken the Basic Skills Test the old way as well as the new test. Ms. Woolery stated she knew the test scores cannot be changed, but what she proposed was for ISBE to institute a freeze and reset it to the old scores for awhile, until we can come to some reasonable solution to this. Passing that test has no effect on teacher effectiveness, has no effect on whether or not those teachers stay in the classroom to help those students in the future. Ann Hallett, Director for GYO and Madeline Talbott, representative for the Coalition of Effective Teachers are more than willing to speak with anyone from the ICCB or anyone else that is interested in the statistics GYO has found.

Chairman Alongi thanked Ms. Woolery and stated that at a Board meeting a couple of months ago the Board instructed ICCB staff to go back to ISBE to see if people that were already in the system could be held to the old test scores. Another option discussed was for a refresher course be conducted for students prior to taking the Basic Skills Test. Ms. Woolery has support from the ICCB, but the problem lies with ISBE. Chairman Alongi asked Dr. Elaine Johnson, Vice President for Academic Affairs and Workforce Development to confirm that ISBE had nothing to do with the ICCB proposal.

Dr. Johnson stated that ICCB did go back and talk with Superintendent Koch and expressed the Board's concerns and the issues we were facing with our students. At that time, Superintendent Koch stated ISBE was going forward with the new scores they had and they were also doing some analysis on what was really happening. Dr. Johnson stated she would be more than happy to follow-up with Ms. Woolery or come back to the Board at the next meeting.

Chairman Alongi stated he felt those students already in the system are at a severe disadvantage with the new testing system. Those that are coming in to the system are different, but there needs to be some kind of catch-all for those students in the system right now.

Kevin Ford, a GYO candidate in his third year at UIS in pursuit of a mathematics degree spoke briefly about his past work history. Mr. Ford also stated he faced some challenges taking the Basic Skills Test, he has taken the test twice, once under the old scoring system and now under the new system. Mr. Ford is not opposed to taking tests, unfortunately, looking at the test and the way they are doing it now, it seems to be adding some additional burden. Particularly for Mr. Ford, he is trying to enter the TEP program to teach math at Washington Middle School in Springfield. The second time Mr. Ford took the test he completed two sections of the test with a score of 240 or greater and he thinks it should qualify him for the TEP program, at least for a probationary basis. Right now Mr. Ford is delayed and will not be able to get into the TEP program until he has successfully completed the test. This creates further delays and his

intentions of getting into a classroom by 2013 are hampered by the fact that he has to successfully complete the test in its entirety under the new rules. If ISBE is not going to move the scores back, perhaps they could change the acceptance policies into the TEP programs.

Chairman Alongi thanked Mr. Ford for his comments, reiterated that he has the full support of the Board with trying to change the testing mechanism, and encouraged Mr. Ford to concentrate efforts on ISBE.

Dr. Johnson stated that Superintendent Koch would be more than happy to come and address the Board if there were any questions related to the Basic Skills Test.

Chairman Alongi asked that Superintendent Koch be placed on the June Board meeting agenda in Bloomington.

#### **Item #4 – President and CEO Report**

Geoffrey Obrzut acknowledged the third floor of the building was complete and occupied mostly by the staff that were at Lincoln Land Community College. Thanks were granted upon the ICCB staff for being patient during the construction. Mr. Obrzut also thanked Ray Hancock, President for the Illinois Community College System Foundation and the Foundation board for their pursuit in the building project. A building dedication will be held on May 4 at 1:00 p.m., which coincides with Lobby Day for the Illinois community college system and Mr. Hancock would like the Board to attend. Mr. Hancock is also still looking for a tenant for the fourth floor of the building.

Mr. Obrzut and Ellen Andres, Chief Financial Officer will testify before the House Appropriation Committee on March 29 and the Senate Appropriation hearing is scheduled for April 7.

Labor negotiations with the IFT/AFT AFL/CIO Local will begin soon.

ICCB in partnership with the Illinois Board of Higher Education (IBHE) will host eight regional workshops focusing upon the common core college and career readiness standards and alignment of curriculum.

The Board members were reminded about several items including:

- Statement of Economic Interests will arrive soon and is due by May 2, 2011.
- The next issue of the ICCB magazine will be sent out next week and will feature Jake Rendleman .
- The Phi Theta Kappa banquet will be held April 13 at the Abraham Lincoln Hotel in Springfield.
- Mr. Obrzut was recently featured by Triton College as a Distinguished Alumni.

#### **Item #5.1 – Student Advisory Committee and Item #9.3 – Student Relations**

Austin Ashby reported the last meeting for SAC was last weekend in Schaumburg and this was the last meeting for the students. Ellen Andres, Chief Financial Officer spoke about the upcoming budget and Senator Maloney spoke to the students about Student Advocacy Day.

All subcommittees provided reports as well:



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- Student Outreach has raised over \$5,000 to go towards the 9/11 Memorial Project in New York City. The students are now hoping to raise \$10,000 for that project.
- Local Issues has developed and finalized a list to distribute to all student trustees on how to increase student involvement on campuses throughout the state. The committee also came up with a list of discussion points for Blake Lee, student trustee for Lake Land College, as well as a veteran, to participate in the White House Summit on Community Colleges that was sponsored by United States Vice-President Joe Biden's wife and community college professor Jill Biden.
- The Legislative Committee put together the final details of the Advocacy Day, which will be held April 14.
- The Awards Committee held a banquet to celebrate the last meeting and Mandy Little from John A. Logan College was named the outstanding student for SAC this year. The new ICCB Student Board member is Edgar Moldanado from College of Lake County.

Upcoming events for the students include the Phi Theta Kappa banquet on April 13 at the President Abraham Lincoln Hotel in Springfield, 81 students and 11 Coca-Cola scholarship winners are registered to attend. Student Advocacy Day is April 14 and the theme for this year is "Helping Students Run the Distance." The students will meet with legislators and Lieutenant Governor Sheila Simon that day as well. The Student Leadership Institute will be held June 3-4 at the Bloomington-Normal Marriott Hotel and Conference Center. The Community College Survey of Student Engagement will hold a statewide workshop on May 4 in Springfield.

### **Item #5.2 – Illinois Community College System Foundation**

The ICCSF was not able to provide a report at this time.

### **Item #5.3 – Illinois Community College Faculty Association**

Dr. Linda Hefferin announced the ICCFA welcomed D.K. Herner from Lieutenant Governor Sheila Simon's office at the January meeting. Items discussed included dual credit, college readiness, performance based funding, articulation, and pension reform. Dr. Elaine Johnson also attended the meeting and provided Ms. Herner with information about the ICCB. The ICCFA also extended an invitation to Lieutenant Governor Simon to attend the ICCFA Conference to be held on October 21-22 at the Crowne Plaza in Springfield.

Information about faculty grants has been posted on the ICCFA website, there will be five grants in the amount of \$2,500 each. All Illinois community college faculty are eligible to apply and the winners of these grants will be announced by May 2011. There will also be six \$1,000 grants available for students and that information has been posted as well.

ICCFA did contribute for the Phi Theta Kappa banquet and a representative from ICCFA will attend the banquet. The ICCFA also contributed \$1,000 towards the paver project for the Student Advisory Committee.

The next meeting of the ICCFA will be later today at the newly remodeled ICCB offices.

Chairman Alongi asked Dr. Hefferin about the dues for ICCFA.

Dr. Hefferin replied that the statements had been sent out and there have been a couple of questions which Dr. Johnson's staff has handled. Currently, none is paid, but by the next meeting some will be received.

**Item #5.4 – Presidents' Council**

Dr. Jerry Weber reported that SB59 – the transfer bill – passed out of committee this week. The presidents have been working on this bill since last fall and explained the difference between the transfer of general education courses versus the transfer of students into a specific major. Usually the transfer into a major works fine, but occasionally there are glitches within certain universities in specific departments when that department does not want to go along with the agreement that the institution has made. The community college presidents have spoken with the university presidents and they have agreed to back this bill. Regardless of this, the presidents feel that having this legislation in place allows them to say, "Look, if you can fix this fine and if you cannot, we need to go forward with something." The presidents want to make ICCB aware that they are not wildly looking at this and they are interested in some of the ICCB and IBHE staff work on this to get this resolved. Dr. Weber will ask the other presidents for their input on this at the next Presidents' Council meeting on May 3.

Presidents' Council passed a resolution in favor of the concept of performance-based funding with the understanding that the IBHE will collaborate with the community colleges to develop a system that properly administers measurements.

Another item of importance for the presidents is the funding formula, which Dr. Weber acknowledged Ellen Andres would probably discuss later. Dr. Weber stated he felt that Ms. Andres was on board with what the presidents felt about the formula. It is not the colleges' or the Board's fault and if the formula was fully funded it would work correctly, and that is what is happening with the different credit hour grants. It seems best to take legislative action to freeze the funding formula.

The Presidents' Council marketing and public relations committee has proposed to Presidents' Council, with the cooperation of the ICCB and ICCTA also, to create a system to take the colleges throughout the state and assist students in finding community colleges throughout the state. The Presidents' Council is going to explore the cost of such an endeavor.

Mr. Obrzut voiced that the ICCB changed its website 3-4 years ago and it may be time to do that again.

Dr. Weber stated he felt our website needed to stay as is and this would create something more like College Zone and would be a student portal.

Dr. Weber has met and is impressed with Dr. George Reid from the IBHE.

Dr. Weber thanked Mike Monaghan from ICCTA for getting the presidents involved with the State Universities Retirement System (SURS) pension situation, because it affects all community colleges.

The Illinois Green Economy Network (IGEN) is looking for a new executive director.

**Item #5.5 – Adult Education and Family Literacy Advisory Council**

Peggy Heinrich reported that in April 2009, the ICCB with the help of a strategic planning task force, created a visioning document wherein adult education learners no longer prepare for a GED and then stop. It was a vision where ESL students focus on more than basic survival skills; it's a vision where adult education students acquire basic skills while they prepare for employment and further college studies, and there is an emphasis on preparing for middle skill jobs. Now the job of the ICCB Adult Education and Family Literacy Advisory Council is to help make that vision a reality. The council has three committees: 1) curriculum and instruction, which looks at evidence-based reading instruction and will recommend skills that should become part of the curriculum; 2) data, research, and accountability, to look at return on investment models and identify components that will benefit Illinois; and 3) assessment committee, which evaluates different tests and assessment instruments in order to recommend different or additional tests for Illinois.

In practice, it means that programs around the state are changing the face of adult education step-by-step. Programs are looking at ways for students to begin receiving college credit while still attending adult education classes; programs are looking at ways for students to participate in a career or technical program while receiving second language instruction. Programs are also looking at ways to move students seamlessly from GED classes to college coursework without being placed into developmental education. There is a lot of work to do yet, but Illinois is taking the lead in the nation in the face of changing adult education.

#### **Item #5.6 – Illinois Community College Trustees Association**

Mike Monaghan reported on some of the activities that took place at the latest ICCTA meeting held in Schaumburg. Time was spent with the Executive Director of the State Universities Retirement System (SURS) to discuss the various changes that are taking place with the state retirement systems. Mr. Monaghan thanked Dr. Jerry Weber for conducting an informative program on the Illinois Green Economic Network (IGEN) at the meeting as well. During the ICCTA board meeting the main issues discussed included federal and state legislation.

Upcoming events that individuals from ICCTA will participate in include: a Reinvention meeting at the City Colleges of Chicago, hosted by Chancellor Cheryl Hyman; a listening tour being held at Triton College and throughout the country by Walter Bumphus, new president for American Association of Community Colleges (AACC); and a meeting the Department of Education is holding at Ivy Tech in Indianapolis.

Complicated legislative issues the ICCTA is working on include the College Insurance Program (CIP) which is experiencing problems due to a number of factors and there are some proposals for SURS which call for a shift from the state to employers (the colleges) for employee contributions, with a total possible impact of that shift exceeding the amount the ICCB appropriates to the colleges.

The next meeting of the ICCTA will be May 4 for Lobby Day in Springfield. Another event that may be held that day includes the dedication of the newly completed third and fourth floors of the Harry L. Crisp II Community College Center. The ICCTA annual state convention and meeting will be held June 3-4 at the Marriott Bloomington-Normal Hotel and Conference Center.

Discussion took place regarding the CIP and the possibility of making the program self-insured. Chairman Alongi explained how the housing authority took similar action with

its insurance program and perhaps something could be done for the colleges to run their own insurance program and by-pass the involvement of the state. It has the potential to be much more efficient and save the colleges a lot of money.

### **Item #6 – Illinois Articulation Initiation**

Dr. Elaine Johnson said she wanted to take the opportunity to inform the Board on recent activity with the Illinois Articulation Initiative (IAI) and that the ICCB staff is committed to ensuring that transfer works in the state of Illinois. Dr. Johnson gave a brief history of IAI, including some of the problems encountered.

Brian Durham, Senior Director for Academic Affairs and Career and Technical Education, commented on the progress to date of the Illinois Articulation Initiative (IAI). The presentation began by discussing the many ways in which students transfer<sup>1</sup> pointing out that IAI is designed specifically for students who do not know their intended transfer institution. After discussing the number of transfer students (35,174), faculty participants (350), participating institutions (110), and total courses approved (23,000), the presenters discussed the five General Education Core Curriculum (GECC) panels<sup>2</sup> and the 18 majors panels.<sup>3</sup> After indicating that the GECC is working well,<sup>4</sup> they discussed that most of the innovations occurring now in IAI are occurring in the Major panels.

Major panels were formed to develop a recommendation of one to four freshman/sophomore level courses for prospective transfer students who have decided on a major, but not a transfer institution<sup>5</sup>. Recently, the Illinois Board of Higher Education (IBHE) and the ICCB have been working to formalize the Major Panel Recommendations and have divided this work into three tiers: Tier 1) Business, Chemistry, English, History, Political Science, and Sociology; Tier 2) Agriculture, Criminal Justice, Computer Science, Engineering, and Physics. The Tier 1 process began with the distribution of a memo to the IBHE Academic Leadership on February 4 and was finalized on January 6. The two staffs are currently working on Tier 2 majors. The memo was distributed on April 1 and the expectation is that the work will be complete by the next (June) ICCB Board meeting. Tier 3 activity, including a focus on the remaining majors, will occur during the fall of 2011. There are several principles that guide the initiative:

- ▶ **Community Colleges and Public Universities are equal partners** in the delivery of the first two years of post-secondary education and should work to make student transition as effective as possible.
- ▶ Recognition that **undecided students face more challenges** and require additional guidance and clarity.
- ▶ **Existing transfer agreements** are still the primary path for students once they know their intended destination.
- ▶ **Major process is iterative** and faculty must remain up-to-date on disciplinary changes and continuously revise their courses based upon these changes.

<sup>1</sup> The types of transfer include: a) From community college to baccalaureate institution; b) From community college to community college; c) From university to university; d) From baccalaureate institution to community college (Reverse Transfer) and the various types of students

<sup>2</sup> Communications; Humanities and Fine Arts; Mathematics; Physical and Life Sciences; Social and Behavioral Sciences

<sup>3</sup> Agriculture; Art; Biology; Business; Chemistry; Computer Science; Criminal Justice; Engineering; English; History; Industrial Technology; Mass Communications; Mathematics; Physics; Political Science; Psychology; Sociology; Theater Arts

<sup>4</sup> The GECC includes 37-41 hours transferred as a package and consists of courses from Communications, Math, Physical & Life Sciences, Humanities/Fine Arts, and Social & Behavioral Sciences

<sup>5</sup> To see the major course recommendations go to: <http://www.itransfer.org/iai/majors/default.aspx?file=iai&section=students>

- ▶ Transfer pathways using the major recommendation should **NOT lengthen the time to degree for students.**

The presentation concluded with a discussion of the [www.itransfer.org](http://www.itransfer.org) website that was created to get information from the panels into the hands of students, parents, advisors, and other users of the site and receives on average 12,334 hits per day. On the website, the agencies have posted a complaint link that allows for the gathering of data on transfer complaints across the system. Students as well as other individuals, such as advisors, parents, transfer coordinators, and faculty, can now submit questions or report problems related to transfer between Illinois institutions. Both the sending and receiving institutional contacts, as well as key Board and IAI support staff, automatically receive submissions via email.

Following is the discussion that took place regarding questions and concerns about IAI.

Chairman Alongi asked where the breakdown occurs in the case of a student taking a 200 level course at a community college that articulates to a university, but then the student may have to retake the 200 level course at the university as an elective, not as part of the core curriculum.

Dr. Johnson stated that it depends. The 200 level course will transfer if it is part of the GECC or if it is part of the package for the university they are going to attend. The group of students caught in the mix are those that do not know their major or where they are transferring. Dr. Johnson gave examples of such situations that may occur.

Chairman Alongi asked if it was poor planning on the students' part or was it the result of the community colleges and the universities not coming together with enough information and educating the students well enough to know where to find the articulation paths.

Dr. Johnson felt that all of those factors are involved. There are clear, good paths when the students look at community colleges that have the defined paths, but ICCB could and should do a better job of making the courses accepted, no questions asked. It would make the process easier, but we are not there yet, and we are working on making it easier.

Mr. Durham noted that those institutions that do not accept courses are being approached and their current agreements are being examined. Therefore, if found that an institution will not accept a specific course, yet have 32 agreements with other community colleges for other courses, the ICCB is trying to find out why they will not accept that course, but will the other 32 approved courses.

Victor Henderson asked what the time frame was to have the process completed.

Dr. Johnson replied that they will be done with Tier 3 acceptance in the beginning of the fall semester.

Mr. Henderson asked for clarification and restated that Dr. Johnson said that in August or September the process will be done.

Dr. Johnson confirmed that Tier 2 will be completed by that point, and Tier 3 will be worked on during the fall semester. Dr. Johnson stated that she does not think that the faculty can be convened over the summer. The universities will have to sign off on Tier 3 during the fall semester. She also explained that by the end of this semester (spring), ICCB will know what is being done with Tier 2 colleges on whether or not they are participating. When this process was set up, Tier 1 colleges were the determined to be the easiest and Tier 2 were a little more difficult.

Mr. Henderson asked Dr. Johnson if the earliest Tier 3 will be complete will be January of next year.

Dr. Johnson said she would be complete with Tier 3 by October or November. They may try to speed it up a little. If the faculty come in and go through the process, it will probably be in the middle of the semester.

Mr. Henderson questioned if the middle of the semester would help those students already enrolled. For students specifically, he questioned if the agreements would not be effective until January.

Dr. Johnson confirmed that Mr. Henderson was correct.

Mr. Durham acknowledged that they are not working from a clean slate either, so those agreements and recommendations already there will still be in place.

Chairman Alongi asked what defines a Tier 1, 2, and 3.

Dr. Johnson explained that is ICCB's definition because they had to take majors and break them down because they could not be done at the same time.

Rudolph Papa asked if they have to go to each university to do this.

Dr. Johnson confirmed they do go to all of the universities. There is an academic leadership team with the IBHE, which includes provosts from the colleges' academic affairs. They meet and the major courses go to them and it is then their responsibility to take it to the divisions and faculty, who in turn return with an answer to IBHE.

Randy Barnette asked how long IAI has been in existence.

Mr. Durham replied it started about 1992.

Mr. Barnette stated it has been going on for 20 years and now it may be finished in November.

Dr. Johnson clarified that they are finishing the problems with the major panels in October. Five years ago, the recommendations from an evaluation team was to do away with IAI majors and deal with articulation from college to college. At the time, the ICCB felt that was not the right decision. During the process, ICCB found this cannot be done without the partnership of the IBHE and working with university faculty. There has been a lot of turnover at IBHE, but in the last couple of years with their academic leadership, IBHE was able to agree upon this and reach out to the universities.

Mr. Durham noted he felt all of it begs for an evaluation as well. It is a continuous process and it certainly will not be finished, but there is also a five-year review process for all of the courses. One of the reasons we cannot do 18 at a time is that the faculty panels are also reviewing multiple course standards, which is very demanding on faculty time.

Dr. Linda Hefferin stated that one other consideration is that the community colleges have to submit course outline and syllabi in order to be approved by the universities. Therefore, the colleges must have the requirements that are set by the universities. She stated other factors included are that not every community college decides to align their curriculum according to what a universities specifies, and not all community colleges submit their courses to be considered for articulation.

Mr. Durham stated that for IAI, all colleges and universities (public and private) submit their courses to the panel. There is wide participation across the system.

Dr. Johnson stated they remain committed and continue to note there is a problem with the major panels, and she wants to let the Board know what has been done and where we have been.

Mr. Barnette noted that he, most of the Board members here, the college presidents, and the trustees have been hearing horror stories about transfer for a number of years and that is one of the reasons that the presidents and trustees have put together legislation. Mr. Barnette asked Dr. Johnson if she felt the legislation was not appropriate.

Dr. Johnson did not know if she could answer that.

Mr. Barnette asked that if this is going to be done in October if it would be premature on their part to do that.

Dr. Johnson stated she did not feel it was premature on their part because she understands their complaints and issues because they are concerned about articulation the same way we are concerned about articulation. But, they are doing it from a different point because they are seeing it from the system and she is only seeing it as what the Board has done by asking our partners to come to the table and to participate. So, Dr. Johnson fully supports and understands what the presidents are asking for because she understands their frustration and actually they are probably more frustrated with the boards for not doing something about it already or the process that took place with the steering committee. They are valid in trying to protect students, we are also trying to protect students as well. The only difference is they have not been charged with the task of facilitating this process as she has. Dr. Johnson said she convened a meeting with Dr. Jerry Weber and several others to sit down with the university presidents and say, 'Here are the issues, we have problems.' They explained it to the university presidents and they are fully committed to working with the community colleges on this. The response was that the universities have been saying this for years. The universities response was that they are a group of new presidents, and let them us come to the table and talk to you.

Dr. Johnson stated it is difficult for her to be in this position. Her name is all over the documents and the Board has told her to move forward with articulation. The latest legislation that Dr. Johnson has seen does reflect this same process and would allow us to continue, but again, she stated we are just in different camps. Dr. Johnson stated she is not going to speak on where we are with the Board, until the Board tells her how to speak. Dr. Johnson said her role as Chief Academic Officer of the State is to tell you what we have done, and what the system has been doing.

Dr. Weber spoke briefly that the presidents have two mindsets on the issue. Many feel having the legislation out there puts pressure on the whole system to move forward now. There are also some presidents that feel that maybe the legislation should just be in place so that as people change over time, articulation can stay in place. Overall, Dr. Weber thinks that most people want the process to go through and work.

Chairman Alongi briefly reflected on a previous Board meeting when he stated that if the community colleges and universities cannot come together and work this situation out, then maybe we (the Board) need to legislate it. Chairman Alongi supports what Dr. Weber is doing because we have to look out for the community college system, but he sometimes wonders if SB59 is putting the cart before the horse because we have directed ICCB staff to go through a certain process and then the presidents have come through the back door with the legislation. This has put us in a spot of whether we need to support the legislation or not. Personally,

Chairman Alongi wants to stay neutral on the legislation for the fact that direction was given to staff. He is not against the legislation, but he is also not for it. Chairman Alongi said he does not know how the rest of the Board feels about the legislation. Chairman Alongi stated that he spoke with Senator Maloney about the bill and the bill originated in his committee. Chairman Alongi's gut feeling from this conversation is that he does not feel that Senator Silverstein will call the bill. If it is called, the bill may not gain legs in the Senate and it probably will not have legs in the House. Chairman Alongi will allow the Board to do what it wants to do. He said he will not stop any Board member from doing anything with the bill, but he does not want Dr. Johnson put into a box. Speaking personally and not as Chairman, he is neutral on the bill. However, he does think that the university presidents have considered this to be adversary and if it would gain legs in the Senate, there will be an outpouring of university presidents coming forward to try and defeat the bill. It puts us at odds with the universities. Chairman Alongi said we are at odds enough with the universities and the community colleges on other issues. At some point in time, he believes we all have to be players and buy into a system because we gave staff the direction to go through this process. If the universities do not want to be players, then Dr. Johnson should come back to the Board, and then the Board needs to take a firm stand to stick behind the students and the articulation agreements.

Tom Pulver asked to examine the student complaint data. He felt it would be useful to see hard documentation on the issues. To date, Mr. Pulver has not seen any documentation proving that it has failed and perhaps the academic affairs committee, or whoever, can take a look at that information before the Board takes a position.

Mr. Henderson asked Dr. Johnson for clarification from earlier in the meeting. Is she requesting through the end of December to complete the entire process. He stated that it seems that a lot of progress has been made, but Tier 3 has not been reached. Is she saying that time is needed through October, November or December to see if articulation is successful and complete.

Dr. Johnson clarified that if there is not agreement with tier 2 and therefore that is not enough to say the process is not working. If tier 2 does not work, and she expects that to be known by the end of May because everything will be accumulated from IBHE on the agreements and non-agreements, then information will be gathered before the next Board meeting.

Mr. Henderson stated that at the end of 60 days Dr. Johnson will give a recommendation if the process is working or not.

Dr. Johnson confirmed.

Chairman Alongi informed Dr. Weber that if the Board cannot work through Tier 2, then he is on Board with the presidents.

Rudolph Papa stated that the bottom line is that the Board wants to ease the cost of education for our students.

Mr. Barnette asked if Chairman Alongi would be happy with June 30 being the deadline to make the evaluation on whether or not this process is working.

Dr. Johnson stated that by the next Board meeting, the ICCB staff will know what is happening with Tier 2.

A consensus was reached and clarified by the Board members that Dr. Johnson would report to the Board on the status of articulation on or before June 30, 2011.



**Item #7 – Economic Impact Study Report**

Dr. Karen Hunter Anderson updated the Board on working with the Northern Illinois University (NIU) Center for Governmental Studies to produce a new economic impact study for Illinois community colleges. ICCB staff have been working with NIU to develop a process to produce a new report. The next step is to pull together a group of interested parties, which would include representation from the Illinois Community College Trustees Association (ICCTA), to discuss content and public relations of the report. Some items that will distinguish it from the last report include changing demographics and dramatic enrollment increases.

Randy Barnette commented that timing is everything in terms of putting together the study and that he would like to help facilitate the parties development of a questionnaire and the financing to move forward with the study. Also, last time this was done, the presidents and trustees were involved and the trustees were used as a pass-through and each of the colleges contributed funds to obtain their own individual reports. The problem now is that the Board cannot accept money from the colleges to develop the study and that is why we must utilize the ICCTA. What role will ICCB play, besides being supportive of the study?

Dr. Anderson replied that the ICCB provides the data to NIU and interfaces with the colleges in terms of the use and reproduction of the data.

Mr. Barnette noted that the last time this was done the public relations and marketing people from the colleges were involved in order to articulate the study. That seemed to be a really good selling point, and the trustees helped organize that as well. Mr. Barnette would like to move forward as soon as possible, and Dr. Anderson agreed.

**Item #8 – Data Security Update**

Dr. Karen Hunter Anderson provided a brief review on a data security breach that happened almost a year ago involving ICCB data. Since then, ICCB has worked with both universities involved, and one university has been more responsive than the other. There is some resolution to the problem; however, we do not have verification that the data has been destroyed and the committee had recommended that we seek verification of that. Dr. Anderson will work with staff at ICCB to verify the data have been destroyed.

Randy Barnette asked how that would happen.

Dr. Anderson replied that there are standard procedures which have already been suggested and is typically through a certified document from the institution stating the data were destroyed on a certain date using a certain procedure. It is a legal document. The documentation is typical in most data-sharing agreements, including the data-sharing agreements we currently use with other universities and other entities, including other state agencies.

Chairman Alongi noted that in the past there has been discussion about a possibility to copyright the ICCB data; is that or would that be something we could explore?

Dr. Anderson stated the ICCB has looked into it and she does not have an answer today, but the agency has worked with yet another university who is looking into copyrighting their data and we have been referred to legal counsel that specializes in that area.

Mr. Barnette noted that the Board has to rely on Dr. Anderson to inform them if the data is safe and that our data is not being misused.

Dr. Anderson cautioned that one of the issues is that this has been a lesson learned. The agreement for shared data that was the subject of the security breach had been done years ago. A lot has been learned since then, and with the advent of electronic sharing, there are new complications, so it is even more essential that we protect our data. The state, as well as all entities, have been key to security issues, and as a Board, we approved a procedural document to ensure the safety of social security numbers. This is something that is becoming more of an issue and it is also easier to have security breaches due to the easy transfer of data via zip drives and other ways as well. The first lawsuit regarding a security breach at a university just took place this year, and we will probably start to see more lawsuits. Therefore, it is even more inherent to take every step possible to ensure the safety of our student data.

## **Item #9 – Committee Reports**

### **Item #9.1 – Fiscal and Personnel**

Tom Pulver reported that the committee voted for Suzanne Morris to be the committee's chair and asked Ellen Andres to provide the remainder of the update.

Ms. Andres distributed a handout detailing the Fiscal Year 2011 credit hour rates by category. This handout was referred to in an explanation of how the rates are calculated every year for the base operating formula. In order to calculate credit hour rates, the unit cost is submitted to the ICCB by each community college. The statewide cost is divided into the six different funding categories, and then the formula requires that tuition, fees, and local tax revenues be subtracted out. The state is responsible for paying the remainder. For Fiscal Year 2011, the credit hour rate for baccalaureate credit hours should have been \$31.55, but due to the lack of state appropriations, what was actually paid by the state was \$13.13. Full funding would have required \$119 million extra applied to the original appropriation.

For Fiscal Year 2012, tuition and fees have increased an average of \$10.00 and local tax revenues are level. Both of these adversely affect how much the state will reimburse the colleges per credit hour. These factors, coupled with level or decreased State funding requires the ICCB to distribute less money per credit hours than in previous years. Another problem with the formula is that we are funding over about 700,000 additional credit hours. Immediate effects of this, is that remedial courses will only be a few dollars per credit hour. It may get to the point where the community colleges are not going to be paid by the state to offer remedial courses because of the formula during this time of increasing enrollments and little funding from the state. It also forces baccalaureate courses to about \$7.00-\$8.00 per credit hour.

Recently, a group of chief financial officers, presidents, and Mike Monaghan from the ICCTA met to look at the situation for Fiscal Year 2012. The ICCB cannot assume that there will be an increase in the budget since Governor Quinn's proposed budget is at level-funding and the House is projecting much lower revenues. I am suggesting to propose to the General Assembly (GA) and the Governor's Office of Management and Budget (GOMB) to suspend the formula and allocate to the community colleges the same amount for base operating as received in Fiscal Year 2011. If there is an increase or decrease the change would be passed to all of the community colleges equally. The current suggestion is to put the formula on hold and form a committee to explore the current effects of the economy on the formula, the situation that the colleges are facing due to untimely payments, and the effect of performance-based funding on the formula.

Ms. Andres suggested that the committee consist of individuals from the official ICCB advisory organizations.

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

The Illinois Community College Board directs staff to work with the General Assembly and the Governor's Office of Management and Budget to suspend the base operating grants formula for Fiscal Year 2012, and allocate level funding to the districts or allocate an increase or decrease based on the appropriation in the line. Furthermore, the Board directs staff to work with representatives of the system to review the formula concerning effects of the current economy and other changes in higher education funding.

The motion was approved via voice vote and none opposed. Student member vote: Yea.

**Item #9.2 – Academic Affairs and Workforce Development**

Tom Pulver reported that he was voted chair of the committee and reported that the committee was updated on the following items:

Common Core College Readiness Standards – The ICCB, Illinois Board of Higher Education (IBHE) and Illinois State Board of Education (ISBE) will host eight regional workshops focused on the Common Core College Readiness Standards and curriculum alignment throughout the state. The workshops will be the first event in a series of higher education efforts to inform the field on the college readiness standards and to assist the field on the difficult endeavor of curriculum alignment. Target areas for the workshops include Math, English, and Language Arts faculty from high schools, community colleges, and universities; and others are invited to attend as well. The outcome of the workshops is the initiation of the regional college and career readiness action planning that could ultimately serve as a model for statewide reform. The workshops will be held at eight community colleges throughout the state with no expenses for the colleges and the Education Policy Improvement Center (EPIC) is assisting and facilitating the one-day workshops.

Complete College America (CCA) - A 10-member team from IL including Lieutenant Governor Shelia Simon and Dr. Elaine Johnson attended a three-day academy to discuss policies and programs to increase the number of students with a college degree or credential. Illinois is a CCA alliance member state and was joined by six other member states on March 4-6. Experts spoke on performance funding, transforming remediation, shortening time to degree, and making structure changes to accelerate student success. The Illinois team focused on strategies for improving student success and completion. The team will be developing action steps and expanding the conversation to include all higher education stakeholders in the plan to increase from the current 41 percent of Illinoisans (ages 25-64) with a college degree or certificate to 60 percent by 2025.

Illinois informed CCA that it will apply for the possible one million dollars the state could be allocated. The Illinois team will reconvene and the proposal will be written with all sectors of education represented.

Business and Industry - VM Ware/Serena is offering industry credentials through the Business and Industry Centers through a short-term training program. Students successfully complete a five-week class training program which guarantees a six month internship with their company at \$20.00 an hour, with the possibility of permanent

employment after the six internship. This program will be offered at Heartland Community College, Moraine Valley Community College and College of DuPage. The hope is to have 250 people trained in Illinois in the next six months

**Item #9.4 – External Affairs**

Jake Rendleman reported that he will serve a chair for the committee and provided an update on the following items:

House Bill 1864 - The legislation concerns changing the stipulation that all colleges receiving Equalization be within 85 percent of the statewide average for tuition and universal fees. The bill proposes lowering that stipulation to 70 percent and adding as an alternative stipulation that a college's tuition and universal fees be at least 30 percent of its total revenue. The legislation failed in Spring 2012, but the sponsorship was changed to freshman representative Camille Lilly from Chicago. The bill passed the House with a 95-12-1 vote on March 10 and Senator Edward Maloney is sponsoring the bill for the ICCB in the Senate. The bill arrived in the Senate this week and has been referred to the Assignments Committee.

House Bill 304 – This bill was not initiated by ICCB, but are putting support behind it. The legislation proposes to suspend the statutory requirement for community colleges to keep their tuitions capped at one-third of their per capita costs. This is affecting many colleges that are very close to exceeding the cap. The bill was heard in the House Higher Education Committee on March 16 and Ellen Andres testified with Representative Tracy to explain the rationale for the legislation. The bill passed out of committee with an 8-3 vote and is currently on its second reading in the House.

The committee also discussed Senate Bill 59 and has filed as proponents of House Bill 166 (concerning a new Green Jobs and Technology Act), House Bill 3361 and Senate Bill 1826 (both propose for the Office of the Comptroller to create a new supplemental deferral plan to enhance retirement income for K-12 and community college employees).

The ICCB will continue to monitor legislation that may affect the ICCB and the community colleges' interests and programs. The House nor the Senate are in session next week and both chambers return on Tuesday, March 29.

The committee discussed the need for and the scope of work of ICCB contract lobbyists. The committee supports sending out Requests for Proposals (RFP) for future contracts. Upon staff review and recommendation, the final RFPs will be submitted to the External Affairs Committee for approval and voting on by the Board at its June meeting.

The spring issue of the ICCB Magazine will be distributed the week of March 21. The ICCB has responded to several requests from the Governor's Office of Citizens Assistance to help explain or resolve issues that individuals have had regarding community colleges. Recently, there was a Freedom of Information Act request from AFSCME for a list of ICCB employees' names, job titles, and counties of work.

Chairman Alongi asked Mr. Rendleman if the ICCB had filed a papers regarding Senate Bill 59, whether neutral, opposed, or for it.

Mr. Rendleman asked Steve Morse to address the question.

Mr. Morse stated that based on information that he had at the time he filed in support of the bill. It was Mr. Morse's understanding that the bill was probably not going to go

anywhere and he thought he had Board approval to file in support. Not with the understanding that the amendment that is currently on the bill will be the final amendment and if there is another amendment it will certainly go back to committee, at which time we can go neutral, opposed, or not say anything at all about it.

Chairman Alongi asked if the bill came to the floor how does it feel about coming out neutral on the bill.

Victor Henderson stated that he thought the consensus was that until the staff completes their work the Board would be neutral.

Chairman Alongi stated that if the bill goes to the floor, Mr. Morse is instructed to file papers that the Board is neutral.

### **Item #9.5 – Adult Education and Institutional Support**

James Dumas reported that he was voted chair of the committee and provided an update on the following items:

ABE to Credentials State Design Grant - ICCB staff were notified last week that we submitted a winning design proposal for the ABE to Credentials: A Breaking Through Initiative. The initial award of \$200,000 for the period of March 7-November 15, 2011 is for planning and design, with an implementation award of \$1.6 million following for a 3-year period. Staff is excited about the opportunity to work with the funders, Jobs for the Future, The Gates Foundation, and The Joyce Foundation to develop a detailed implementation work plan that supports the re-design of adult education and post-secondary systems and programs to integrate basic skills and occupational training and facilitate credential attainment. The 30 plus members on the design team include Tom Pulver, representing the ICCB and faculty. During the implementation phase, we will provide funding to 8 colleges for the new adult education model. A media campaign to announce the nine states who were given awards and to launch the initiative will occur in early May, 2011, and is coordinated by the funders.

The Strategic Plan for Adult Education is progressing and the staff continues to develop ways in which to implement the recommendation. Currently, staff is working to align with the Common Core Standards and College and Career Readiness Standards, developing a statewide Health Care and Manufacturing Curriculum for Adult Education, and continuing to develop specific training for bridge programs development designed to help students make the connection with postsecondary occupational programs and pathway employment.

The Adult Education Advisory Council continues to work on curriculum and instruction, assessments, and data and research alignments. In addition, the Adult Education ad hoc committee continue to examine issues relative to students support services and instructional technology, as well as marketing.

The committee discussed the issues regarding adult education performance, completion, and the need for remediation. The committee agreed that adult education and special population momentum points were essential to the development of a formula for performance-based funding.

The American Council of Education, who owns GED testing, has merged with Pearson View to provide computer-based testing by 2013. This merger could eliminate the need

for states to administer the GED test and would make the GED testing service a for-profit entity rather than a not-for-profit. Dr. Karen Hunter Anderson and Jennifer Foster will monitor this issue.

Karen and Jennifer also mentioned that the upcoming Adult Education Administrators' Meeting in April will include the Undersecretary of Education, Dr. Brenda Dann-Messier.

Nathan Wilson, Director for Research and Policy Studies informed the committee about Illinois Community College System Hispanic and African American Employment Surveys. This is the first time that ICCB has participated in these surveys for the system, which includes reporting on the bilingual needs of our students and the strategies used to employ and promote minority employees in the system. Previously, ICCB addressed these issues through the Underrepresented Groups Report.

Dr. Anderson also updated the committee about the Illinois Higher Education Consortium (IHEC). ICCB has been asked to sign the agreement to be part of the IHEC. The committee was presented alternative agreements that ICCB staff have suggested.

Committee members encouraged staff to get a more equitable share of the representation on the higher education data sharing, to ensure security of our data, and to continue negotiation to get an agreement in place that is best for our students.

### **Item #10 – New Units of Instruction**

Jake Rendleman made a motion, which was seconded by Tom Pulver, 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**

#### Frontier Community College

- Health Informatics A.A.S. degree (65 credit hours)
- Health Informatics Technician Certificate (50 credit hours)
- Medical Coding Specialist Certificate (38 credit hours)
- Medical Quality Technician Certificate (30 credit hours)

#### Highland Community College

- Equine Science A.A.S. degree (65 credit hours)

#### Illinois Eastern Community Colleges: Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College

- Associate in Engineering Science (A.E.S.) degree (62 credit hours)

#### Moraine Valley Community College

- Mechatronics Technology A.A.S. degree (63 credit hours)

James Dumas noted that he looked at the Health Information A.A.S. degree and also that certificate and there is 15 hours difference between an associate applied science degree and the certificate and that seems like an awful lot of hours for a certificate.

Dr. Elaine Johnson replied that the reason the certificate is 50 hours is because that is what is required for certification. The 15 hours difference is just the General Education Core. The college could have just done the certificate to give the credentials, but they also created an Associate Degree that requires 15 hours of general education.

Jake Rendleman asked why at Illinois Eastern Community Colleges they have four campuses and this Associate of Engineering in Science (A.E.S.) degree, how are they going to do this, at all four colleges or how are they going to do that.

Dr. Johnson stated that it was approved for all four and if there is a need for that degree at an institution, it will be offered.

Motion was approved via unanimous voice vote. None opposed. Student member vote: Yea.

### **Item #11 – Consent Agenda**

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

#### **Item #11.1 – Minutes of the January 28, 2011 Board meeting**

The Illinois Community College Board hereby approves the Board minutes of the January 28, 2011, meeting as recorded.

#### **Item #11.2 – Minutes of the January 28, 2011 Executive Session**

The Illinois Community College Board hereby approves the minutes of the January 28, 2011, Executive Session as recorded.

The motion was approved via voice vote. None opposed. Student member vote: Yea.

### **Item #12 – Information Items**

The following items were presented to the Board for review.

#### **Item #12.1 – Fiscal Year 2011 Financial Statements**

#### **Item #12.2 – Summary of Capital projects Approved by the President/CEO during Calendar Year 2010**

#### **Item #12.3 – Fiscal Year 2011 Spring Enrollments in the Illinois Community College System**

#### **Item #12.4 – Illinois Community College System Program Review Statewide Summary**

#### **Item #12.5 – Illinois Community College System African American Employment Plan Survey Results – Fiscal Year 2010 and the Illinois Community**

#### **College System Hispanic Employment Plan Survey Results – Fiscal Year 2010**

### **Item #14 – Other Business**

No other business was brought before the Board at this time.

**Item #13 – Executive Session**

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

To enter Executive Session for the purpose of discussing personnel matters which qualifies as an acceptable exception 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	Rudolph Papa	Yea
Suzanne Morris	Absent	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Absent
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Yea	Austin Ashby	Yea

The motion was approved and the Board entered Executive Session at 1:15 p.m.

Jake Rendleman made a motion, which was seconded by Tom Pulver, to reconvene into Public Session at 1:54 p.m.

The motion was approved via voice vote. None opposed. Student member vote: Yea.

There was no action taken as a result of Executive Session.

**Item #16 – Adjournment**

Rudolph Papa made a motion, which was seconded by Victor Henderson, to adjourn the Board meeting at 2:02 p.m.

The motion was approved via voice vote. None opposed. Student member vote: Yea.

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Guy H. Alongi  
Chair

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Geoffrey S. Obrzut  
President                      and                      CEO



Illinois Community College Board

**CALENDAR YEAR 2012 BOARD MEETING DATES AND LOCATIONS**

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2012:

**RECOMMENDED ACTION:**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2012 Board Meeting Dates and Locations listed below:

**CALENDAR YEAR 2012 MEETING DATES and LOCATIONS**

**January 27**

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

**March 23**

9:00 a.m. – Richland Community College, Decatur

**June\***

9:00 a.m. – Springfield, Exact Location TBA

**July**

Subject to Call

**September 21**

9:00 a.m. – Moraine Valley Community College, Palos Hills

**November 2**

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 meetings.

Illinois Community College Board

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

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/ agreements, as needed for fiscal year 2012.

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

Since several of the fiscal year 2012 grants and contracts are negotiated during June, July, and August this authorization will allow the President/CEO to execute agreements with concurrence of the Board Chair, as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS  
AMONG LINE ITEMS**

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

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO to transfer funds among fiscal year 2012 appropriated operating line items, as needed.

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

Illinois Community College Board

**CONTRACTS FOR THE ILLINOIS  
COMMUNITY COLLEGE BOARD OFFICE**

ICCB policy provides for contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require notification to the Board Chair before execution and those under \$5,000 require no Board approval. At the beginning of each fiscal year, all known contracts are presented to the Board for approval.

**RECOMMENDED ACTION**

It is recommended that the following motion be adopted:

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

Funding Source	Contractor	Amount	Contract Period	Description
All funds /allocated	IL Community College System Foundation	\$482,935	7/1/11 - 6/30/12	Rental of Office Space
GRF	Southwestern Illinois College	\$485,000	7/1/11 - 6/30/12	East St. Louis Comm College Center
GRF	Southern IL Collegiate Common Market (SICCM)	\$1,104,100	7/1/11 - 6/30/12	East St. Louis Comm College Center
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$190/hr	7/1/2011 - 6/30/12	Legal
CTE	Terry Clark	\$37,500	7/1/11 - 6/30/12	CTE regional support
CTE	Ferreri Educational Services	\$46,875	7/1/11 - 6/30/12	CTE regional support
CTE	Susan Petrilli	\$30,000	7/1/11 - 6/30/12	CTE regional support
CTE	Daniel Segebarth	\$31,875	7/1/11 - 6/30/12	CTE regional support
DCEO SG	Policy Planning Partners (Judith Kossy)	\$25,500	7/1/11 - 9/30/11	Shifting Gears: plan/facilitate meetings; co-lead policy committee; 25 days
Joyce Foundation	U of I - OCCRL	\$20,000	7/1/11 - 12/31/11	Shifting Gears: project management support for all aspects
DCEO WIA	Western Illinois University	\$25,083	9/1/10 - 6/30/11	Career & Academic Readiness System: develop/implement/support

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Funding Source	Contractor	Amount	Contract Period	Description
GED	American Council on Education	\$255,000	7/1/11 - 6/30/12	GED testing in Illinois - includes fees and materials
GED	Turn-Key Solutions International, Inc.	\$92,500	7/1/11 - 6/30/12	GED scoring: data submission to feds
GED	Sangamon Co Regional Office of Education	\$731,266	7/1/11 - 6/30/12	Administration for Cook Co GED
Multiple	WIU-Center for Application of Information Technologies	\$76,500	7/1/11 - 6/30/12	Career & Academic Readiness System Hosting and Math expansion
Multiple	U of I - OCCRL	\$30,000	7/1/11 - 9/30/11	ABE to Credentials Policy Audits

Illinois Community College Board

**ADULT EDUCATION AND INSTITUTIONAL SUPPORT COMMITTEE**

1. Adult Education

*ABE to Credentials State Design Grant*  
Competitive Process  
Capitol Hill presentation on federal cuts

2. Institutional Research and Policy Studies

Updates:

Illinois Higher Education Consortium  
Data Security  
Longitudinal Data System Project / ISBE Grant

3. Education Technology

Update on US DOE new state authorization regulations for online programs  
Working Connections, 2011

Illinois Community College Board

**ACADEMIC AFFAIRS AND WORKFORCE DEVELOPMENT COMMITTEE**

1. Summary of the College Readiness Workshops
2. Complete College America Grant Application
3. Illinois Articulation Initiative Update
4. High School to College Success Report
5. Highway Construction Grant Update
6. Other

Illinois Community College Board

**FISCAL AND PERSONNEL COMMITTEE**

Committee discussion for June:

- Financial Statements: Fiscal Year 2011

State General Funds  
Special State Funds  
Federal Funds  
Bond Financed Funds

- A. Fiscal Year 2012 Update
- B. Employee Guidebook and Personnel Title Changes



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**FISCAL YEAR 2012 BUDGET UPDATE**

At the date of agenda printing, a budget has not passed the General Assembly. An oral presentation will be given at the Board meeting.

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**EMPLOYEE GUIDEBOOK AND PERSONNEL TITLE CHANGES**

The State Universities Civil Service System (SUCSS) was created in statute to develop, maintain, and administer a comprehensive program of human resource administration for higher education, including the Illinois Community College Board, but not employees of the community college system. The Act states that all employees shall be covered by the SUCSS except a few exempt persons:

- The members and officers of the Merit Board and the board of trustees, and the commissioners of the institutions and agencies covered hereunder;
- The presidents and vice-presidents of each educational institution;
- Other principal administrative employees of each institution and agency as determined by the Merit Board;
- The teaching, research, and extension faculties of each institution and agency;
- Students employed under rules prescribed by the Merit Board, without examination or certification.

As part of its statutory responsibility, the Merit Board reviews the ICCB periodically to ensure its human resource policies and guidelines are in compliance with SUCSS. In a recent review, it was determined that many positions that were previously classified as exempt from SUCSS should be reclassified and included as a SUCSS covered position.

The Merit Board staff assisted and continues to offer assistance to the ICCB Human Resources staff with transition information. They also came to the office and presented the classification procedure to the union. There will be a transition of almost 30 positions from exempt titles to civil service classifications. The majority of these positions are in the union. The union had earlier requested that the ICCB consider reclassifying positions to SUCSS covered positions.

At the meeting, the Board will be provided with specific changes to the employee guidebook that will need to be amended in order to accommodate the titles and some procedures. Specifically the ICCB will need to create Fair Labor Standards Act exempt and non-exempt employee classifications and make an adjustment to the vacation time accrual.

Illinois Community College Board

**EXTERNAL AFFAIRS COMMITTEE**

1. Legislative Affairs

- \* Update on meetings with Governor's legislative staff
- \* Review of bills introduced to-date affecting community colleges, the ICCB, and other relevant legislation
- \* Contract lobbyist(s) and lobbying
- \* Discussion

2. Public Information

- \* General overview
- \* ICCB Magazine
- \* Discussion