

Illinois Community College Board

392nd Meeting Agenda and Materials

March 18, 2011

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois



Printed by the Authority of the State of Illinois

401 East Capitol Avenue * Springfield, Illinois 62701-1711 * Telephone: (217) 785-0123

Agenda

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

March 18, 2011

Committee Meetings

****All Board Committee meetings will be held at the Harry L. Crisp II Community College Center in the Third Floor Conference Room.****

- Fiscal and Personnel – Thursday, March 17 at 5:15 p.m.
- Academic Affairs and Workforce Development – Thursday, March 17 at 6:00 p.m.
- Student Relations – Friday, March 18 at 8:45 a.m.
- External Affairs – Friday, March 18 at 9:30 a.m.
- Adult Education and Institutional Support – Friday, March 18 at 10:15 a.m.

<u>11:00 a.m. – Board Meeting – Second Floor Conference Room</u>		<u>Page</u>
1.	Roll Call and Declaration of Quorum	–
2.	Announcements and Remarks by Guy H. Alongi, Chairman	–
3.	Board Member Comments	–
4.	President and CEO Report	–
5.	Advisory Organizations	–
5.1	Student Advisory Committee <i>Austin Ashby</i>	–
5.2	Illinois Community College System Foundation <i>Dr. Ray Hancock</i>	–
5.3	Illinois Community College Faculty Association <i>Dr. Linda Hefferin</i>	–
5.4	Presidents' Council <i>Dr. Jerry Weber</i>	–
5.5	Adult Education and Family Literacy Advisory Council <i>Peggy Heinrich</i>	–
5.6	Illinois Community College Trustees Association <i>Mike Monaghan</i>	–
6.	Illinois Articulation Initiative Presentation and Update <i>Dr. Elaine Johnson and Brian Durham</i>	1
7.	Economic Impact Study Report <i>Dr. Karen Hunter Anderson</i>	2
8.	Data Security Update <i>Dr. Karen Hunter Anderson</i>	3
9.	Committee Reports	–
9.1	Fiscal and Personnel	4
9.2	Academic Affairs and Workforce Development	5
9.3	Student Relations	6
9.4	External Affairs	7

Agenda
March 18, 2011

9.5	Adult Education and Institutional Support	8
10.	New Units of Instruction <i>Dr. Elaine Johnson</i>	9-13
11.	Consent Agenda	–
11.1	Minutes of the January 28, 2011 Board meeting	14-31
11.2	Minutes of the January 28, 2011 Executive Session	–
12.	Information Items	–
12.1	Fiscal Year 2011 Financial Statements	–
12.2	Summary of Capital Projects Approved by the President/CEO during Calendar Year 2010	32
12.3	Fiscal Year 2011 Spring Enrollments in the Illinois Community College System	33-34
12.4	Illinois Community College System Program Review Statewide Summary	35
12.5	Illinois Community College System African American Employment Plan Survey Results – Fiscal Year 2010 and Illinois Community College System Hispanic Employment Plan Survey Results – Fiscal Year 2010	36-37
13.	Executive Session	–
13.1	Personnel Matters	–
14.	Other Business	–
15.	Public Comment	–
16.	Adjournment	–

Agenda Item #6
March 18, 2011

Illinois Community College Board

Illinois Articulation Initiative (IAI) Update

Academic Affairs staff will provide a brief oral presentation to the Illinois Community College Board about the Illinois Articulation Initiative (IAI). This presentation will include an overview of the original articulation compact, the development of IAI, and current status of the general education core and the major core courses. In addition, the changes to the ITransfer.org website will be demonstrated and will feature the new student complaint link.

Illinois Community College Board

ECONOMIC IMPACT STUDY REPORT

In May, 2007, Northern Illinois University Center for Governmental Studies (NIUCGS) produced a report for ICCB, "The Economic Impact of Illinois Colleges."

The report covered such issues as community college student-generated tax revenues, the return on investment of our graduates, and the impact on workforce development.

The 2011 Economic Impact report will demonstrate how taking courses at an Illinois community college pays off for the student in immediate and lifetime earnings and how it improves the local community and the state through a more educated and skilled workforce, through the generation of local and state tax revenues, and through a better business environment.

Discussions with NIUCGS will address how to enhance the next study by more of a focus on the return on investment of a community college education, including adult education, and how the community colleges are responding to the state's changing demographics.

Illinois Community College Board

DATA SECURITY UPDATE

Included in the primary functions of the Illinois Community College Board (ICCB) is providing statewide planning for community colleges, organizing and conducting feasibility surveys and working with the community colleges in continuing studies of student characteristics, admission standards, performance of transfer students, and any other problems that may arise regarding community college education (Illinois Community College Act).

With this requirement of the board comes the responsibility of keeping the student data ICCB collects secure.

Changes to the way ICCB collects student data through the use of technology and the increased emphasis on accountability have made the issue of student data security even more significant. In addition, the new requirement of the Illinois P-20 Longitudinal Education Data System Act (PA 096-0107) adds to the need to maintain the level of trust ICCB has built up over the years with our community colleges in keeping data secure. The longitudinal data system established by this Act is intended in part to link student test scores, enrollment patterns and graduation records over time. The Act also maintains the responsibility of the ICCB for “collecting and maintaining authoritative enrollment, completion, and student characteristic information on community college students.”

The Act includes information about the importance of secure data. It encourages data sharing agreements while authorizing the ICCB to evaluate the use of the data in accordance with privacy protection laws and to ensure the destruction or return of the data when no longer needed for authorized purposes.

Additionally, the state has recently implemented new requirements for data security regarding social security numbers usage. The Illinois Community College Board adopted an Identity-Protection Policy pursuant to the Identity Protection Act (5 ILCS 179/1 *et seq.*) at the January, 2011 meeting. The Identity-Protection Policy ensures the confidentiality and integrity of Social Security numbers agencies collect, maintain, and use.

It is imperative that as the Illinois Community College System moves toward a more robust system for collecting student and system data and participates in the longitudinal data system, that the appropriate precautions and safeguards are taken to keep student data secure.

Agenda Item #9.1
March 18, 2011

Illinois Community College Board

FISCAL AND PERSONNEL COMMITTEE

Committee discussion for March:

- Financial Statement: Fiscal Year 2011
 - State General Funds
 - Special State Funds
 - Federal Funds
 - Bond Financed Funds
- Fiscal Year 2011 State Obligations
- Fiscal Year 2012 Budget Discussion

Agenda Item #9.2
March 18, 2011

Illinois Community College Board

ACADEMIC AFFAIRS AND WORKFORCE DEVELOPMENT COMMITTEE

1. Common Core College Readiness Standards
2. Complete College America Update
3. Business and Industry Update
4. Other

Agenda Item #9.3
March 18, 2011

Illinois Community College Board

STUDENT RELATIONS COMMITTEE

- Phi Theta Kappa Banquet
- Student Advocacy Day
- Student Leadership Institute
- Community College Survey of Student Engagement
- Other

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

Illinois Community College Board

ADULT EDUCATION AND INSTITUTIONAL SUPPORT COMMITTEE

1. Adult Education

ABE to Credentials State Design Grant

Update on Adult Education strategic plan implementation

2. Institutional Research and Policy Studies

Illinois Community College System Hispanic and African American Employment Surveys

Illinois Higher Education Consortium

Data Security

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

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)

BACKGROUND

Frontier Community College, one of the Illinois Eastern Community Colleges, is seeking approval to offer a 65 credit hour Associate in Applied Science (A.A.S.) degree in “Health Informatics”. This program will prepare individuals for employment as health information technicians. The curriculum includes 18 credit hours of general education coursework and 47 credit hours of career and technical education coursework. The career and technical component includes instruction in business computer systems, medical terminology, healthcare delivery systems, health data management, healthcare reimbursements, pharmacotherapy fundamentals, human pathophysiology, diagnostic coding fundamentals, health statistics and research, healthcare law and ethics, procedural coding fundamentals, clinical coding applications, healthcare quality management, certification review and a required work-based learning experience in health informatics. Assessment of student learning objectives will be achieved

Agenda Item #10
March 18, 2011

through evaluation of the student's performance during the work-based learning experience and on the certification practice exam. The curriculum will prepare individuals for the Registered Health Information Technician (RHIT) and the Certified Coding Associate (CCA) credentialing exams available through the American Health Information Management Association (AHIMA). Certification is not required for entry-level employment but is preferred by most employers.

Frontier Community College is also seeking approval to offer three related certificate programs: a 50 credit hour "Health Informatics Technician" Certificate program, a 38 credit hour "Medical Coding Specialist" Certificate program, and a 30 credit hour "Medical Quality Technician" Certificate. These programs will prepare individuals for employment as health information technicians, medical coding specialists and medical quality technicians in allied health and related facilities.

All programs were developed according to standards for program accreditation by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM) Education. The certificates will provide students with the opportunity to further their education and credential-earning potential through the proposed Health Informatics A.A.S. degree. All certificates include a common set of coursework in anatomy and physiology, business computer systems, medical terminology, healthcare delivery systems, health data management, pharmacotherapy fundamentals, procedural coding, clinical coding applications, healthcare reimbursements, and certification review. The HIT certificate includes additional coursework in healthcare law and ethics, health statistics and research, healthcare quality management, and a required work-based learning experience. The Medical Coding and Medical Quality certificates include focused coursework applicable to each particular specialty.

Labor market information provided by the college supports the interest in and the need for a formalized two-year training program and related shorter-term certificates in this field of study. Local employers, including hospitals, physician's offices, insurance providers and medical and legal service providers were also surveyed to gauge labor market and educational needs within the district. Survey results indicated a significant need for and interest in programs in health informatics that would lead towards industry credentialing. According to the Illinois Department of Employment Security (IDES), growth in the employment of "medical records technicians" is anticipated to increase by 20 percent statewide through 2018. The college anticipates a combined enrollment of 10 full-time and five part-time students the first year increasing to 20 full-time and 10 part-time students by the third year.

The college anticipates two new full-time faculty to implement the programs. Qualified faculty will hold a minimum of a Bachelor's degree in Health Information Management, RHIT certification, and possess at least three years related occupational experience, and three years teaching experience. Classroom facilities are adequately in place to support the programs. Costs are anticipated at \$137,845 the first year, \$113,655 the second year, and \$117,064 the third year. These costs reflect new faculty, purchase of coding software and accreditation fees over the three year period.

Agenda Item #10
March 18, 2011

Highland Community College is seeking approval to offer a 65 semester credit hour Associate in Applied Science (A.A.S.) degree in “Equine Science”. This program will prepare individuals for employment in the equine industry handling, instructing, caring for and managing equine facilities and services. The program includes 20 credit hours of general education coursework and 45 credit hours of career and technical education coursework. The career and technical component includes instruction in equine business management, equine facilities, equine evaluation, equine healthcare, equine nutrition, equine physiology, horse handling, handler exercise, horse shoeing, horse training, riding, riding instruction, stable management, and two required workplace learning experiences in equine handling/care and facilities management. 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 formalized training program in this field of study. There are approximately six equine facilities within the college’s district. The college conducted a labor market and educational interest survey last year that indicated a need for more and better trained and educated workers for this industry. The college worked with an advisory committee of local employers to establish a curriculum that would meet their needs for new and existing workers, as well as provide students with a broad level of transferrable knowledge and skills within the field. The college anticipates an enrollment of eight full-time and eight part-time students the first year, increasing to 12 full-time and 24 part-time students by the third year.

The college estimates four new part-time and three existing part-time faculty will be necessary to implement the program. Qualified faculty will have a minimum of two years experience in equine handling, care and facilities management, in addition to the appropriate certifications required for equine care. Facilities utilized for applied instruction and work-based learning will be rented from local equine business operators so that students may choose the facilities closest to them. Costs are anticipated at \$49,000 during the first and second years, and \$54,000 during the third year. The increase in cost during the third year reflects an anticipated increase in part-time faculty.

Illinois Eastern Community Colleges (*which encompasses Frontier Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College*) is seeking approval to offer a 62 semester credit hour Associate in Engineering Science (A.E.S.) degree for students planning to obtain a baccalaureate degree in a related engineering science field, or enter the workforce with a potential for earning a baccalaureate degree in the future. The A.E.S. degree is closely aligned with lower division coursework at universities offering bachelor’s degree program in related engineering sciences. The proposal satisfies ICCB Administrative Rules for A.E.S. degree program regarding total credit hours and general education requirements, as well as meeting the IAI Engineering major panel’s recommendations. To gain admittance to this program, students must meet IAI Engineering panel recommendations and the general admission standards for all transfer degrees. IECC anticipates 25 to 30 students to be enrolled in the first

Agenda Item #10

March 18, 2011

year of the program. Existing faculty and facilities, including laboratories and equipment, are adequate for the implementation of the proposed program. The cost of implementing this program will be minimal during the first three years, with money being budgeted for additional software needs as necessary.

Moraine Valley Community College is seeking approval to offer a 63 credit hour “Mechatronics Technology” Associate in Applied Science (A.A.S.) degree program. This program is a blend of several industrial and engineering technologies including mechanics, electronics, and computerized control. Graduates of the program will be prepared for entry-level employment with manufacturing, industrial and engineering service providers who utilize technicians trained across disciplines. Job titles may include “mechatronics technician”, “electro-mechanical technician”, “mechanical CAD technician”, or “integrated design technician”. The college received a grant from the National Science Foundation (NSF) last year to develop a curriculum that would train students in integrated technologies within manufacturing and industrial settings. The college partnered with Purdue Calumet University to design a program that would not only prepare graduates for entry-level employment, but would also provide an articulation opportunity for them at the baccalaureate level. The curriculum consists of 25 credit hours of general education coursework and 38 credit hours of career and technical education coursework. The career and technical component includes instruction in drafting, mechanical assemblies, mechanical detailing, computer-assisted design, machine elements, machine tools, basic metallurgy and materials, statics and stress of materials, computerized systems, industrial controls, electricity and electronics, digital logic and solid state devices. Assessment of student learning objectives will be achieved through evaluation of a student portfolio.

Labor market information provided by the college is supportive of a formalized two-year educational program in this new and emerging field of study. Through the NSF grant and collaboration with Purdue Calumet, the college identified a significant need for technicians trained across manufacturing, industrial and engineering settings. Currently, only one other community college in the state offers a similar program. According to the Illinois Department of Employment Security (IDES), growth in the demand for “industrial engineering technicians” is anticipated to increase by 10 percent statewide through 2018. The college currently offers a related Mechanical Design Drafting Certificate program that would almost completely articulate into the proposed degree, giving certificate students an educational ladder opportunity at the two-year level. Students in this certificate have also expressed an interest in a related degree. The college anticipates an enrollment of five full-time and five part-time students the first year, increasing to 15 full-time and 15 part-time students by the third year.

The program will require seven (7) existing full-time and eight (8) existing part-time faculty to implement the program. Qualified faculty hold a minimum of a Master’s degree in Industrial Engineering, Mechanical Engineering, or Industrial/Mechanical Engineering Technology and at least one year of related occupational experience and one year teaching experience. Classroom and laboratory facilities are adequately in place to support the proposed program. Program

Agenda Item #10
March 18, 2011

development was supported through the NSF grant and implementation will be supported through student tuition and fees. No new costs are anticipated during the first three years to support the program.

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

- Computed Tomography Certificate (18 credit hours)
- Veterans Counseling Certificate (26 credit hours)

Frontier Community College

- Physician Office Assistant Certificate (28 credit hours)
- Medical Receptionist Certificate (15 credit hours)

Kaskaskia College

- Cardiac-Interventional Radiography Certificate (25 credit hours)
- Vascular-Interventional Radiography Certificate (25 credit hours)

Morton College

- Supply Chain Management Certificate (18 credit hours)

Triton College

- Digital Media Certificate (26 credit hours)
- Sustainable Landscape Practices Certificate (25 credit hours)

Waubonsee Community College

- Real Estate Broker Certificate (8 credit hours)
- Real Estate Managing Broker Certificate (11 credit hours)

Temporary Program Approval

Oakton Community College

- Industrial/Commercial Electrical Maintenance Certificate (13 credit hours)

Agenda Item #11.1

March 18, 2011

UNAPPROVED

Minutes of the 391st Meeting of the
Illinois Community College Board
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, IL 62701

January 28, 2011

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the November 5, 2010, 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, Suzanne Morris, Randy Barnette, James Dumas, Thomas Pulver, Jake Rendleman, and Austin Ashby, Student member. The following Board members were absent: Victor Henderson, Rudolph Papa, and Judith Rake. Ms. Ray declared the Board had a quorum.

Chairman Alongi announced that Board member Judith Rake was unable to attend today's meeting due to a personal illness. According to Section 7 of the Open Meetings Act, Ms. Rake may participate in today's meeting via conference call and the Board needs a motion to allow her attendance.

Suzanne Morris made a motion, which was seconded by James Dumas, to allow Ms. Rake to participate in the Board meeting via conference call.

Discussion took place regarding the actual legality of Ms. Rake's participation via conference call. Chairman Alongi stated Ms. Rake's participation via conference call was allowed if there was a majority of a quorum present in the room. Chairman Alongi also stated that a roll call vote would be taken on all matters that require action.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Abstain	Judith Rake	Absent
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Chairman Alongi asked Ms. Rake to state for the record her name, location, and reason she was unable to attend the Board meeting.

Agenda Item #11.1
March 18, 2011

Ms. Rake stated her name was Judith Rake, she was located in Arizona, and her reason for not attending today's Board meeting in person was medical procedures.

Chairman Alongi stated that in order to properly record Ms. Rake's participation in today's meeting all matters that require a vote will be conducted via roll call.

Item #3 – Board Member Comments

Austin Ashby stated it was great to see everyone again.

Jake Rendleman stated it was great to be at the Board meeting.

Suzanne Morris had no comment at this time.

Thomas Pulver had no comment at this time.

Randy Barnette stated it was a pleasure to meet with everyone and with the Board. Mr. barnette recently met the new Executive Director if the Illinois Board of Higher Education.

James Dumas had no comment at this time.

Item #2 – Announcements and Remarks by Board Chair Guy Alongi

Chairman Alongi introduced Dr. George Reid, the new Executive Director of the Illinois Board of Higher Education (IBHE) and also thanked Don Sevener for acting as Interim Executive Director.

Dr. Reid was appreciative of all of the work that the IBHE and the Illinois Community College Board (ICCB) do together. Dr. Reid thanked Mr. Sevener for his briefing in matters concerning the two agencies. Dr. Reid is looking forward to working with the various individuals from the ICCB to steer him in the right direction. Dr. Reid provided a comparison of community colleges in Maryland to those in Illinois, recognizing the robustness and work that community colleges provide. He recognizes how essential it is to have a good working relationship and he plans to support community colleges in any way he possibly can. A new person on board brings new opportunities, new relationships, and building new ways forward. Dr. Reid looks forward to doing that.

Chairman Alongi thanked Dr. Reid and acknowledged that allowing Mr. Sevener to provide guidance is a good idea. Chairman Alongi also stated that as Executive Director Dr. Reid will now need to build a relationship between the IBHE and the ICCB. Chairman Alongi noted that community colleges have 64 percent of higher education students in the state and the ICCB knows what is best for its students. Also acknowledged was the fact that there have been serious issues and separations between the IBHE and ICCB boards and that the chairwoman's behavior at the last IBHE meeting was unwarranted and unprofessional. Chairman Alongi wished Dr. Reid well and warned him that the relationship between the two boards is severely fractured.

Randy Barnette welcomed Dr. Reid to Illinois and noted that he has come into a difficult situation, not of his making. Mr. Barnette provided Dr. Reid with information pertaining to the ICCB opposition of the Illinois Student Assistance Commission's (ISAC) Monetary Award Proposal (MAP) and the resulting action of the IBHE board to create a task force to further investigate the issue, which was a direct insult to the ICCB. Mr. Barnette requested that Dr. Reid take to the IBHE board that the ICCB will do whatever it needs to make sure the proposal never happens.

Agenda Item #11.1

March 18, 2011

Dr. Reid stated that good, strong, straight-forward conversations, such as this, are the beginning of a new day. He can understand what has happened in the past and asks, as the new director, to rebuild our relationships because we have too much at stake to have a fractured relationship. Especially on the eve of a new session, when there is so much that we can do together to build both sides of education, which Dr. Reid looks forward to doing.

* * * * *

Chairman Alongi at this time verified with all Board members that they received a copy of new committee assignments and asked if there were any problems with the assignments. Chairman added Thomas Pulver to the Fiscal and Personnel Committee.

Item #4 – President/CEO Report

Geoffrey Obrzut welcomed and thanked Dr. Reid and looks forward to working with him.

The move to the new third floor will take place on February 14, 2011. Mr. Obrzut thanked Ray Hancock for all of his work on the basement and staff will move into that renovated space soon as well.

Jennifer Foster, Senior Director for Adult Education and Family Literacy was invited to serve as a member of the design and construction of Career Pathways Technical Award group, which is a part of the Department of Education's division of Vocational and Adult Education. This group will provide technical assistance to the state, implementing high-quality adult career pathways instruction.

Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support; Todd Jorns, Senior Director for Educational Technology; and Jeff Newell, Director for Distance Education; all received service awards from the Illinois Council of Community College Administrators.

Recently the ICCB received the Seven Seals Award from the Department of Defense, Mr. Obrzut asked Dr. Elaine Johnson, Vice President for Academic Affairs and Student Development, to further explain.

Dr. Johnson explained that this award recognizes employers that employ the largest numbers of guard and reserve soldiers.

Mr. Obrzut was the keynote speaker at the dedication of the the Multipurpose Classroom Building at Elgin Community College earlier this week.

Later tonight, Mr. Obrzut will travel to Orlando, FL to attend the Futures Assembly for Community Colleges and Workforce 2020 Policy Summit.

Mr. Obrzut will also attend the Association of Community College Trustees' (ACCT) and Illinois Community College Association's (ICCTA) annual meeting in Washington, D.C. on February 14-15, 2011.

Item #5 – Committee Reports

Item #5.1 – Budget and Finance

Suzanne Morris provided a brief update regarding the Blue Ribbon Task Force, there si one more meeting to be held and thus far, the same issues are being readdressed that have

Agenda Item #11.1

March 18, 2011

already not been endorsed. A final report will be presented to the IBHE board at their next meeting.

Randy Barnette asked if it was expected for legislation to result from this report.

Ms. Morris stated that the report will be given to the IBHE and they can choose to accept it or not, but she does not see any immediate reaction. Whether or not they will push for legislation, she just does not know.

Geoff Obrzut stated and asked for verification from Steve Morse, Associate Vice President for External Affairs that the legislation has been drafted.

Mr. Morse stated he knew they were working on a draft, but did not know if anything had been finalized.

Further discussion took place regarding the possibility of legislation being introduced and Mr. Barnette noted that time is running out for people to introduce legislation. Mr. Barnette is concerned that by the next time the Board meets it may have needed to take an official position. In anticipation of that, Mr. Barnette asked to entertain a motion to take a position on that particular bill.

Ms. Morris asked that if the bill would come up, the Board should perhaps call a special meeting to react to at that time. Also, there is the ICCTA and they are a grassroots organization and they could take action, but until there is an actual bill and number.

Chairman Alongi stated he did not think we needed to even do that, because at the last Board meeting there was a motion on the floor to oppose it and staff knows exactly where the Board is at on the issue.

Ellen Andres, Chief Financial Officer reported that Geoff Obrzut and she met with the Governor's Office of Management and Budget (GOMB), along with IBHE and ISAC. Items discussed included Fiscal Year 2011 and 2012 budgets. The Governor's Office proposed for Fiscal Year 2012 no major increases for anything in the state budget, everything would be held even, and there would be debt restructuring to help pay Fiscal Year 2011 expenditures. For the community colleges, that means the system would receive level-funding for Fiscal Year 2012 and the Fiscal Year 2011 expenditures would be paid in a more timely manner. At the time of the meeting, there was also discussion of capital funds and unfortunately, the recent Illinois Supreme Court decision regarding the Fiscal Year 2010 capital bill determined that many of the revenue streams for that bill cannot be used. The colleges are calling and want to know what it means, and as of right now the Capital Development Board (CDB) is advising that those projects in the works should continue and all other projects are undetermined. The Supreme Court decision will affect the debt restructuring bill and the Governor's budget address slated for February.

Item #5.2 – Academic Affairs and Student Relations

Tom Pulver reported that the majority of the discussion centered around the changes being made to the Basic Skills Test. Dr Elaine Johnson has met with Dr. Chris Koch, Superintendent for Illinois State Board of Education (ISBE) and ISBE remains adamant that the changes to the Basic Skills Test need to continue. ISBE will continue to review and evaluate the test process to make sure everything is in order. Surveys of various academic officers and education staff throughout the community colleges have revealed there is strong support for the changes in the Basic Skills Test. There is also support amongst the students

Agenda Item #11.1

March 18, 2011

within the Student Advisory Committee SAC) for the changes. The change will affect the coursework for an AAT degree and the Board will most likely see some recommendations at the next Board meeting.

An update was provided on the Illinois Articulation Initiative (IAI) and handouts were distributed which outlined those universities that do or do not accept certain coursework for specific majors.

Trade Adjustment Assistance (TAA) is a grant opportunity available to a community college or a consortium of community colleges, to provide training and assistance to people who have lost their jobs due to transfer of their jobs to other locations.

Discussion took place regarding IAI and whether or not the community college presidents will possibly pursue legislation. Items discussed included how long articulation has been in place, advisement of students of the courses that will or will not transfer to certain universities, and an update of recent meetings between community college and university presidents and officials regarding articulation.

Randy Barnette asked to revert to the Budget and Finance Committee report and spoke about the redundancies that the colleges and the Board meet in course approval, approval of capital projects, and submission of a budget all which require approval from not only the ICCB, but also the IBHE. Mr. Barnette proposed the Board try to find a way to make the process more efficient and he has a lot of respect for the Board and the community colleges and the decisions made. It was suggested to meet with the presidents and trustees and discuss some of the problems and the issues and it would save Illinois a lot of money, the students a lot of time, and it would empower the Board to make the final decisions.

Chairman Alongi asked how the committee should be structured.

Mr. Barnette suggested it should be an informal committee at first and Chairman Alongi asked that the Illinois Community College Faculty Association (ICCFA) to be involved. Chairman Alongi suggested that at the June meeting when the ICCB, ICCTA and Presidents all meet and participate in an informal conference to discuss these issues.

Randy Barnette made a motion, which was seconded by Suzanne Morris, to approve the following motion:

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.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Absent	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Item #5.3 – External Affairs

Jake Rendleman reported the latest issue of the ICCB magazine was distributed January 14 and distribution for the magazine will increase to six times per year, the next issue will be sent out in mid-March. The magazine will also distribute a one-page supplemental featuring community college legislation from mid-February to April. Board members have expressed the desire to feature different community colleges in each issue.

A news release will be distributed today focusing upon the record enrollments and completions within the community college system during Fiscal Year 2010.

The ICCB will respond to a request from the Governor's Office of Citizens Assistance to help explain and/or resolve issues that individuals have experienced with community colleges.

Legislation will be re-introduced regarding the stipulation that all colleges which receive equalization keep their tuition within 85 percent of the state-wide average for tuition and universal fees. The legislation would lower the stipulation to 70 percent and adding the colleges' tuition and universal fees be at least 30 percent of its total revenue.

Several pieces of legislation that affect community colleges or the ICCB have been introduced including a bill to create a Department of Education and a bill to temporarily suspend the statutory cap on community college tuition. It is far too early in the session to speculate on the movement of these bills or what other legislation may be introduced.

The ICCB will continue to monitor legislation that may affect the ICCB, and the community colleges and their interests and programs. The House comes back into session on Tuesday, February 1 and the Senate on Wednesday, February 2.

Discussion about the statutory tuition cap and whether the other parts of the funding formula were also determined by statute took place. Ellen Andres explained the funding formula and how waiting for the state payments affects the colleges and the other two portions of the funding mechanisms. As enrollments increase, it drives down the tuition caps and several of the colleges are reaching their tuition caps due to the payment delays. The process is disproportionate, because one would expect revenue to increase, not decrease, as enrollments increase. Adjusting the tuition cap will allow many colleges to lessen the burden.

Discussion continued and Mr. Barnette suggested that if the Board is unable to do something to one part of the funding formula due to statute, but is it possible to change the two remaining parts of the formula, of which ICCB does have control.

Ms. Andres did not think so due to the specifics of the statute and how it calculates cost to be, including the state and local revenues, which are required to calculate overall cost. Basically, all three pieces of the funding formula are required to calculate the overall cost.

Item #5.4 – Strategic Planning

Tom Pulver reported that work is being conducted on the Adult Basic Education (ABE) to Credentials State Grant. Illinois is one of 14 states to qualify to apply for a Gates Foundation grant. The grant is intended to move students from adult education programs into postsecondary certificate or degree programs. The grant joins adult education, workforce, and career and technical education (CTE), and data partners and requires participation from

Agenda Item #11.1
March 18, 2011

the Governor's Office. It will provide \$200,000 for nine months and the implementation grant is \$1.6 million over three years and will support projects at eight colleges.

The Adult Education Advisory Council is looking at assessment, postsecondary transition, curriculum, and instruction implementation strategies.

The Institutional Research and Policy Studies department is reporting all-time record high enrollments and completions. This aligns with Complete College America and President Barack Obama's goal for college completion. Overall, enrollment was up over 7 percent from last year.

House Bill 547 was the Identity Protection Act and the identity policy must be approved by the ICCB and is in the consent agenda.

Regarding intergovernmental agreements, the High School Feedback Report will provide high schools with feedback on how their students perform in college. In cooperation with ACT, ICCB is providing data from community colleges, and ISAC is providing data for the universities. The data will be run in the spring and the final report will be ready in the fall.

The Illinois Board of Higher Education is creating a voluntary Illinois Higher Education Consortium (IHEC). The hope is to build a similar system that ICCB has had for decades. The IBHE currently does not have an individual student data system and has asked ICCB to join their consortium for post-secondary data collection. ICCB staff have attended meetings regarding the development of the consortium and are reviewing membership. After the second draft is completed the ICCB will review and decide if ICCB should be a part of the consortium, while maintaining the integrity of the data system. Committee members expressed concerns in becoming a part of this system due to previous breaches of data security.

An update was received on online student resources, the Education Technology staff has been very busy with the development of online tools and policy regarding online learning. ICCB staff is working with ISBE and Western Illinois University (WIU) to promote and assess the Basic Skills Test online prep tool. The Career and Academic Readiness System (CARS) system training will take place starting in February. CARS is an online tool to assist high school, adult education, and community college students to refresh their math and English skills in order to reduce the need for remediation. The tool is free to any user and can be used as a classroom supplement or a stand-alone resource.

ICCB and WIU have been working with the American Council of Education (ACE) on trademark issues involving the GED-I, an online tool utilized to help individuals prepare to take the GED test. A resolution should be reached and a report on the issue will be available at the next Board meeting.

ICCB staff is working with IBHE staff to address issues regarding the state authorization for out of state institutions offering online courses to Illinois students. New federal laws affecting these students and institutions take effect July 1, 2011.

Dr. Scott Parke, Senior Director for Research and Policy Studies, presented the Fiscal Year 2010 Enrollments and Completions Report. Completions are up nearly 7 percent from last year and almost 15 percent from five years ago. The system is only 15,000 students away from serving 1 million students. Overall, the 985,000 students being served is the second highest on record since credit and non-credit enrollments have been recorded. Credit enrollments are the fourth highest overall, full-time enrollments (FTE) are at the highest

Agenda Item #11.1

March 18, 2011

ever in history and over 250,000 students are enrolled in non-credit courses There are a lot of things to be proud of in the system and there is a lot of good work being done.

Randy Barnette reviewed the motion that was passed at the last Board meeting concerning the protection of ICCB data and asked if it was true that there had been another breach of contract concerning some ICCB data and asked how serious the breach was.

Dr. Parke confirmed there was a failure to follow proper procedures and protocols that were established for the movement of the data. Dr. Parke understands that the breach was kept within the initial group that the data was shared, but it is not acceptable.

Discussion took place between Mr. Barnette and Dr. Parke regarding the situation and how there was a failure even though there are safe guards in place. Mr. Barnette asked Dr. Parke knowing that there has been a breach of this type how comfortable he felt going forward with the Longitudinal Data Study.

Dr. Anderson stated that the ICCB does not have a choice, but to go forward with the Longitudinal Data Study because it is mandated in statute. Participation in the study will be good for the ICCB, the P-20 Council within the state and across the country. The state has also received funds in order to implement a data system and it will allow higher education to learn about students from preschool through the workforce. Recently, ICCB performed an exercise and was able to track the education of a single community college student back twenty-two years and very few others are able to do that within the country and nobody else in Illinois is able to do that. Where there is concern is not with the Longitudinal Data System itself, but with how it is implemented in terms of the role that ICCB data plays. We want to maintain ownership of our data, protect our students, protect the data that each of the colleges provides and we are not in the lead position, despite the fact that we have the most impressive system in the state in terms of data collection. It is not new that everyone wants our data, and in the past we have had say in who receives our data and how they use it. Our concern is with entities such as IHEC and other consortia and by warehousing the information at places such as ISBE, that the ICCB will no longer have a say over how our data is used.

Mr. Barnette agreed with the advantages of the concept of the Longitudinal Data System and it is free, public information, but some of the information is not public. What could the

ICCB do or what suggestions would Dr. Anderson have to protect the ICCB and the students.

Chairman Alongi suggested that Mr. Barnette create a sub-committee and work with ICCB staff to develop some recommendations to protect ICCB data and report back to the Board at the June meeting with the recommendations. Mr. Barnette agreed.

Item #7 – 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

Illinois Valley Community College

Agenda Item #11.1
March 18, 2011

- Paramedic Certificate (37 credit hours)

Kaskaskia College

- Web Development and Administration A.A.S. degree (68 credit hours)

Lake Land College

- Health Information & Medical Coding A.A.S. degree (66 credit hours)

Lincoln Land Community College

- Emergency Medical Services A.A.S. degree (71 credit hours)

Moraine Valley Community College

- HAC Stationary Engineer Certificate (44 credit hours)

Oakton Community College

- Network Security Administration A.A.S. degree (60 credit hours)
- Paralegal Studies A.A.S. degree (60 credit hours)

Olney Central College

- Medical Coding Associate Certificate (41 credit hours)

Shawnee Community College

- Industrial Maintenance Technician Certificate (31 credit hours)

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Absent	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Chairman Alongi requested Dr. Johnson to explain why some AAS degrees require 60 hours to complete yet others require 66, 68, or 71 hours.

Dr. Johnson explained that the question is asked frequently and some of the degrees, such as the 68 hours at Kaskaskia College requires a four hour internship and the Emergency Medical Services (EMS) at Lincoln Land Community College is highly regulated and requires clinical hours. Programs that requires internships and clinical hours stretches the credit hours, but they do fall within an acceptable range.

Item #8 – Illinois Community College Board Recognition of Community Colleges

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

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

Heartland Community College

Agenda Item #11.1
March 18, 2011

Moraine Valley Community College
Morton College
Spoon River College

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Absent	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Item #9 – Student Financial Aid Advisory Committee Recommendations

Dr. Johnson provided a brief synopsis of the recommendations of the Student Financial Aid Advisory Committee.

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

The Illinois Community College Board hereby accepts the following recommendations submitted by the Student Financial Aid Advisory Committee:

STUDENT FINANCIAL AID ADVISORY COMMITTEE RECOMMENDATIONS

The following are recommendations that were developed by the Illinois Community College Board Student Financial Aid Advisory Committee to address the shortfall that community college students are receiving from the MAP Grant.

1. The state should not consider borrowing or bonding additional dollars to implement the MAP Capitol Investment Bonds Program as it was presented to the committee on September 9, 2010.
2. The state should reform the Monetary Award Program (MAP) to promote increased access and affordability for low-income students. These reforms could include:
 - Establishment of a two-tiered maximum award process for all eligible students enrolled in public and private non-for profit higher education institutions. Tier-one should include a maximum award of \$3,000 for all eligible first and second year students. Tier-two should include a maximum award of \$5,500 for third and fourth year students.
 - Remove for-profit institutions from being eligible for MAP Grant funding and redistribute those dollars to all other eligible students attending public and private non-for profit institutions.
 - Establish an additional rationing mechanism to reduce all MAP awards by an additional five percent for the purpose of serving more eligible students.
 - Create at least a \$20 million dollar set aside in the MAP program for late enrolling community college students. The set aside funds to be used for late enrolling students is over and above the current community college MAP grant awards. These funds shall be derived from savings incurred by implementing the above recommendations.

Agenda Item #11.1

March 18, 2011

Discussion took place regarding the motion, the intentions and final report of the IBHE Blue Ribbon Task Force, and it was suggested that the Student Financial Aid Advisory Committee's recommendation shall be submitted to the Blue Ribbon Task Force.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Item #10 – Consent Agenda

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

Item #10.1 – Minutes of the November 5, 2010 Meeting

The Illinois Community College Board hereby approves the Board minutes of the November 5, 2010, meeting as recorded.

Item #10.2 – Fiscal Year 2012 Capital Budget Request

The Illinois Community College Board hereby:

1. approves the fiscal year 2012 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1;
2. authorizes the submission of the request to the Illinois Board of Higher Education, the Governor's Office of Budget and Management; and the General Assembly; and
3. authorizes its President/CEO, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

Item #10.3 – Identity Protection Policy

Whenever an individual is asked to provide this Office with a SSN, Illinois Community College Board shall provide that individual with a statement of the purpose or purposes for which the Illinois Community College Board is collecting and using the Social Security number. The Illinois Community College Board shall also provide the statement of purpose upon request. That Statement of Purpose is attached to this Policy.

The Illinois Community College Board shall not:

- 1) Publicly post or publicly display in any manner an individual's Social Security number. "Publicly post" or "publicly display" means to intentionally communicate or otherwise intentionally make available to the general public.
- 2) Print an individual's Social Security number on any card required for the individual to access products or services provided by the person or entity.
- 3) Require an individual to transmit a Social Security number over the Internet, unless the connection is secure or the Social Security number is encrypted.

Agenda Item #11.1

March 18, 2011

- 4) Print an individual's Social Security number on any materials that are mailed to the individual, through the U.S. Postal Service, any private mail service, electronic mail, or any similar method of delivery, unless State or federal law requires the Social Security number to be on the document to be mailed. SSNs may be included in applications and forms sent by mail, including, but not limited to, any material mailed in connection with the administration of the Unemployment Insurance Act, any material mailed in connection with any tax administered by the Department of Revenue, and documents sent as part of an application or enrollment process or to establish, amend, or terminate an account, contract, or policy or to confirm the accuracy of the Social Security number. A Social Security number that is permissibly mailed will not be printed, in whole or in part, on a postcard or other mailer that does not require an envelope or be visible on an envelope without the envelope having been opened.

In addition, the Illinois Community College Board shall not¹:

Collect, use, or disclose a Social Security number from an individual, unless:

- i. required to do so under State or federal law, rules, or regulations, or the collection, use, or disclosure of the Social Security number is otherwise necessary for the performance of the Illinois Community College Board's duties and responsibilities;
 - ii. the need and purpose for the Social Security number is documented before collection of the Social Security number; and
 - iii. the Social Security number collected is relevant to the documented need and purpose.
- 2) Require an individual to use his or her Social Security number to access an Internet website.
 - 3) Use the Social Security number for any purpose other than the purpose for which it was collected.

¹ These prohibitions do not apply in the following circumstances:

- (1) The disclosure of Social Security numbers to agents, employees, contractors, or subcontractors of a governmental entity or disclosure by a governmental entity to another governmental entity or its agents, employees, contractors, or subcontractors if disclosure is necessary in order for the entity to perform its duties and responsibilities; and, if disclosing to a contractor or subcontractor, prior to such disclosure, the governmental entity must first receive from the contractor or subcontractor a copy of the contractor's or subcontractor's policy that sets forth how the requirements imposed under this Act on a governmental entity to protect an individual's Social Security number will be achieved.
- (2) The disclosure of Social Security numbers pursuant to a court order, warrant, or subpoena.
- (3) The collection, use, or disclosure of Social Security numbers in order to ensure the safety of: State and local government employees; persons committed to correctional facilities, local jails, and other law-enforcement facilities or retention centers; wards of the State; and all persons working in or visiting a State or local government agency facility.
- (4) The collection, use, or disclosure of Social Security numbers for internal verification or administrative purposes.
- (5) The disclosure of Social Security numbers by a State agency to any entity for the collection of delinquent child support or of any State debt or to a governmental agency to assist with an investigation or the prevention of fraud.
- (6) The collection or use of Social Security numbers to investigate or prevent fraud, to conduct background checks, to collect a debt, to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act, to undertake any permissible purpose that is enumerated under the federal Gramm Leach Bliley Act, or to locate a missing person, a lost relative, or a person who is due a benefit, such as a pension benefit or an unclaimed property benefit.

REQUIREMENT TO REDACT SOCIAL SECURITY NUMBERS

The Illinois Community College Board shall comply with the provisions of any other State law with respect to allowing the public inspection and copying of information or documents containing all or any portion of an individual’s Social Security number. The Illinois Community College Board shall redact social security numbers from the information or documents before allowing the public inspection or copying of the information or documents.

When collecting Social Security numbers, the Illinois Community College Board shall request each SSN in a manner that makes the SSN easily redacted if required to be released as part of a public records request. “Redact” means to alter or truncate data so that no more than five sequential digits of a Social Security number are accessible as part of personal information.

EMPLOYEE ACCESS TO SOCIAL SECURITY NUMBERS

Only employees who are required to use or handle information or documents that contain SSNs will have access. All employees who have access to SSNs are trained to protect the confidentiality of SSNs.

Item #10.4 – Approval for Lease of Office Space

The Illinois Community College Board hereby approves the President/CEO to enter into a lease agreement until June30, 2015 with the Illinois Community College System Foundation for 25, 166 square feet of space at the Harry L. Crisp Educational Center.

Item #10.5 – Request for Capital Project Approval

The Illinois Community College Board hereby approves changes in the scope of work for the previously approved project at Joliet Junior College for the Facility Services project and recognizes \$646,400 of local college funds already spent and another \$2,292,200 of local funds to be spent as match for the Allied Health Building construction project.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Item #14 – Public Comment

There was no public comment at this time.

Item #13 – Other Business

There was no other business at this time.

Item #6 – Advisory Organizations

Item #6.1 – Illinois Community College Faculty Association

Dr. Linda Hefferin announced that the 2011 ICCFA Annual Teaching and Learning Conference will be held October 20-21 in Springfield at the Crowne Plaza. The ICCFA appreciates the assistance of the ICCB in collecting its annual dues from the colleges. The dues help conduct the low-cost informative conference and allow faculty the chance to submit their best-practices. The ICCFA awards six student scholarships, four excellence awards, and four grant opportunities. Further details about the conference may be found at www.iccfa.org.

The next meeting of the ICCFA will be held tonight at the Crowne Plaza and will feature Chief of Staff for Lieutenant Governor Sheila Simon.

Item #6.2 – Student Advisory Committee

Austin Ashby reported that SAC has come a long way in the last two meeting and the students are coming together and reaching a consensus on how to fix problems at our respective colleges.

The awards and recognition committee has the awards banquet for the end of the year is planned.

The local issues committee is focusing on student involvement. Discussion in this committee has focused around how the students can go back to their campus and get other students to become more involved in various activities.

The legislative committee is focusing upon college and career readiness and that will be the focus for this year's lobby day, which will be held either April 6th or 14th.

The outreach committee has decided for the students to return to their campuses and raise funds for the tenth anniversary 9/11 project. The funds raised will purchase a cobblestone or paver for the memorial on behalf of all Illinois community college students.

Chairman Alongi asked Mr. Ashby what the cost was for one of the pavers.

Mr. Ashby stated that a large paver that is 3 feet by 2 feet is \$1,000 and a cobblestone was \$200 or \$250. The students would like to purchase one or possibly even two pavers.

Chairman Alongi asked Allison Ray to send an email to all of the Board members in case they wish to make a donation to the students for the purchase of a paver.

Thomas Pulver commented that it was great that 20 students participated in the last meeting, but was curious why there are not 48 students and what did Mr. Ashby think was the reason that students did not attend the meetings.

Geoffrey Obrzut stated he thought a major factor was cost and Mr. Ashby agreed that lack of resources was a factor.

Discussion took place regarding the funding to attend meetings, but also finding the time off from work, school, and family to attend. Other factors include students that are members of the National Guard and students from colleges that simply so not have a very active student population.

Item #6.3 – Illinois Community College Trustees Association

David Harby, ICCTA President thanked Chairman Alongi for his leadership with not only the ICCB, but also with the relationship with the ICCTA. Also thanked was Suzanne Morris for her representation on the MAP Task Force.

Mr. Harby introduced Bob Johnson, a trustee from Kishwaukee Community College. Mr. Johnson is the treasurer for ICCTA and he took time to serve on the MAP Task Force as well.

At this time, with the concurrence of Mr. Johnson, Mr. Harby announced that the ICCTA would donate \$1,000 to the Student Advisory Committee for a paver at the 9/11 memorial. Mr. Harby felt that Mr. Ashby's presentation was wonderful and wanted to help the students. Mr. Ashby thanked Mr. Harby.

The next ICCTA meeting is February 13-14 in Washington, D.C. this is the annual legislative conference and is being held in conjunction with the national trustees association. The ICCTA legislative agenda will be adopted at that meeting.

ICCTA will meet again on March 11-12 in Schaumburg and lobby day will be May 3 in Springfield.

Chairman Alongi thanked Mr. Harby for the donation to the students.

Suzanne Morris thanked Mr. Harby for his testimony at the task force meetings as well.

Item #6.4 – Illinois Community College System Foundation

Dr. Ray Hancock reported that the building project is complete and he is very appreciative of the support from Mr. Obrzut, Dr. Johnson, Dr. Anderson, Ellen Andres, and all of the ICCB staff and Board. A dedication ceremony will be held sometime in the late winter or early spring and Dr. Hancock would appreciate input for that ceremony.

All of the Foundation programs are going well. One project Dr. Hancock has been very involved in is with a software firm – VMware. This firm runs a virtualization program that they can go into an office or college and sell some software and or hardware, but then they are able to make a system work much longer without having to buy separate software and computers, which is also very cost-effective. This company needs employees to go into institutions to implement the software and hardware. Currently, VMware is working with Dr. Johnson and Lavon Nelson, Senior Director for Workforce Development, to develop a program to assist the company with the training for employees for the implementation process. Thus far, two colleges have agreed and one is considering to perform the initial training and HP corporation would hire all 2,000 students. Eventually, all of the colleges will have the ability to train these individuals. Some states that have had success with this system include Michigan and Ohio. The Foundation would receive a commission and the ICCB and colleges would conduct a number of training programs that could produce thousands of students.

Todd Jorns, Senior Director for Distance Learning acknowledged that at the last Working Connections Institute offered a course exclusively about VMware. The ICCB is training community college faculty across the state and another course will be offered at this year's institute as well.

Item #6.5 – Presidents’ Council

Mr. Terry Bruce, CEO of Illinois Eastern Colleges is representing Dr. Jerry Weber today. Mr. Bruce announced that the Presidents’ Council has been meeting with Lieutenant Governor Sheila Simon. Lieutenant Governor Simon has been charged with taking on sustainability and education, both of which are areas that the Presidents’ Council are, of course, very involved. The Lieutenant Governor is going to visit all of the community colleges in the state and the presidents are going to help coordinate that effort to highlight their colleges.

The Presidents’ Council is actively pursuing legislation regarding the transfer of courses from community colleges to four-year institutions. There has been a lot of work on the Illinois Articulation Initiative (IAI) between community colleges and the senior institutions to articulate all courses and the legislation would clarify all of the “loose ends” that currently exists. The community college and university presidents have met and discussed the issues, some of them major and others minor, and part of the problem is programs and whether or not a specific course will transfer to a specific program. Mr. Bruce gave some specific examples and expressed that many feel legislation would clarify the issues and recognized that the Illinois Board of Higher Education (IBHE) has been very cooperative in trying to work out problems.

The Illinois Student Assistance Commission (ISAC) MAP and the Blue Ribbon Task Force have been closely monitored by the Presidents’ Council. Mr. Bruce thanked Suzanne Morris and David Harby for their activity on this issue as well. The Presidents’ Council has not taken a stand on the issue, but at the February 10-11 meeting in Bloomington the presidents will listen to a presentation from Tom Schmidt, the Blue Ribbon Task Force moderator, and Mr. Bruce believes a position will be taken on the issue.

As just mentioned, the next meeting of the Presidents’ Council will be February 10-11 in Bloomington and Dr. George Reid, the new Executive Director for IBHE and Lieutenant Governor Simon will be there to speak.

Mr. Bruce distributed a hand-out that he created for his board explaining the impact of the new tax proposal on community colleges. The point he stressed is that even with the tax increase to individuals and corporations, and taking away the corporate deduction on net operating losses, the changes do not raise enough money to pay current debts and operate the State of Illinois. The state could face up to another four years of hard financial times. One solution that is popular is to support a bond issue of about \$6.5 billion to help pay existing debts, carry forward all monies owed to healthcare for state employees (about \$2 billion) and then it would bring the state current in its bills. A problem has also developed due to the court decision voiding the capital funding, which most likely will take up a lot of time for the General Assembly to solve.

Randy Barnette asked Mr. Bruce why the Presidents’ Council has not taken a strong stand against the ISAC MAP bonding issue, when the other community college partners have and if Mr. Bruce had any insight as to why that is.

Mr. Bruce stated it was due to timing, the ICCB asked Gayle Saunders, President of Richland Community College to take a look at it and a group that she was a part of asked to complete their work on the issue before the Presidents’ Council took a vote. At the next

Agenda Item #11.1

March 18, 2011

Presidents' Council meeting in February, Mr. Bruce is certain the presidents will take a vote.

Mr. Barnette also asked Mr. Bruce if he had any insight pertaining to the legislation that may be introduced regarding articulation.

Mr. Bruce replied that he did not and that Ed Duffy and Liz Brown, lobbyists for Presidents' Council were dealing with the legislation.

Mr. Barnette also asked if the legislation would be introduced during this legislative session and Mr. Bruce confirmed. Mr. Bruce suggested that the IAI issue was something that the Board may want to explore. An extensive discussion took place regarding some of the particular nuances of the IAI process.

Item #12 – Executive Session

James Dumas made a motion, which was seconded by Randy Barnette, to approve the following motion:

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

To enter Executive Session for the purpose of discussing personnel contract matters and review of Executive Session minutes, all which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved and the Board entered Executive Session at 11:07 a.m.

Judy Rake made a motion, which was seconded by Jake Rendleman, to reconvene into Public Session at 11:57 a.m.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Agenda Item #11.1
March 18, 2011

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

The Illinois Community College Board hereby determines that minutes of its executive sessions held on March 25, 2005; April 22, 2005; June 17, 2005; September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; July 17, 2009; September 18, 2009; November 20, 2009; January 27, 2010; March 26, 2010; and June 4, 2010 are to remain confidential. All other executive session minutes have been made available for public inspection.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Item #15 – Adjournment

Jake Rendleman made a motion, which was seconded by James Dumas, to adjourn the Board meeting at 11:59 p.m.

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

Guy Alongi	Yea	Rudolph Papa	Absent
Suzanne Morris	Yea	Thomas Pulver	Yea
Randy Barnette	Yea	Judith Rake	Yea
James Dumas	Yea	Jake Rendleman	Yea
Victor Henderson	Absent	Austin Ashby	Yea

The motion was approved.

Guy H. Alongi
Chair

Geoffrey S. Obrzut
President and CEO

Illinois Community College Board

**A SUMMARY OF CAPITAL PROJECTS APPROVED BY THE PRESIDENT/CEO
DURING CALENDAR YEAR 2010**

The Administrative Rules of the ICCB grant authority to the President/CEO to approve locally funded and state funded capital renewal projects and subsequently report such actions to the Board. Locally funded projects include projects financed with either a Protection, Health, and Safety (PHS) tax levy, projects (other than maintenance in nature) financed with operating tax/bond proceeds and projects financed with available fund balance. All projects financed with PHS tax proceeds or state funds must be approved. Other local funded projects only need approval when the total cost exceeds \$250,000. Table 1 summarizes ninety-two such projects totaling \$270.2 million that were granted approval during calendar year 2010.

Of the ninety-two projects approved during the year, twenty-five were locally funded in thirteen districts with sources other than PHS levy proceeds, thirty-nine were funded with new PHS tax levy proceeds in nineteen districts, and two projects were approved to be funded with PHS bond proceeds in one district. Thirteen additional PHS projects were approved utilizing excess funds from previous PHS levies; and therefore, did not require a new PHS tax levy. While no capital renewal projects were approved in 2009, thirteen totaling \$2.6 million were approved in 2010 with the partial release of the fiscal year 2010 capital renewal appropriation.

In fiscal year 2009, ninety-five projects totaling \$320.1 million were approved. The total number of locally funded projects increased slightly from twenty-one in 2009 to twenty-five in 2010. Projects funded with a PHS tax levy decreased by two and those funded with PHS bond proceeds decreased by fourteen projects.

In addition, seven budget and/or scope modification requests to existing projects were approved during the year for five districts. Of these modification requests, four were for PHS projects requiring no additional tax levy authority, and three requests required an additional PHS tax levy. There were no locally funded projects modified using additional local funds.

Leases of five years or longer require ICCB approval. ICCB approved no leases during 2010.

INFORMATION ONLY

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2010 - December 31, 2010**

Table 1

Public Health and Safety (PHS) Bond Projects

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
09/17/2010	Richland	Roof Replacement-Main Building	2082-0910	\$693,600	FY 2011
09/17/2010	Richland	Energy Master Plan Chiller/Boiler Replacement	2083-0910	\$2,828,300	FY 2011
Category Sub-Total:				\$3,521,900	

Local Projects

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
06/02/2010	Danville	Ornamental Hort. Greenhouse Replacement	0031-0610	\$517,850	FY 2010
11/19/2010	Danville	33 Home Str, Danville Land Donation	0032-1110	\$0	FY 2011
11/19/2010	Danville	22 Tillman, Danville Land Donation	0033-1110	\$0	FY 2011
04/12/2010	DuPage	Homeland Security Education Center	0029-0410	\$23,201,075	FY 2010
04/12/2010	DuPage	Culinary and Hospitality Center	0030-0410	\$27,156,164	FY 2010
01/28/2010	Elgin	Multi Purpose Classroom (MPC) Remodeling	0031-0110	\$17,600,000	FY 2010
03/15/2010	Elgin	Health Careers Center	0032-0310	\$47,600,000	FY 2010
04/07/2010	Elgin	Academic Library	0033-0410	\$17,600,000	FY 2010
06/09/2010	Elgin	SRC Renovations	0034-0610	\$24,500,000	FY 2010
03/22/2010	Heartland	Student Srvcs/Inst. Advance/Bus Services	0013-0310	\$373,480	FY 2010
11/22/2010	Joliet	Automotive Technology Service Expansion	0023-0710	\$5,000,000	FY 2010
11/22/2010	Joliet	New Health Professional Services Building	0024-0710	\$45,000,000	FY 2010
11/22/2010	Joliet	Natural Sciences Building Expansion	0025-0710	\$20,000,000	FY 2010
06/18/2010	Joliet	235 North Chicago Str Joliet Acquisition	0026-0610	\$480,000	FY 2010
09/24/2010	Kankakee	450 N.Kinzie, Bradley Property Donation	0016-0910	\$0	FY 2011
05/17/2010	Kaskaskia	Bookstore Renovations	0022-0510	\$250,129	FY 2010
05/17/2010	Kaskaskia	Info Tech Dept. Relocation	0023-0510	\$132,737	FY 2010
08/03/2010	Kaskaskia	Sports & Activities Facility	0024-0810	\$501,430	FY 2011
10/27/2010	Lake County	122,126,128 Madison,Waukegan-Land & Buildings	0026-1010	\$490,000	FY 2011
04/15/2010	Lewis and Clark	Hatheway Hall Modifications	0030-0410	\$9,866,450	FY 2010
08/10/2010	Lewis and Clark	1004 E. Fifth Str, Alton Property Acquisition	0031-0810	\$115,700	FY 2011
05/26/2010	Lincoln Land	WREC Classroom & Office Construction	0020-0510	\$398,589	FY 2010

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2010 - December 31, 2010**

06/22/2010	Logan	Harrison/Bruce Historic Village Addition	0026-0610	\$1,417,350	FY 2010
01/29/2010	Parkland	Diesel Technology Addition	0023-0110	\$3,210,000	FY 2010
12/20/2010	Prairie State	168 Halsted, Chicago Heights Acquisition	0015-1210	\$230,000	FY 2011
Category Sub-Total:				\$245,640,954	

Capital Renewal Projects

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/05/2010	Black Hawk	Building 1 Business Office & Restroom Remodel	0014-1110	\$433,542	FY 2011
08/27/2010	Elgin	Roof Replacement- Events & Fitness Ctr.	0035-0810	\$326,100	FY 2011
08/25/2010	Heartland	Parking Lot G & H Repairs	0014-0810	\$136,850	FY 2011
09/27/2010	IECC-Frontier	Parking Lot Paving	0033-0910	\$207,300	FY 2011
11/30/2010	Illinois Valley	Slope Maintenance	0016-1110	\$133,000	FY 2011
09/17/2010	John Wood	Main Campus Walkways Rehabilitation	0018-0910	\$91,700	FY 2011
09/13/2010	Kaskaskia	HVAC Improvements	0025-0910	\$135,300	FY 2011
08/30/2010	Lake County	IT Infrastructure Renewal	0027-0810	\$340,600	FY 2011
11/30/2010	Lake Land	Geothermal Loop Connection	0024-1110	\$134,600	FY 2011
10/01/2010	Logan	Gymnasium Floor Replacement	0027-1010	\$242,000	FY 2011
08/31/2010	Rend Lake	Campus Facilities Upgrade	0021-0810	\$142,500	FY 2011
11/30/2010	Sandburg	C102 Renovations/Remodeling	0022-1110	\$149,084	FY 2011
07/14/2010	Southeastern	South Bleacher Replacement	0009-0610	\$96,300	FY 2011
Category Sub-Total:				\$2,568,876	

Public Health and Safety (PHS) Tax Levy Projects

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
10/27/2010	Black Hawk	Electrical Feed Replac. - Quad Cities	2089-1010	\$184,600	FY 2011
10/27/2010	Black Hawk	Elevator Upgrades - Quad Cities & East Campus	2090-1010	\$986,400	FY 2011
10/27/2010	Black Hawk	Water Main Feed Renovation –East	2091-1010	\$57,200	FY 2011
10/27/2010	Black Hawk	Stairwell & Flooring Upgrades - Quad Cities	2092-1010	\$182,400	FY 2011
10/27/2010	Black Hawk	Boiler/Chiller Renovations	2093-1010	\$274,200	FY 2011
12/15/2010	Heartland	Emergency Not. & Fire Alarm Expansion	2120-1210	\$39,600	FY 2011
10/06/2010	Highland	Phone System Replace. Campus Wide	2086-1010	\$446,000	FY 2011

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2010 - December 31, 2010**

Table 1

12/03/2010	Illinois Central	Data Center Code Upgrades- E. Peoria	2117-1210	\$926,860	FY 2011
12/03/2010	Illinois Central	Parking Lots A&B Phase III	2118-1210	\$1,553,000	FY 2011
12/03/2010	Illinois Central	Parking Lot 1 Improvemnts Phase V	2119-1210	\$870,140	FY 2011
06/07/2010	Illinois Valley	Chemistry Lab Renovation BLDG E	2074-0610	\$1,195,000	FY 2010
06/07/2010	Illinois Valley	Security Office Relocation & Fire alarm upgrades	2075-0610	\$422,500	FY 2010
11/29/2010	John Wood	Waterless Fire Protection System	2099-1110	\$35,000	FY 2011
06/09/2010	Joliet	Roof Replacement - Buildings D & E	2071-0610	\$600,000	FY 2010
06/09/2010	Joliet	Water Main Loop Installation	2072-0610	\$335,000	FY 2010
11/03/2010	Joliet	Electronic Door Access Romeo. & Weitendorf	2101-1110	\$145,000	FY 2011
11/22/2010	Kankakee	Roof Replacement Phase I Building L	2115-1110	\$414,000	FY 2011
11/03/2010	Kaskaskia	Auditorium Stage Safety Renovations	2094-1110	\$114,000	FY 2011
11/03/2010	Kaskaskia	HVAC Upgrades- Crisp Tech Center	2095-1110	\$288,000	FY 2011
11/03/2010	Kaskaskia	Energy Management Plan	2096-1110	\$40,000	FY 2011
11/03/2010	Kaskaskia	HVAC Upgrades- Fine Arts Bldg.	2097-1110	\$104,000	FY 2011
11/03/2010	Kaskaskia	Pedestrian Bridge Improvements	2098-1110	\$178,000	FY 2011
11/22/2010	Lake Land	Building Automation System Upgrade- Kluthe Center	2112-1110	\$42,000	FY 2011
11/22/2010	Lake Land	Geothermal Well Field	2113-1110	\$530,400	FY 2011
11/22/2010	Lake Land	Safety & Access Renovations- Webb	2114-1110	\$1,850,000	FY 2011
11/15/2010	Lincoln Land	Campus Blvd Lighting Replacement	2107-1110	\$100,876	FY 2011
11/15/2010	Lincoln Land	Roof Replacement Menard Hall	2108-1110	\$1,072,344	FY 2011
09/27/2010	Logan	Chiller Replacement- C Building	2081-0910	\$151,300	FY 2011
09/27/2010	Logan	OFC Roof Replace. Exterior Weatherproofing	2084-0910	\$174,600	FY 2011
09/27/2010	Logan	Roof Replacement -C Wing Phase II	2085-0910	\$453,900	FY 2011
11/10/2010	Moraine Valley	Roof Replacement- Building B	2105-1110	\$950,000	FY 2011
11/01/2010	Rend Lake	Pedestrian & Bike Path Lighting Upgrades	2100-1110	\$100,000	FY 2011
11/10/2010	Sandburg	Exterior Wall & Foundation Drainage Repairs	2106-1110	\$86,800	FY 2011
11/10/2010	Sauk Valley	Window Replacement- Technology Wing	2102-1110	\$459,341	FY 2011
11/10/2010	Sauk Valley	Waste Water Treatment Plant Improvements	2103-1110	\$57,500	FY 2011
11/10/2010	Sauk Valley	Asbestos Abatement - Technology Wing	2104-1110	\$286,810	FY 2011
09/27/2010	Shawnee	Chiller Unit Replacement	2080-0910	\$524,000	FY 2011
11/29/2010	South Suburban	Sanitary Lift Station Replacement	2116-1110	\$293,000	FY 2011

**Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2010 - December 31, 2010**

10/15/2010	Triton	Campus Lighting Phase III	2088-1010	\$300,000	FY 2011
Category Sub-Total:				\$16,823,771	

Excess Public Health and Safety Projects

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
09/16/2010	Black Hawk	Generator-East Campus	2078-0910	\$154,958	FY 2011
04/02/2010	Danville	Replace Paint Booth & Mixing Area EPA	2068-0410	\$149,400	FY 2010
04/02/2010	Danville	Asbestos Abatement-Greenhouse	2069-0410	\$47,520	FY 2010
10/06/2010	Highland	Library Lighting Replacement Building M	2087-1010	\$51,300	FY 2011
01/25/2010	Illinois Eastern	Emergency Lighting, Electrical & ADA Upgrades	2066-0110	\$367,300	FY 2010
03/24/2010	Kaskaskia	Replace Doors & Heating System.& Roof Repair-Auto	2067-0310	\$72,000	FY 2010
09/16/2010	Kaskaskia	Greenhouse	2079-0910	\$36,832	FY 2011
11/22/2010	Lake Land	Wind Turbine	2111-1110	\$100,000	FY 2011
11/15/2010	Lincoln Land	Replace VFMs in Sangamon/Menard/Cass	2109-1110	\$204,571	FY 2011
11/15/2010	Lincoln Land	Replace 3 Air Handler in Sangamon Hall	2110-1110	\$186,682	FY 2011
04/02/2010	Logan	Chiller Replacement & Lighting Upgrades	2070-0410	\$192,000	FY 2010
06/21/2010	Rock Valley	Asbestos Abatement-SCCE	2076-0610	\$46,000	FY 2010
06/28/2010	Sauk Valley	Asbestos Abatement - Room 2K9B	2077-0610	\$41,298	FY 2010
Category Sub-Total:				\$1,649,861	
GRAND TOTAL				\$270,205,362	

Illinois Community College Board

FISCAL YEAR 2011 SPRING ENROLLMENT REPORT

Headcount and Full-time Equivalent (FTE) Both Down from Last Year’s Record. Enrollments Remain Strong by Historical Standards – 2nd Highest Historical Level.

Community colleges report opening Spring term enrollment figures to the Illinois Community College Board using a brief web based survey. These figures reflect student enrollments as of the end of registration for the Spring 2011 semester – usually the 10th day of the term.

Overall, short term statewide results of the fiscal year 2011 Spring enrollment survey show decreases from last year’s record levels. Compared to the same term one year ago, statewide Spring 2011 headcount enrollments decreased and full-time equivalent (FTE) enrollments decreased. FTE figures reflect the total number of credit hours being taken by students divided by 15 – the number of semester hours traditionally considered a full-time class load. The Spring 2011 semester headcount was 381,582 compared to 389,432 last year (a headcount decrease of 7,850 or 2.0 percent). The latest FTE count was 219,752 compared with 224,076 a year ago (an FTE decrease of 4,324 or 1.9 percent).

Table 1 contains comparative statewide Spring tenth-day enrollments for the last five years. The latest Spring enrollments remain strong by historical standards. **Spring 2011 headcount and FTE enrollments are at the second highest level in the thirty-seven years that a separate Spring opening enrollment survey has been collected.** Spring 2010 was the only year that headcount enrollments and FTE enrollments were higher. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 2007 - 2011.

Table 1

SUMMARY OF OPENING SPRING ENROLLMENTS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2007 TO 2011

	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Headcount	353,735*	351,777	361,837	389,432*	381,582
Percent Change	0.5%	-0.6%	2.9%	7.6%	-2.0%
FTE	191,976*	193,874	202,804	224,076	219,752
Percent Change	0.1%	1.0%	4.6%	10.5%	-1.9%

* Adjusted Total

Agenda Item #12.3

March 18, 2011

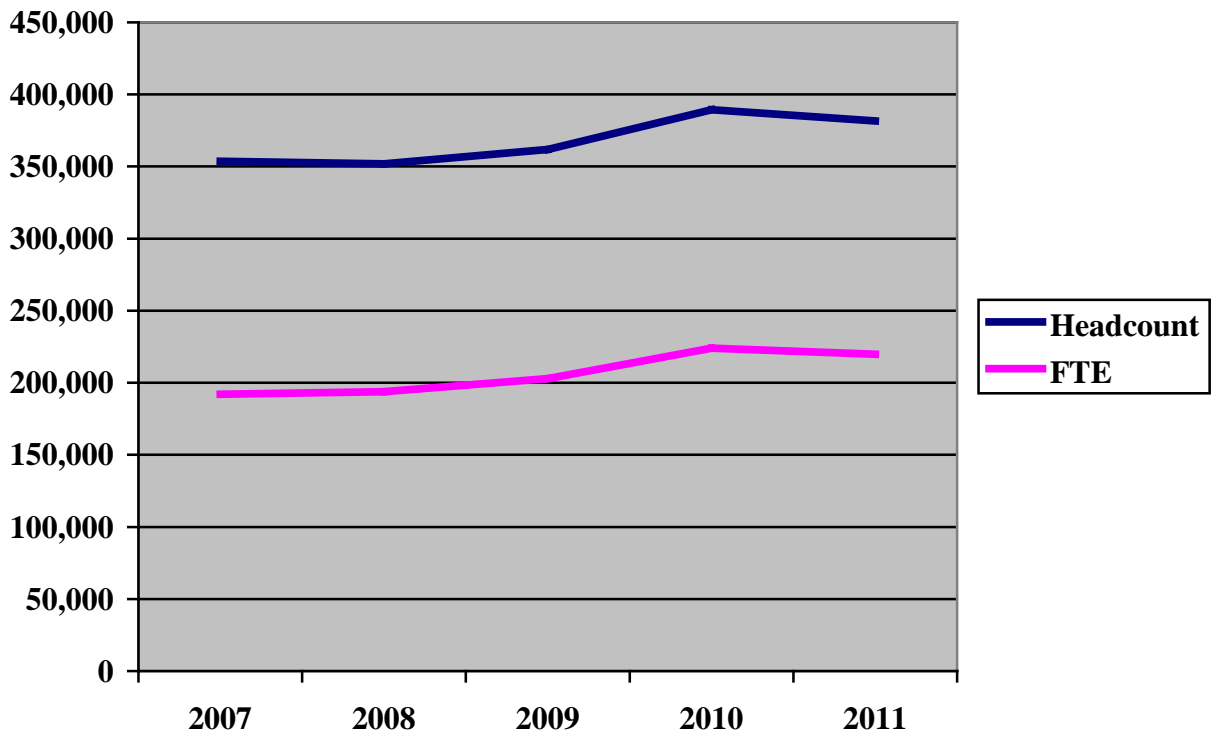


Table 2 provides a comparison of fiscal year 2007 through fiscal year 2011 Spring headcount enrollments for each community college. Among the 48 community colleges, since last year headcount increases were reported at 10 colleges (1.0 percent or higher). Twenty-seven colleges saw decreases (1.0 percent or more) compared to last year. Eleven colleges reported little or no change (less than 1.0 percent) versus last year. Longer term, statewide headcount enrollments were up 7.9 percent compared to Spring 2007.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2011 FTE increases were reported by 12 colleges; decreases by 28, and 8 colleges indicated little or no change. Longer term, statewide FTE enrollments were up 14.5 percent compared to Spring 2007.

Table 4 provides fiscal year 2009 through fiscal year 2011 Spring opening enrollments in internet based courses at each community college. Enrollments in online courses continue to grow. At the beginning of the Spring 2011 semester, there were 98,735 students (duplicated) enrolled in internet courses compared to 96,988 in Spring 2010 (an increase of 1.8 percent) and 76,220 in Spring 2009 (an increase of 29.5 percent).

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
PROGRAM REVIEW STATEWIDE SUMMARY
FISCAL YEAR 2010**

Program review is the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Review and evaluation of programs at the local level is a requirement for all community colleges. Colleges are expected to evaluate their programs once at least every five years using a systematic approach and considering, at minimum, levels of need, cost, and quality. Furthermore, colleges are required to submit to the ICCB a summary report of the previous year's review and evaluation of programs. ICCB staff develop a summary of the colleges' reports and distribute the information back out to the field. The externally attached report, Illinois Community College System Program Review Statewide Summary for Fiscal Year 2010, provides an illustration of the system's annual progress towards continuous quality improvement.

INFORMATION ONLY

Illinois Community College System



Program Review Statewide Summary Fiscal Year 2010

**Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701-1711
Voice: (217) 785-0123
Fax: (217) 524-4981
www.iccb.org
March 2011**

PROGRAM REVIEW STATEWIDE SUMMARY

FISCAL YEAR 2010

TABLE OF CONTENTS

	<u>Page</u>
Introduction	3
Instructional Programs	4
Academic Program Review	5
Career and Technical Program Review	7
Agriculture, Food & Natural Resources Cluster	8
Animal Systems Pathway	
Environmental Services Systems Pathway	
Natural Resources Systems Pathway	
Plant Systems Pathway	
Architecture & Construction Cluster.....	13
Design/Pre-Design Construction Pathway	
Maintenance/Operations Pathway	
Health Sciences Cluster	15
Diagnostic Services Pathway	
Hospitality Cluster.....	17
Travel & Tourism Pathway	
Lodging Pathway	
Marketing Cluster	18
Professional Sales Pathway	
Cross-Disciplinary Program Review: Vocational Skills	19
Student and Academic Support Services	20
Conclusion	21
Program Review Data Tables	
Table A-1:	23
Table A-2:	25

Career Cluster icons and definitions are used with permission of the States' Career Cluster Initiative, 2010, www.careerclusters.org.

© 2010, States' Career Clusters Initiative. All Rights Reserved



PROGRAM REVIEW STATEWIDE SUMMARY FISCAL YEAR 2010

INTRODUCTION

Program review has always been the major accountability tool by which community colleges demonstrate the quality and effectiveness of the programs and services they offer to students. Review and evaluation of programs at the local level is a requirement for all community colleges. Colleges are expected to evaluate their programs once at least every five years using a systematic approach and considering, at minimum, levels of need, cost and quality. Furthermore, colleges are required to submit to ICCB a summary report of the previous year's review and evaluation of programs. In the past, ICCB staff have developed their own summary of the college's reports and distributed the information back out to the field and to the Board as an illustration of the system's annual progress towards continuous quality improvement.

During fiscal year 2005, ICCB staff coordinated a comprehensive review of the existing process for statewide submission of college review summaries. In fiscal year 2006 staff developed a new statewide reporting format by which colleges should submit those summaries through the next five year review cycle. Fiscal year 2007 marked the system's first universal submission using the new reporting format. The focus on need, cost and quality was retained while the state-level reporting format was revised to reflect the most common elements of all the colleges' review processes. Colleges were asked to identify major activity within each program, such as modifications, eliminations or additions; and common successes and/or challenges to maintaining high quality, cost-effective offerings and services.

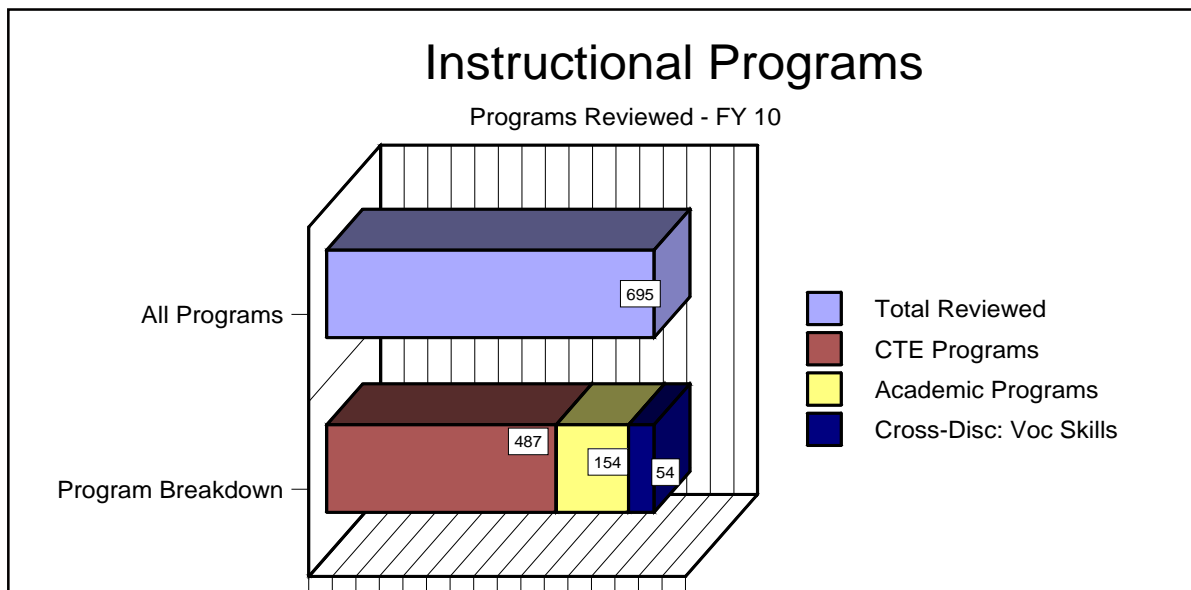
ICCB staff reviewed this year's college submissions and determined the state-level summary could be divided into the following subsections: ***Instructional programs: Academic programs: Humanities & Fine Arts, Career and Technical Education programs, and Cross-Disciplinary programs: Vocational Skills; and Student and Academic Support Service programs.*** Following is a statewide summary of this information for fiscal year 2010.

The *Program Review Manual (Fiscal Years 2007-2011)* to be used for submission of college annual Program Review Summary Reports is available at <http://www.iccb.org/pdf/manuals/fy07programreviewmanual.pdf>

INSTRUCTIONAL PROGRAMS

State-level review of the system's instructional programs includes an evaluation of academic, career and technical and cross-disciplinary (vocational skills) curricula. Colleges reviewed a total of 695 instructional programs in fiscal year 2010. Career and technical education programs reviewed totaled 487; academic disciplines totaled 154 and 54 cross-disciplinary (vocational skills) programs were reviewed during this fiscal year. The chart below illustrates the number of each instructional program area reviewed compared to the total number of programs reviewed this fiscal year. Of career and technical programs reviewed, 434 programs were planned for continuation with improvements (minor and significant), and 53 programs were planned for elimination. It is important to note that only programs required to be reviewed according to the Career and Technical Education Program review schedule have been highlighted in this summary report. Colleges evaluated additional programs as follow-up to previous years program review and those programs are included in the total count of programs reviewed during fiscal year 2010.

The chart below shows the total number of programs reviewed this fiscal year compared to the breakdown of instructional programs reviewed. There were 248 new programs (academic and career and technical) added to the system's program offerings during fiscal year 2010. These additions reflect the system's constant state of revision that must be maintained to keep up with our changing economy and need of their districts. A total of 250 (academic and career and technical) programs were eliminated during fiscal year 2010, 43 of those programs were included in the review cycle for this fiscal year.



ACADEMIC PROGRAM REVIEW

“Academic Discipline” constituted 22 percent of all the programs reviewed in fiscal year 2010.

During fiscal year 2010, 154 academic programs were reviewed. One hundred twenty-six (126) of those reviews covered humanities and fine arts. With the exception of one, all were recommended for continuation with minor improvements. This review cut across the humanities discipline which includes courses in history, languages, literature, philosophy, and religion as well as the fine arts discipline which includes courses in art, music, and theater. To assess programs and courses in the humanities and fine arts, responding institutions reviewed a number of key questions, including 1) the objectives of the department and sequences of courses in the disciplines, 2) the continued need for courses in each of the disciplines and whether or not these were meeting the needs of students, 3) the quality of courses and the steps that needed to be taken to update the courses, and 4) how the courses can be offered in a more cost-effective manner. This section will review the common themes that emerged during this review.

According to the submitted program review reports, the enrollment of students in the humanities and fine arts has increased across the state. Despite a lack of resources and space constraints, many institutions have seen enrollment increases particularly in the music and arts fields and feel strongly that these programs could significantly grow with additional funding and space. In response to growing enrollment, programs are offering more classes, and creating online and hybrid sections, as well as offering courses in the evenings and weekends. The addition of more online and hybrid classes not only addresses enrollment increases, it also maximizes space and renders more courses accessible students. In some cases, caps on class size have been evaluated and increased to reflect enrollment trends. Many programs continue to add new classes, work to create more Illinois Articulation Initiative approved courses, and also examines their delivery methods as ways to boost enrollment in areas that have been flat. Examples of new classes that have been added at a number of institutions include new language options such as Arabic, Hindi/Urdu, Japanese, and Chinese. Taking an innovative approach to increase enrollment, two institutions have added a Medical Spanish class to meet the needs of medical professionals, in nursing and dental hygiene for example, who work in communities with a growing number of Spanish speakers. Another institution created a series of one credit hour humanities classes, some of which are offered as mini courses during the summer and winter, as a way to boost retention and allow students greater ease in completing their required degree courses.

Nearly all colleges and disciplines identified the improvement of student, faculty or curricular assessment and the use of data. In those areas that assessment was not mentioned as an area of improvement, it was usually discussed as an area for future improvement. Institutions reported using several principle assessment methods to assure quality for the disciplines. Analysis of enrollment, demographic, and cost data was the most commonly used method. Other high ranking assessment methods include the use of writing samples, student surveys, and portfolio evaluations. Innovations around student assessment included the implementation of pre-test/post-test assessment models and student projects such as capstone seminars, graduate exhibitions, and presentations with oral assessments. In many cases, improvements resulting from assessment procedures are course-specific based on the various discoveries by individual instructors. It should be noted that the manner in which assessment is conducted varied across and within institutions, based upon the specific discipline. Along with assessment, many programs discussed their improved use of data, such as scrutinizing course completion data, leading to better programming decisions. Clearly the improved use of student data was integrally tied to the conversations about better assessment.

Several institutions dealing with funding issues are currently unable to address space constraints, the need for adequate facilities and additional faculty positions. However, many have been able to make improvements such as hiring additional full time faculty despite budget constraints. For example, College of Lake County has revamped all art studio spaces, added multimedia capabilities to art classrooms, and redesigned and outfitted their woodshop and jewelry/sculpture areas with additional equipment including a hydraulic press and enameling kiln. Moraine Valley Community College has upgraded classrooms with computer podiums. They have also added a theory music lab with new computers, monitors, midi software, and 10 new pianos with digital recording capacities. A new sound and lighting system was also purchased for their academic theater outdoor performances. Further investments in the arts by colleges included the purchase of a sectional band-shell and four professional grade tympani by Illinois Valley Community College. Other colleges have made improvements by outfitting a number of classrooms with smart board technology.

Several statewide challenges were addressed by colleges. The most prevalent issue reported was tight state and local budgets creating funding issues. In some cases this has impacted educational offerings and driven colleges to engage in subsidy reduction plans, such as at Rock Valley College's theater program. The cost of maintaining or growing programs, particularly in the fine arts disciplines, was mentioned in many reports citing out-of-date facilities and lack of funding to purchase equipment as specific issues. Some schools reflected on the amount of data being required by funding agencies and indicated that agencies should either streamline the data collection processes or provide additional dollars to community colleges in order to add staff and data mining software to institutional research departments. Shawnee Community College noted that continued reductions in Humanities and Fine Arts programming at the local secondary school level could have an impact on the number of students sufficiently ready to take on college level course work in these areas. This is an important observation that could affect several community colleges as many secondary schools across the state have faced budget cuts and reduced programming in the arts. A statewide issue that some felt deserved careful consideration referred to the disbandment of the IAI Art and Music panels in lieu of the AFA degree. Some institutions subsequently reported either considering removal of or no longer pursuing the addition of an AFA degree due to the issues of transferability of courses and no guarantee to students of transferring in with junior status.

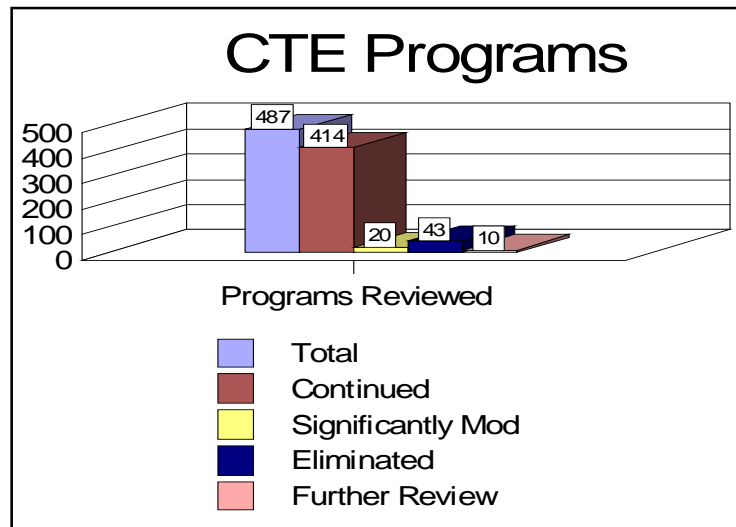
In summary, humanities and fine arts span a wide array of specific disciplines. In most areas, consistent with the state of Illinois' economy, enrollment is increasing. Colleges are pursuing innovative ways in which to retain students and are recognizing the movement toward online instructional delivery or hybrid courses by providing students with these options. Additionally, nearly all reviewed programs addressed improvement in assessment techniques or the goal of improvement in assessment techniques and the necessity to upgrade equipment. Of the colleges that identified statewide issues, cost concerns seemed to be a common theme.

CAREER AND TECHNICAL EDUCATION PROGRAM REVIEW

All career and technical education programs are reviewed once within a five-year period. Each year, community colleges review specific career and technical education programs and submit their findings to the Illinois Community College Board. This year 487 career and technical education programs were reviewed at the colleges.

“Career & Tech Ed” programs constituted 71 percent of all the programs reviewed in fiscal year 2010. Based on the analysis of their program review outcomes, colleges can elect to continue

programs with minor improvements, continue programs with significant modifications, discontinue/eliminate programs, or schedule programs for further review. According to the program review summaries provided by each college, 414 career and technical education programs were continued with minor improvements, 20 programs were significantly modified, 10 programs were identified for elimination, and 43 programs were scheduled for further review during the coming year. The following chart illustrates the number of total career and technical education programs reviewed this fiscal year compared to the



breakdown of the action on each program the college reported (continued with minor or major improvements, eliminated or inactivated, or scheduled for further review). In comparison, **238 new programs in career and technical education** were approved and added to the system’s offerings in fiscal year 2010, while **43 were eliminated**.

Programmatic areas where the most activity occurred, including programs continued, modified, eliminated or approved, reflect substantial changes in our system’s field of program and course offerings. This section of the report attempts to summarize the status of existing program offerings, reflect changes that may have impacted these programs during the last review period, and offer insight to issues that may affect these programs in the future.

In an effort to better align our statewide summary with Illinois’ Career Cluster Initiative, this section of the report has been defined, organized and presented accordingly. Program reviews summarized in this report fall within the following **Career Clusters:** Agriculture & Natural Resources, Architecture and Construction, Health Sciences, Hospitality and Marketing. For more information on the State’s Career Cluster Initiative go to www.careerclusters.org.



The **Agriculture, Food and Natural Resources Cluster** helps prepare individuals for careers in planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

This summary includes programs that fall within the **Animal Systems Pathway** and prepare individuals for developing better, more efficient ways of producing and processing meat, poultry, eggs, and dairy products. Programs in livestock production and animal care are included in this summary.

Livestock Production, Management & Animal Care Operations

Number of degrees offered by the colleges:	3
Number of certificates offered by the colleges:	10

Nine community colleges reported on a total of 13 programs in livestock production, management and animal care. Twelve of the programs were continued with minor or significant improvements, while one program was eliminated. That program was in equine operations.

Programs in these fields prepare individuals for work in the breeding, care of, and marketing farm animals. According to the Illinois Department of Employment Security (IDES), employment of all “agricultural workers” is anticipated to decrease statewide by -.54 percent through 2016. Locally, demand for these programs varies. While one college felt steadily declining enrollments and little to no local demand for new employees in related occupations was justification for placing their program on inactive status, other institutions have seen steady enrollment and placement upon completion. This summary also includes a review of Lake Land College’s Grooming and Helping Paws Dog Assistant training programs offered at Dwight Correctional Institution. This program has seen a significant increase in enrollment over the last five years. Likewise completion and placements, which occur throughout the state, have also increased.

Strengths of these programs included knowledgeable and dedicated faculty, strong internship opportunities, partnerships with local secondary schools and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs were the need for updated equipment, tools and materials and occasional mis-perception of the agriculture field.

This summary includes programs that fall within the **Environmental Services Pathway** and prepare individuals for employment in water and air pollution control, recycling, waste disposal and public health. This summary includes programs related to Water and Wastewater Treatment Technology.

Water and Wastewater Treatment Technology

Number of degrees offered by the colleges: 1

Number of certificates offered by the colleges: 3

Three community colleges reported on a total of four (4) programs in water and wastewater treatment. Two of the programs were continued with minor or significant improvements, while two programs were eliminated.

According to the Illinois Department of Employment Security (IDES), employment of “water/wastewater treatment technicians” is anticipated to increase statewide by 11.95 percent through 2016. Locally, demand for these programs varies. In the north central and eastern part of the state, two colleges felt steadily declining or no enrollments and little to no local demand for new employees in related occupations was justification for eliminating their programs. While in the southwestern area of the state the college has seen steady enrollment and placement upon completion. This particular institution has partnered with a regional energy resource training center to offer programs tailored to meet the needs of specific employers within the district.

Strengths of these programs included knowledgeable and dedicated faculty, partnerships with local municipal facilities, and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs were the need for updated equipment, tools and materials and the lack of work-based learning sites.

This summary includes community college programs that fall within the **Natural Resources Systems Pathway** and prepares individuals for employment maintaining and managing the forest, wetlands and other natural environments.

Forestry, Urban Horticulture & Wildlife Management

Number of degrees offered by the colleges: 5

Number of certificates offered by the colleges: 1

Two community colleges reported on a total of three programs in forestry, urban horticulture and wildlife management. Three degree programs were included in this review. Two of the programs were continued with minor or significant improvements, while one program was eliminated. That program was in forestry technology.

Forestry and wildlife management programs prepare individuals for working in forest conservation and natural resource management areas. According to the Illinois Department of Employment Security (IDES), employment of “forest and conservation technicians” is anticipated to increase statewide by 2.42 percent through 2016. Locally, demand for these programs varies across the state. The Northern college reported a continued interest in horticulture and arboriculture-related programs, but the Southern college indicated no enrollment in forest technology programs.

Strengths of these programs included knowledgeable and skilled faculty, opportunities to partner with local not-for-profit and community organizations for hands-on work experience and continued interest in course and program offerings. Weaknesses identified by the colleges for these programs was the need for updated equipment, tools and materials and the decrease in overall perceived need for training in this field of study within their regional area.

This summary includes community college programs that fall within the **Plant Systems Pathway** and prepares individuals for studying plants and their growth to help producers of food, feed, and fiber crops continue to feed a growing population while conserving natural resources, maintaining the environment, and improving the overall nutritional value of our crops and produce. This summary includes programs in Agribusiness, Agricultural Production, Horticulture, and Landscape Design.

Agribusiness Management

Number of degrees offered by the colleges: 16
Number of certificates offered by the colleges: 3

Ten community colleges reported on a total of 19 programs in agribusiness management. Eighteen of the programs were continued with minor or significant improvements, while one program was eliminated. That program was in agriculture supply and service.

Agribusiness management programs prepare individuals for planning and coordinating. According to the Illinois Department of Employment Security (IDES), employment of “agriculture managers” is anticipated to increase statewide by 2.85 percent through 2016. Overall, colleges reported steady to increasing enrollments, steady completions and high placements for their agribusiness program students. Colleges modify their agriculture programs regularly to address technological advancements of crop and soil science, planting methods, production and storage processes. Most colleges reported working with local Farm Safety cooperatives, Extension offices and local agribusiness service providers to keep their programs relevant in curricular content and equipment and tool needs. New courses such as Precision Agriculture, Crop Scouting, Organics and Livestock Judging have been added locally to recruit more interest.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong demand from local employers. Weaknesses identified by the colleges for these programs was the need for updated equipment and tools, the lack of enough work-based learning sites and the need for accessing environments where real-world agricultural problems can be recreated for students to experience with.

Agricultural Production

Number of degrees offered by the colleges: 10
Number of certificates offered by the colleges: 5

Six community colleges reported on a total of 15 programs in agricultural production. Eleven of the programs were continued with minor or significant improvements, while three programs were

eliminated, and one program was scheduled for further review. The programs eliminated were in viticulture and enology.

Agricultural production programs prepare individuals for the planning and directing of crop and/or livestock farming and related agricultural services. According to the Illinois Department of Employment Security (IDES), employment of “farmers and ranchers” is anticipated to decrease statewide by -7.39 percent through 2016. However, among the colleges reporting most indicated steady enrollments. Completion of programs fluctuates with the economy in agricultural production programs. When the economy is strong enrollments tend to decrease and students regularly stop out for employment. Placements for agricultural production students have also remained steady, primarily because the majority of students already work in a related area. Several colleges indicated modifying their agricultural production programs to reflect changes in technology related to breeding, planting, production, storage and care methods and processes. Colleges reported working with local Farm Safety cooperatives, Extension Offices and local farms to keep their programs relevant to today’s demands of people in this field. New courses such as GIS/GPS, agricultural mechanization, organic production, and animal science have been added locally to recruit more interest and meet the needs of industry.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong interest from local businesses for existing workers and new hires to have formal education and training. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools, and the lack of enough work-based learning sites.

Horticulture

Number of degrees offered by the colleges: 13

Number of certificates offered by the colleges: 24

Twenty (20) community colleges reported on a total of 37 programs in Horticulture. Twenty-nine (29) of the programs were continued with minor or significant improvements, while four programs were eliminated, and four programs were scheduled for further review. The programs eliminated were all in horticulture.

Horticulture programs prepare individuals for the planting and maintenance of plants, shrubs, flowers, foliage, trees and groundcovers for use in residential and commercial environments. According to the Illinois Department of Employment Security (IDES), employment of “grounds maintenance workers” is anticipated to increase statewide by 22.87 percent through 2016. Of the colleges who reported maintaining their programs with modifications, most indicated steady to increasing enrollments. Similar to many career and technical education programs, completion often fluctuates with the economy. When the economy is strong enrollments tend to decrease and students regularly stop out for employment. Placements for horticulture students remain steady, although somewhat seasonal and vary across the state. Several colleges indicated modifying their horticulture programs to reflect changes in technology related to increased specialization in landscape design, arboriculture, turf grass management, and sustainable landscaping. Colleges reported working with local nurseries, greenhouses, farms and retail gardening centers to keep their programs relevant to today’s demands of people in this field. New courses such as sustainable landscaping, local foods production, computer-aided landscaping design and hardscapes have

been added locally to recruit more interest and meet the needs of industry. Furthermore, offering coursework aligned with industry credentialing, such as the Illinois Landscape Contractors Association's Certified Landscape Technician, or the Audubon Certification, provides students new to the program or returning to the college with growth opportunities in the field.

Strengths of these programs included knowledgeable and experienced faculty, supportive community, and strong interest from local businesses for existing workers and new hires to have formal education and training. Active advisory committees and strong student organizations were also mentioned by many of the colleges with horticulture programs. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools, and the lack of enough work-based learning sites.

Ornamental Horticulture and Floral Design

Number of degrees offered by the colleges: 5
Number of certificates offered by the colleges: 7

Ten community colleges reported on a total of 12 programs in ornamental horticulture and floral design. Eleven of the programs were continued with minor or significant improvements, while one program was eliminated. This program was in ornamental horticulture design and management.

Ornamental horticulture and floral design programs prepare individuals for the use of plants, flowers and plant material for decorative use in residential and commercial environments, and for the delivery of related design services. According to the Illinois Department of Employment Security (IDES), employment of "floral designers" is anticipated to decrease statewide by -7.077 percent through 2016. Most colleges reported steady enrollments. Completion rates varied among the programs; however, all of the colleges indicated students finding related employment in this field locally. Several colleges indicated adding courses such as sustainable landscaping and organics to their course offerings. Colleges reported working with local nurseries, floral shops and retail floral and gardening centers to provide students with work-based learning experiences in the field.

Strengths of these programs included knowledgeable and experienced faculty, supportive student organizations, and strong interest from local businesses for existing workers and new hires to have formal education and training. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools.

Landscape Design & Turf Management

Number of degrees offered by the colleges: 11
Number of certificates offered by the colleges: 19

Fifteen community colleges reported on a total of 30 programs in ornamental horticulture and floral design. Twenty-nine of the programs were continued with minor or significant improvements, while one program was eliminated. This program was in park facilities management.

Landscape design and turf management programs prepare individuals for designing and

maintaining ornamental plants and groundcovers in outdoor residential, recreational and commercial environments. According to the Illinois Department of Employment Security (IDES), employment of “landscaping workers” is expected to increase by 22.63 percent through 2016 statewide. Locally the colleges indicate steady or increasing enrollments, steady completions and strong placements. Local partnerships with small and large landscape companies have provided students with work-based learning opportunities and expose them to a variety of jobs within landscaping and turf management. Courses such as sustainable landscaping, hardscapes, and organic pest control have been added due to increased community interest.

Strengths of these programs included knowledgeable and experienced faculty, supportive student organizations, and strong interest from local businesses for existing workers and new hires to have formal education and training. Most colleges reported on affiliations with state industry associations, such as the Illinois Landscape Contractors Association, to maintain curricula with relevant skill requirements and for preparation towards available credentialing, such as the Pesticide Applicator License available through the Illinois Department of Agriculture. Weaknesses identified by the colleges for these programs were the need for updated equipment, materials and tools.



The **Architecture and Construction Cluster** helps prepare individuals for careers in designing, planning, managing, building, and maintaining the built environment. Individuals pursuing a career in the Architecture and Construction cluster, plan design and/or build new structures, restorations, additions, alterations, and repairs.

This summary includes community college programs that fall within the **Construction Pathway** and prepare individuals for building and remodeling residential and commercial structures such as houses, apartments, factories, warehouses, office buildings, churches, schools and recreational facilities. This pathway also includes programs related to improving the energy-efficiency of these structures and the development of sustainable resources. Programs reviewed in this summary are related to General Construction Technology.

Construction Technology

Number of degrees offered by the colleges:	8
Number of certificates offered by the colleges:	18

Sixteen community colleges reported on a total of 27 programs in construction technology. Eighteen certificates and eight degree programs were included in this review. Twenty-five of the programs were continued with minor or significant improvements, while two programs were eliminated. Those programs were specific to Illinois Department of Corrections (IDOC) program offerings and were discontinued based on changes for the most recent fiscal year.

According to the Illinois Department of Employment Security (IDES), employment of “construction trades workers” is anticipated to increase statewide by 9.41 percent through 2016. Likewise, the employment of “construction managers” is also anticipated to increase by 11.47

percent statewide through 2016. Locally, colleges report a continued interest in construction programs, both short-term and degree-level in training length. Overall the colleges reported steady enrollments for all construction programs. Some isolated programs experienced significant increases, while others experienced slight declines in enrollments. Several colleges indicated working with local labor councils to provide an educational ladder for their apprenticeship programs. Interest in specific trades programs has varied across the state; however, most of the colleges reported significant demand for construction workers skilled in new technology and methods, particularly related to “green building efficiency”. Strengths of construction technology programs included knowledgeable and skilled faculty, opportunities to partner with local labor unions and community organizations for hands-on work experience and continued interest in course and program offerings. The only real weakness identified by the colleges for these programs was the need for updated equipment, tools and materials; indicating that finding curricula using the most updated methods, as well as the fiscal resources to pay for new equipment and tools, is difficult.

The Construction Pathway also includes programs related to improving the energy-efficiency of residential and commercial building structures and the development of sustainable resources that support them. Programs reviewed in this summary are related Renewable Energy Technology.

Renewable Energy Technology

Number of degrees offered by the colleges:	3
Number of certificates offered by the colleges:	6

Five community colleges reported on a total of nine programs in renewable energy technology. Six certificates and three degree programs were included in this review. Eight of the programs were continued with minor or significant improvements, while one program was placed on inactive status.

The renewable energy field is a new and emerging one statewide, therefore documented labor market data is not available from state sources. Employment projections data for occupations related to renewable energy programs across multiple occupational areas from construction to engineering to industrial maintenance to agriculture. Opportunities in bio-fuels processing, wind energy, and green building technologies are reportedly available in certain economic regions throughout the state. Locally, the colleges report an increased interest from students and employers for training related to renewable energy technology. Eleven colleges developed new programs in this area during the last fiscal year. Because the field is still so new and often misunderstood by the general public, colleges are working to help their communities better understand what opportunities are available through completion of their related training programs. Working directly with local employers to provide opportunities for cross-training and skill upgrading in renewable energy has been successful.



The **Health Science Career Cluster** orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

Individuals pursuing a career in the Therapeutic Services Pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling and health education information.

This summary includes community college programs that fall within the **Therapeutic Services Pathway** and are related to Certified Nursing Assistants, Licensed Practical Nurses, and Registered Nurses.

Certified Nursing Assistant (C.N.A.) Certificate programs:	40
Licensed Practical Nursing (L.P.N.) Certificate programs:	31
Registered Nursing (A.D.N./R.N.) Degree programs:	47

The United States Bureau of Labor Statistics, Occupational Outlook Handbook for 2010-2011, reports that the outlook for registered nurses is expected to be excellent with variations by geographic settings. Employment of “registered nurses” is expected to grow by 22 percent from 2008-2018, resulting in 581,500 new jobs. However, employment of RN’s will not grow at the same rate in every industry.

The projected growth rates for RN’s in the industry with the highest employment of these workers are:

<u>Industry</u>	<u>Percent</u>
Office of Physicians	48
Home Health Care services	33
Nursing care facilities	25
Employment Services	24
Hospitals, public and private	17

As is evident in these numbers, hospital employment will be less due to short hospital stays, more treatments being performed as an outpatient in same day surgery, rehabilitation and emergency centers. Employment in nursing care facilities is expected to grow due to the increased number of older persons, many of whom will require long-term care.

The Occupational Outlook Handbook for 2010-2011 also documents that the retention of an adequate number of RN’s is a challenge due to an aging RN workforce and a lack of younger workers to fill positions. Nursing schools find themselves turning away qualified applicants

annually due to space limitations and a shortage of faculty positions to adequately teach. Approaches to remedying some of these challenges should impact the numbers being accepted into nursing programs and completing them successfully.

As the baby boomer generation grows older, Illinois must further address the demands this generation will place on the healthcare system at the same time, many experienced nurses will be reaching retirement age. By the year 2020, it is estimated that in Illinois there will be a shortage of more than 21,000 nurses.

Strengths of these programs include:

- Solid curriculum to meet the needs of the healthcare industry specifically those RN's transitioning from education into further education and education directly into employment. With the continuing increase in complexity of the NCLEX exam, many colleges are beginning to incorporate NCLEX style questions into the overall curriculum for students from course to course during the educational experiences on campus settings. Additional courses continue to be added to further provide a foundation in nursing practice and better position students who wish to further their education to a BSN degree. As a result, curriculum continues to be strengthened to prepare students for the realities of the nursing practice, the role of the nurse in the community setting, and as preparation for advanced degrees
- NCLEX pass rates at the community colleges continue to be high. Various testing/assessment tools both written and in labs (teaching and demonstration techniques) continue to be instituted to prepare students in the successful completion of the NCLEX exam in order to keep the pass rate above average.
- Nursing labs have been moved or up-sized with state of the art simulation and equipment with additional skill practice opportunities to improve overall student confidence and knowledge and various situations.
- Flexible scheduling has become common practice amongst institutions as response to demand from students and employers. Day, evening, and weekend courses and clinical sites continue to be coordinated for students to access over the duration of the program.

Areas for improvement identified by the colleges include:

- The pool of applicants for nursing continues to exceed the number of seats available. Hiring and retaining qualified faculty to continue to accept a broader scope of students applying to the nursing programs continues to be a struggle amongst colleges. Unfortunately, more qualified masters level nurses with various clinical experiences are opting to stay in the field as opposed to teaching which has led to multiple teaching shortages which in turn leads to colleges not being able to accept as many qualified applicants into the program.
- A need for additional clinical sites for students to utilize over the course of the nursing program curriculum. Colleges continue to find it extremely difficult to find new clinical sites for students to use and often times find themselves competing with neighboring districts over access to those facilities for their students. It is important to provide students with a wide range of learning experiences in clinical settings and with the lack of diversity

in obtaining multiple clinical sites, students are at risk of not being exposed to patients in multiple clinical settings.

- A need for intervention programs that help to address the strategies to respond to student attrition. A few interventions in early stages at various institutions is the implementation of a comprehensive student orientation program as well as better identification of students “at risk” of course failure along the course continuum. Institutions compare data related to course scheduling, class times and other various causes of student failure in order to develop improvement plans to address these causes of decreasing retention and completion rates within the programs. Better tracking will allow for a more formal remediation process to be instituted.

Two developing state level concerns would be budgetary issues not just for the college but for the students applying to the programs as well as the recently proposed legislation that all A.D.N. nurses obtain a B.S.N. (Bachelor’s of Science in Nursing degree) within ten years of graduating in order to keep their Illinois nursing license.

Loss of funding to the college can limit faculty/staff development, purchasing of outdated equipment, needed skills lab supplies, and technology updates. For the student, state financial aid loss may mean the difference in whether they can afford to attend or postpone enrollment in higher education.

There is a strong push from professional organizations to have the B.S.N. as the entry into practice in Illinois since legislation is soon to be introduced on this topic. Many community colleges continue to voice a concern over this issue and feel it would be detrimental to the RN programs in place simply because the demand for this occupation is increasing with a number of retirements just ahead.



The Hospitality & Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

Individuals pursuing a career in the Travel and Tourism Pathway focus on the development, research, packaging, promotion and delivery of a traveler's experiences. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guide books, planning trips and events, managing a customer's travel plans or overseeing a huge urban convention center.

This summary includes community college programs that fall within the **Travel and Tourism Pathway as well as the Lodging Pathway** and are related to Restaurant/Hotel/Lodging Management, Hotel Food and Beverage, Hospitality Management, Tourism Management, and Resort and Casino Management.

Number of degrees offered by the colleges:	10
Number of certificates offered by the colleges:	18

Twenty-five programs in this cluster/pathways area were continued with minor or significant improvements, one was placed on inactive status, and two were discontinued/eliminated.

The outlook for jobs in the hospitality industry has been negatively affected by the recently slow economy in both Illinois and the U.S. However, the career titles of “Lodging” and “Hotels and Other Accommodations,” both expect a growth of five percent in the years 2008-2018.

A strong partnership continues to be in place between colleges and nationally recognized organizations like that of the National Restaurant Association, American Culinary Federation, and American Hotel and Lodging Association. This continued partnership helps ensure students are acquiring needed skills for success and provides them with close ties to industry professionals.



The Marketing Cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives. Individuals pursuing a career in the Professional Sales Pathway are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers.

This summary includes community college programs that fall within the **Professional Sales Pathway** and are related to Marketing Business Management, Marketing Retail Management, Sales, Marketing and Retail, Retailing/Merchandising, Advertising, and Marketing.

Number of degrees offered by the colleges:	20
Number of certificates offered by the colleges:	17

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook “Overview of 2008-2018 Employment Projections,” sees the overall employment of advertising, marketing, promotions, public relations, and sales managers to increase by 13 percent through 2018. Job growth will be spurred by competition for a growing number of goods and services, both foreign and domestic. Employment of marketing managers will grow about as fast as average at 12 percent between 2008 and 2018, and that of sales managers will grow faster than average at 15 percent over the same period.

Thirty-two of the programs were continued with minor or significant improvements, while two were discontinued/eliminated and one was scheduled for further review.

The various Associate Degree and Certificate offerings help prepare students to comprehend the broad spectrum of marketing trends, management, sales, and communications in this program of study area. Programs offered by the various colleges are providing access to students via multiple delivery systems including traditional, open learning, and online learning formats to fit the needs of students attending. Regular meetings of advisory councils are scheduled in order to link the overall curriculum between the needs of area employers.

One continued area in need of development would be to continue to place an emphasis on arranging relevant and meaningful internships for students entering the program in order to continue to provide hands on learning experiences to coincide with classroom instruction.

CROSS-DISCIPLINARY PROGRAM REVIEW: VOCATIONAL SKILLS

Vocational Skills as defined in ICCB's Administrative Rules (Section 1501.301) consist of "courses designed to provide short-term job entry training, to upgrade the skills of persons already employed, or to review skills for career re-entry". These offerings range from computer usage for occupational employment to employer/job-specific training to industry certification training and review. Vocational Skills courses are oftentimes offered through the colleges' Corporate and Community Education, Workforce Training or Lifelong Learning departments, though colleges refer to these centers in numerous ways statewide. In fiscal year 2010, thirty-three community colleges submitted program review summaries on 54 different vocational skills offerings. Student enrollment in vocational skills courses totaled 11,396 during fiscal year 2010 and the majority of colleges reporting indicated steady increases in their enrollments.

The overall goal reported by colleges for offering vocational skills training is to increase the skill set for the student in the area they are looking to improve, whether it be for existing employment or to gain employment. Not all community colleges offer a wide variety of vocational skills training. Demand for non-credit occupationally-specific coursework fluctuates across the state. Areas of continued local interest include computer applications training, vendor-specific IT certification classes, such as Microsoft and CISCO, state/federal certification/licensure maintenance, and OSHA training. Short-term training programs designed to get workers back into the labor force quickly have also proven successful for most colleges, although the types of training offered generally varies with the regional economy. During the last five years colleges have seen a significant increase in the demand for "green"-related vocational training, such as local foods agriculture and energy auditing. Other vocational training programs which remain of high interest statewide include food service sanitation, nursing assistant, medical billing/coding, pharmacy technician, emergency/first responder licensure/certification, real estate inspection and appraisal, transportation/warehousing/logistics, and truck driver training.

Most colleges reported that adjunct faculties are utilized for instruction of vocational skills courses. Many times these courses are taught over a shorter period of time and therefore finding qualified adjunct instructors is not a barrier. The flexibility of these offerings is oftentimes greater than that of traditional courses in that they can be condensed according to the instructor's availability or the employer's needs or through nighttime, weekend and/or online formats. Vocational skills courses are also many times developed on a cost recovery basis, and do not place excessive facilities, equipment, material or faculty needs on their departments or the institution overall.

Concerns identified by several colleges include funding and reliance on state reimbursement or grant awards for their start-up and maintenance costs; and environmental factors, such as the high cost of transportation for students in rural or outlier parts of the district to access campus (or even off-campus but not within walking or public transportation limits) vocational training.

Strengths included dedicated and qualified faculty, support of college administration to work with local business and industry partners, and an increased community awareness of available

programming through vocational centers at the college. Several institutions reported “re-branding” their vocational training departments which has directly resulted in an overall increase in awareness and interest in what the community college has to offer. Several colleges also indicated plans to grow their number of local business partners and increase the types of training provided within the district. These colleges acknowledged a large untapped market of potential customized training opportunities in a variety of occupational areas ranging from agriculture to health care to manufacturing.

STUDENT AND ACADEMIC SUPPORT SERVICES

Community college student support services assist students in making appropriate academic and career plans, offering resources, and enriching their college experience. Colleges were asked to submit a Student & Academic Support Services Review Report that addressed major findings, improvements, and modifications of several areas within student support. Reports could include one or more of the following key service areas: Financial Aid and Student Success. While other service areas within student support were allowable, listed below are the dominant service areas and statewide programmatic issues that were reported. One hundred twenty-three (123) Student and Academic Support Services programs were reviewed in fiscal year 2010.

Financial Aid

The main mission of Financial Aid is to help students finance their education and teach them life skills necessary to live productive and meaningful lives while making a positive impact on their communities. In order to respond to increased needs and challenges, financial aid offices have undertaken process improvements and initiated new innovative practices. Technology has allowed for automation of many processes and created new trends of communication. The number of financial aid recipients, especially in the adult population, continues to grow and become more diverse which creates a perpetual challenge of a strained staff and the means to reach the widest audience of students. The increasing application volume and the number and size of available grants and aid many have a negative impact on students because of the increased number of applicants and little or no corresponding increase in available funds. With the addition of a mandated veteran coordinator on each campus, information concerning financial aid has become even more compelling. Having a centralized location for information means a substantial time saving for veterans and expedites the benefit certification process. This year several community colleges hosted a Reintegration Event for military veterans and their families, resulting in 6,000 families receiving aid in several areas of their transition process. Unfortunately, in order to meet and expand services, adequate funding needs to be available. The state of Illinois’ fiscal situation continues to deteriorate and impacts students’ ability to attain post-secondary education. Several grants are no longer funded or, are underfunded forcing students to resort to greater borrowing as needs for financial aid continues colleges will pursue methods to become more efficient.

Student Success Center

Student Success Centers assist students in effectively realizing their career plans. This is achieved by computerized testing and personal interviews. Students receive help in clarifying goals and objectives that are related to their life and work values, abilities, needs and interests. They offer a wide range of comprehensive services and resources to assist students achieve their academic and extra-curricular goals. Individual testing assists students in discovering interest and skills in various areas. Placement services are available for all students, graduates, and alumni in securing employment in positions. With the President’s goal of five million more community college

graduates and certificate-holders by 2020, the push is on for public-private business partnerships, aligning academic standards between high school and college, strengthening data systems, implementing early assessment and college prep strategies, and creating support systems. However, colleges are under pressure on many fronts. Community colleges are short of cash, jammed with laid-off workers, and addressing remedial education for students ill-prepared for college. Still community colleges remain optimistic that they can fulfill the obligations set before them.

CONCLUSION

The *Program Review Statewide Summary for Fiscal Year 2010* provides evidence of the community college system's continued efforts towards meeting the diverse needs of their communities. As the economy continues to wane constraints on fiscal resources increase, and so do enrollments at our institutions forcing colleges to implement strategies that maintain quality services to their districts. Community college program review submissions for this fiscal year affirm the system is doing just that. Colleges reviewed a total of 695 instructional programs during fiscal year 2010, making recommendations for continuing, modifying or eliminating curricula and courses in a broad range of academic and career and technical program areas.

One hundred fifty-four Academic programs within Humanities and Fine Arts were reviewed this fiscal year, all recommended for continuation with minor improvements noted. Major challenges cited by the colleges in maintaining high quality mathematics offerings included increasing the number and level of articulation for individual courses from the secondary to post-secondary level, addressing the increasing needs for remedial instruction in this discipline, and utilizing outcomes assessment data for short- and long-term improvement.

Four hundred eighty-seven Career and Technical Education programs were reviewed this fiscal year. Of those, 414 programs were continued with only minor improvements, 20 programs were significantly modified, 43 programs were identified for elimination, and 10 programs were scheduled for further review during the coming year. Over the fiscal year 2010 program review cycle, the career and technical program areas that experienced the most significant activity in terms of expansion and/or elimination of programs were ***related to Agriculture, Food & Natural Resources, Architecture and Construction, Health Sciences, Hospitality, and Marketing.*** Program review submissions by the colleges in these program areas clearly illustrate the system's responsiveness to local economic needs and student interests through the revision of existing programs, addition of new programs, and elimination of under-performing programs. **Two hundred thirty-eight** new A.A.S. degree and Certificate programs were added and **43** were eliminated during fiscal year 2010. Community colleges' program review summaries this year illustrate how institutions continue to strive towards developing and maintaining, cost-effective, high quality and technologically advanced career and technical programs that meet both student interests and local business/industry needs.

Fifty-four Vocational skills "programs" from 33 community colleges were reviewed this fiscal year. While not all community colleges offer a wide variety of vocational skills training, institutions statewide reported the overall goal for offering vocational skills training was to increase the skill set for students in the area they are looking to improve, whether it be for existing employment or to gain employment. Areas of continued local interest include range from computer applications training, to state/federal certification/licensure maintenance to OSHA training. Short-term training programs designed to get workers back into the labor force quickly have proven successful for most colleges. Although the types of training offered generally varies with the regional economy, several colleges indicated plans to grow their number of local business partners and increase the

types of training provided within the district. Overall, colleges acknowledged a large untapped market of potential customized training opportunities in a variety of occupational areas for their vocational offerings.

Colleges continue to provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transferring to another college or university, and students who need to sharpen their basic skills. Program review submissions this fiscal year also illustrate that the colleges are committed to continuous improvement of not only their instructional programs, but also their student and academic support programs and services. **One hundred twenty-three *Student and Academic Support Services programs*** were reviewed in fiscal year 2010. College submissions centered around two main areas: Financial Aid and Student Success. Colleges identified numerous state-level issues challenging student and academic support services. Those issues included the continued need to increase staffing, update or expand facilities, and secure additional funding.

Finally, program review, as an accountability tool, has always been useful in illustrating the changing menu of community college program offerings while also providing evidence of stability in program quality and effectiveness from review cycle to review cycle. Review of *Academic programs, Career and Technical programs, Cross-Disciplinary programs (Vocational Skills), as well as Student and Academic Support Services programs* provides our institutions with the opportunity to evaluate their broad-level successes and challenges. Reporting their findings back to ICCB enables each institution to summarize their assessments and share their ideas and/or concerns for each of the program areas. Providing a *Statewide Summary Report* offers the system a look at the past fiscal year's program evaluation and assists colleges in sharing their program successes. Through this year's submissions and the *Statewide Summary Report*, it is obvious that community colleges across our state have again proven their willingness to revise existing programs, eliminate programs that are no longer needed, and develop new programs that meet the emerging needs of industry in order to remain the most cost-effective and innovative provider of educational programs and services to their districts.

Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2010				
College	# of CTE/Programs reviewed	# of Academic Disciplines Reviewed	#Cross Disciplinary Voc Skills Programs	# Student Support Services
Black Hawk	12	6	2	1
Chicago				
Daley	13	0	0	0
Kennedy-King	4	1	0	2
Malcolm X	2	9	0	0
Olive-Harvey	2	1	0	0
Truman	0	0	0	0
Washington	4	0	0	0
Wright	9	1	1	1
Danville	12	1	1	1
DuPage	27	12	1	1
Elgin	8	7	3	1
Harper	18	6	1	2
Heartland	6	7	1	4
Highland	5	2	2	1
IL Central	20	1	1	1
Illinois Eastern				
Frontier	3	1	1	6
Lincoln Trail	7	1	1	6
Olney	6	1	1	6
Wabash	9	1	1	6
IL Valley	9	1	1	1
Joliet	24	1	1	2
Kankakee	5	1	1	1
Kaskaskia	11	1	0	4
Kishwaukee	20	6	0	1
Lake County	17	5	1	0
Lake Land	19	1	1	2
Lewis & Clark	4	1	1	1

Illinois Community College Board Table A-1 LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES DURING FISCAL YEAR 2010				
College	# of CTE/Programs reviewed	# of Academic Disciplines Reviewed	#Cross Disciplinary Voc Skills Programs	# Student Support Services
Lincoln Land	10	10	1	4
Logan	8	5	6	14
McHenry	4	2	2	15
Moraine Valley	8	2	2	5
Morton	3	2	1	4
Oakton	12	6	1	1
Parkland	21	1	1	1
Prairie State	3	6	1	7
Rend Lake	13	2	3	0
Richland	7	1	0	0
Rock Valley	9	7	2	1
Sandburg	7	1	0	1
Sauk Valley	8	3	2	0
Shawnee	13	1	2	1
South Suburban	13	1	1	1
Southeastern	11	5	1	1
Southwestern	18	6	2	3
Spoon River	5	5	0	1
Triton	16	5	1	3
Waubonsee	4	5	1	6
Wood	18	3	1	3
TOTALS	487	154	54	123

Illinois Community College Board Table A-2 SUMMARY OF FISCAL YEAR 2010 REVIEWS OF OCCUPATIONAL PROGRAMS BY COLLEGE					
College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
Black Hawk	12	12	0	0	0
Chicago					
Daley	13	4	3	6	
Kennedy-King	4	4	0	0	0
Malcolm X	2	2	0	0	0
Olive-Harvey	2	2	0	0	0
Truman	0	0	0	0	0
Washington	4	4	0	0	0
Wright	9	8	1	0	0
Danville	12	12	0	0	0
DuPage	27	27	0	0	0
Elgin	8	6	0	2	0
Harper	18	18	0	0	0
Heartland	6	6	0	0	0
Highland	5	4	0	0	1
Illinois Central	20	20	0	0	0
Illinois Eastern					
Frontier	3	2	0	1	0
Lincoln Trail	7	4	0	3	0
Olney	6	4	0	2	0
Wabash Valley	9	9	0	0	0
Illinois Valley	9	6	0	0	3
Joliet	24	24	0	0	0
Kankakee	5	3	0	0	2
Kaskaskia	11	11	0	0	0
Kishwaukee	20	20	0	0	0
Lake County	17	17	0	0	0
Lake Land	19	12	6	0	1
Lewis & Clark	4	4	0	0	0
Lincoln Land	10	8	2	0	0
Logan	8	8	0	0	0

Illinois Community College Board Table A-2 SUMMARY OF FISCAL YEAR 2010 REVIEWS OF OCCUPATIONAL PROGRAMS BY COLLEGE					
College	Number of Programs Reviewed	(1) Number Continued with Minor Improvements	(2) Number Significantly Modified	(3) Number Identified for Elimination	(4) Number Identified for Further Review
McHenry	4	3	1	0	0
Moraine Valley	8	8	0	0	0
Morton	3	3	0	0	0
Oakton	12	12	0	0	0
Parkland	21	21	0	0	0
Prairie State	3	3	0	0	0
Rend Lake	13	13	0	0	0
Richland	7	7	0	0	0
Rock Valley	9	5	4	0	0
Sandburg	7	6	0	1	0
Sauk Valley	8	8	0	0	0
Shawnee	13	6	0	6	1
South Suburban	13	7	0	5	1
Southeastern	11	10	0	1	0
Southwestern	18	13	0	5	0
Spoon River	5	3	0	2	0
Triton	16	10	1	5	0
Waubonsee	4	4	0	0	0
Wood	18	11	2	4	1
TOTALS	487	414	20	43	10

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2010		
District/College	Program Title	CIP
Elgin	Hospitality-Hotel Management AAS degree	52.0904
Elgin	Hospitality-Hotel Management Certificate	52.0904
Frontier	Welding Certificate	48.0508
Lincoln Trail	Construction Occupations Certificate	46.0000
Lincoln Trail	Horticulture Technology Certificate	01.0601
Lincoln Trail	Horticulture Technology AAS degree	01.0601
Carl Sandburg	Renewable Energy Technology AAS degree	15.0503
Shawnee	Hotel/Motel Management AAS degree	52.0904
Shawnee	Basic Aquaculture Certificate	01.0303
Shawnee	Applied Viticulture Certificate	01.0304
Shawnee	Enology Assistant Certificate	01.0304
Shawnee	Basic Horticulture Certificate	01.0601
Shawnee	Hospitality/Food Management AAS degree	52.0905
South Suburban	Equine Operations Certificate	01.0507
South Suburban	Marketing Management Certificate	52.1804
South Suburban	Marketing Mgt/Fashion Merchandising AAS degree	521902
South Suburban	Marketing Mgt/Fashion Merchandising Certificate	521902
South Suburban	Fashion Merchandising Certificate	521902
Southeastern IL	Forestry Technology AAS degree	03.0401
Southwestern IL	Communications Electronics Certificate	47.0103
Southwestern IL	Management AAS degree	52.0201
Southwestern IL	Avionics Certificate	47.0609
Southwestern IL	Network Professional Certification Certificate	11.0901
Southwestern IL	Process Operations Technology Certificate	41.0301
Spoon River	Horticulture Certificate	01.0601
Spoon River	Construction Occupations Certificate	15.1001
Triton	Fashion/Retail Certificate	52.1902
Triton	Sport Marketing Certificate	52.1999
Triton	Marketing Management AAS degree	52.1804
Triton	Marketing/Sales AAS degree	52.1804

Illinois Community College Board Table A-3 OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW IN FISCAL YEAR 2010		
District/College	Program Title	CIP
Triton	Ornamental Hort: Floral Design/Greenhouse Mgt AAS degree	01.0601
John Wood	Agriculture Supply & Service Certificate	01.0102
John Wood	Swine Management AAS degree	01.0302
John Wood	Sales Certificate	52.1804

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE SYSTEM
AFRICAN AMERICAN EMPLOYMENT PLAN SURVEY REPORT
FOR FISCAL YEAR 2010
AND
ILLINOIS COMMUNITY COLLEGE SYSTEM
HISPANIC EMPLOYMENT PLAN/BILINGUAL NEEDS REPORT
FOR FISCAL YEAR 2010**

As another step in the Illinois' efforts to promote diversity and advance an inclusive learning environment, two new system reports have been added to the Illinois Community College Board's website which summarize initiatives and activities undertaken by the colleges during fiscal year 2010 (July 1, 2009 through June 30, 2010): African American Employment Plan Survey Report and Hispanic Employment Plan/Bilingual Needs Survey Report.

The Illinois Community College System African American Employment Plan Survey Report for Fiscal Year 2010 is available on the Illinois Community College Board (ICCB) website <http://www.iccb.org/reports.access.html>. This report contains a compilation of responses from Illinois' public community colleges to the African American Employment Plan Survey (SB 3531/P.A. 96-1341 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1341&GA=96>). The legislation requests that each community college provide an annual assessment of activities and progress in implementing strategies to hire and promote African Americans. The aim of the legislation is to improve the delivery of services to African American students and all other community college students by increasing the number of African American employees in supervisory, technical, professional, and managerial positions.

Similar reporting requirements are addressed in the Illinois Community College System Hispanic Employment Plan/Bilingual Needs Survey Report for Fiscal Year 2010 which is also available on the ICCB website in the same section <http://www.iccb.org/reports.access.html>. The report summarizes responses from Illinois' public community colleges to the Hispanic Employment Plan Survey and the Bilingual Needs Survey (SB 387/P.A. 96-1286 <http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=096-1286&GA=96>).

These reports are also required by legislation which asks that each community college provide an annual assessment of activities and progress implementing strategies to hire and promote Hispanic and bilingual persons at supervisory, technical, professional, and managerial levels. An assessment of bilingual needs is also requested.

Both reports begin by providing demographic information about the state of Illinois and annual community college credit program enrollments, completions, and staffing. Individual college responses to standardized surveys addressing components of the legislation are provided. These surveys were adapted from forms developed by the State of Illinois' Department of Central Management Services. To provide continuity across higher education reporting, the same forms community colleges completed were used to gather information from public universities by the Illinois Board of Higher Education.

Agenda Item #12.5

March 18, 2011

This is the initial year that community colleges and public universities have been required to respond to these pieces of legislation. Many state agencies, including ICCB, have been reporting under both Acts since 1983.

A commitment to creating and promoting a diverse learning environment and community is common to all community colleges across the system. College officials recognize that a diverse faculty, staff, and student body enriches and improves the teaching and learning environment for everyone. These new reporting requirements allow colleges to provide additional information about their efforts to hire and promote individuals who are Hispanic or African American. The reports compliment activities and initiatives that are described in the annual Underrepresented Groups Report, which addresses legislative reporting requirements under Public Act 85-283 (<http://www.ilga.gov/previousga.asp?GA=85>). Underrepresented Groups Reporting aims to increase participation and achievement among individuals with disabilities, women, and minorities. Recent editions of the Underrepresented Groups Reports are also available on the ICCB website <http://www.iccb.org/reports.access.html>