



430 MEETING

AGENDA AND MATERIAL

***Wyndham Springfield City Centre
Prairie Room
700 E Adams Street
Springfield, IL 62701***

June 1, 2018

Agenda
430th Meeting of the
Illinois Community College Board

Wyndham Springfield City Centre
Prairie Room
700 East Adams Street
Springfield, IL

June 1, 2018

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6.2	Mr. Guy Alongi, Former Chair, Illinois Community College Board	
6.3	Mr. Jim Endress, President, Illinois Community College Trustees Association	—
6.4	Dr. John Avendano, President, Illinois Council of Community College Presidents	—
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17.1 Employment/Appointment Matters		—
18. Adjournment		—

Agenda Item #4
June 1, 2018

Illinois Community College Board

NOMINATION OF VICE CHAIR

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

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

Over the last year, the Illinois Community College Board staff has provided an update on the progress within a particular goal at each board meeting. An update and review of the progress on all of the board goals occurs annually during the June Board meeting.

- **GOAL 1:** Smooth the transition for all students into and through Postsecondary Education.
- **GOAL2:** Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, and closing the skills gap through talent pipeline management.
- **GOAL 3:** Engage with all stakeholders to align board policies to improve student outcomes and increased access to public information on system effectiveness.

A detailed explanation of the goal accomplishments, including the Strategic Plan for Adult Education that is inclusive of all three goals, significant progress in remedial reform, and the adoption of Administrative Rules to ease student transitions and improve student outcomes, will be presented.

Agenda Item #7.1

June 1, 2018

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Transitional Math Competencies (Information Item)

- Placement Policy

- State Authorization of Distance Education

- Career Outcomes Tool

- Adult Education Strategic Plan Action Steps (Consent Agenda)

- High School Equivalency Transcript Review Fee (BOARD ACTION ITEM)

- New Units

- Other Business

Illinois Community College Board

HIGH SCHOOL EQUIVALENCY TRANSCRIPT REVIEW FEE

In January 2017, the Illinois Community College Board (ICCB) approved the High School Equivalency (HSE) Alternative Methods of Credentialing (AMC) recommendations from the AMC Taskforce. The ICCB approved the awarding of a High School Equivalency Certification for the following alternative methods:

- High School Equivalency Certificate Based on High School or HSE Credit
- High School Equivalency Certificate Based on Post-Secondary or HSE Credit
- High School Equivalency Certificate Based on Foreign Diploma or HSE Credit

Individuals are eligible to apply for a transcript review and evaluation given they meet the following requirements:

- Candidates have met at *least 75 percent* (13.5 credit hours) of the minimum high school graduation requirements of 18 credits through previous high school education.
- Candidates applying to complete their high school equivalency through this method must meet the following age requirements:
 - Candidate must be at least 18.5 years of age *and* must be a third quarter senior (12th grade) in high school, *or*
 - Candidate must be at least 17 years of age* *and* their high school class must have already graduated.
 - Candidates cannot be currently enrolled, or required to be enrolled, in a high-school setting when applying for this option.
 - Candidates cannot apply for this option if they have already completed a high school diploma or high school equivalency.

In consultation with the Regional Superintendents of Schools, it is recommended that a transcript review and evaluation fee be assessed to those individuals that qualify under the provisions listed above. A Regional Office of Education can charge a fee of no more than \$20.00 for the evaluation of transcripts for any of the three alternative methods, as listed above. This fee will cover the costs associated with transcript evaluation under any of the three methods of credentialing. This fee does not include the cost of adult education/HSE preparation classes, postsecondary or high school courses; acquiring high school or postsecondary institution transcripts, translation service fees; and other fees associated with HSE testing including the issuance of a HSE Certificate or any HSE official or unofficial transcripts.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the establishment of a \$20.00 fee for transcript review and evaluation under the High School Equivalency Alternative Methods of Credentialing.

Agenda Item #7.2
June 1, 2018

Illinois Community College Board

FINANCE, OPERATIONS, & EXTERNAL AFFAIRS COMMITTEE

An oral report will be given during the Board meeting on the discussions that took place at the committee meeting. The discussion items are outlined below:

- Financial Statements: Fiscal Year 2018
INFORMATION ITEM: *Agenda Item #13.1*
 - a. State General Funds
 - b. Special State Funds
 - c. Federal Funds
 - d. Bond Financed Funds
- Timeliness of State Payments
- Fiscal Year 2019 Board Office Budget
 - a. Authorization for Interagency Contracts/Agreements
ACTION REQUIRED: *Agenda Item #12.2*
 - b. Authorization to Transfer Funds Among Line Items
ACTION REQUIRED: *Agenda Item #12.3*
 - c. Authorization for Contracts for Office Operations
ACTION REQUIRED: *Agenda Item #12.4*
- Fiscal Year 2019 Community College System Budget
INFORMATION ITEM: *Agenda Item #9.1*
- Spring 2018 Legislative Update
INFORMATION ITEM: *Agenda Item #9.1*

Agenda Item #9.1
June 1, 2018

Illinois Community College Board

SPRING LEGISLATIVE SESSION SUMMARY

The spring legislative session is scheduled to conclude on May 31. Matt Berry will provide a complete [legislative report](#) and [list of bills](#) at the Board meeting, which will reflect the most current legislative activity. Ellen Andres will summarize the [fiscal year 2019 budget](#).

Illinois Community College Board

NEW UNITS OF INSTRUCTION

Permanent Program Approval

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

Illinois Valley Community College

- Infant/Toddler Gateways Credential Level 3 Certificate (33 credit hours)

John Wood Community College

- Certified Medical Assistant Certificate (37 credit hours)

College of Lake County

- Automation, Robotics and Mechatronics A.A.S. degree (63 credit hours)
- Computer Information Technology A.A.S. degree (60 credit hours)

BACKGROUND

Illinois Valley Community College

Infant/Toddler Gateways Credential Level 3 Certificate (33 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment or advancement in the early childhood education field. Students will be qualified for employment at the Gateways Credentials Level 3 for Infant/Toddler care.

Catalog Description: This certificate is intended for students who are employed in the field and pursuing the ECE Gateways Credential Level 3 Certificate and A.A.S. degree in Early Childhood Education. The Infant/Toddler Credential Level 3 Certificate is obtained by completing the ECE Gateways Credential Level 3 Certificate and successful completion of I/T Level 2 course work.

Curricular Information: The curriculum requires three (3) credit hours of general education content in English Composition, and 30 credit hours of career and technical education coursework in introductory early childhood education, child growth and development, health safety and nutrition, child, family, school and community education, the exceptional learner, curriculum programming, mathematics for young children, foundations and trends in infant/toddler care, developmentally appropriate practices for infants, and a required work-based learning experience in infant/toddler early childhood education. Assessment of student learning will be achieved through observation of the student’s performance during the work-based learning component and through evaluation of a student portfolio containing artifacts of the students’ progress according to NAEYC standards and supportive skills. Graduates of the proposed Gateways Level 3 Certificate will have satisfied the Illinois Network of Child Care Resources and Referral Agencies (INCCRRA) Infant/Toddler Level 2 and 3 credentials.

Accrediting Information: The college’s existing programs in early childhood education are National Association for the Education of Young Children (NAEYC) accredited. The college is also a Gateways to Opportunities Entitled Institution.

Justification for Credit hours required: The proposed certificate must meet requirements for program accreditation and industry credentialing through course content that exceeds 30 credit hours, including a required general education course in communications for three (3) credit hours.

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), growth in the employment of “preschool and early childhood education teachers” is expected to increase by 13.9% statewide through the year 2024. Locally, there has been an interest in increasing the number of new and existing early childhood education personnel who hold these credentials, as the need for child care providers to attain a high Circle of Quality level through ExcelRate Illinois is associated with the number of staff holding Gateways Level 3 credentials.

Table 1: Employer Partners

Employer	Location
Head Start Program	Rock Falls, IL
Step-by-Step Child Care Center	Ottawa, IL
Ottawa Opportunity School	Ottawa, IL
DCFS Licensing Department	Ottawa, IL
Ottawa High School	Ottawa, IL
Streator Child Development Center	Streator, IL
The Kid’s Place	LaSalle, IL
Summit Early Learning Center	LaSalle, IL
SAL Child Care Connection	Peoria, IL

Agenda Item #10.1

June 1, 2018

Princeton High School	Princeton, IL
INCCRAA	Bloomington, IL
Illinois State University-School of Teaching & Learning	Normal, IL

Table 2: Projected Enrollments

I/T Gateways Level 3 Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	6	8	8
Part-Time Enrollments:	3	4	4
Completions:	4	5	5

Financial / Budgetary Information: The program will require one (1) existing full-time and four (4) existing part-time faculty the first year. Qualified faculty will hold at least a Master’s degree in Early Childhood Education, at least two years of related occupational experience and at least two years teaching experience. All facilities are adequately in place to support the program. Resources will be shared with existing programs and therefore no new costs are anticipated to implement the proposed certificate. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	\$0	\$0	\$0
Other Personnel costs	\$0	\$0	\$0
Equipment Costs	\$0	\$0	\$0
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other	\$0	\$0	\$0
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	4	1	4	1	4

John Wood Community College

Certified Medical Assistant Certificate (37 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment or advancement as a medical assistant. The program will prepare graduates for the credential of Certified Medical Assistant (CMA) through the American Association of Medical Assistants (AAMA).

Catalog Description: John Wood’s one-year Certified Medical Assistant program includes classroom, laboratory, and computer experience, as well as practicum in an ambulatory care clinic. This program may be taken on a part-time basis. After earning a Medical Assisting certificate, graduates are eligible to take the nationally-recognized Certified Medical Assistant exam. Most employers require certification within one year of graduation. The JWCC Certified Medical Assistant program prepares competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Curricular Information: The curriculum requires three (3) credit hours of general education content in Speech Communications and 34 credit hours of career and technical education coursework in medical terminology, basic human structure and function, medical insurance and coding, medical law and ethics, pharmacology for the medical office, introductory through advanced levels of clinical medical assisting, administrative medical office procedures, customer service and a required practical learning experience in ambulatory care. The program was developed according to Core Competencies for Medical Assistants according to the Medical Assisting Educational Review Board (MAERB). Graduates of the program will be prepared for optional credentialing through the American Association of Medical Assistants (AAMA) as Certified Medical Assistants (CMA). Assessment of student learning will be achieved through evaluation of the student’s obtainment of each of the MAERB Core Competencies and through evaluation of the student’s performance during the work-based learning experience by program faculty and worksite supervisor.

Accrediting Information: The college plans to seek program accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB) once the program has been in operation for one year and graduated a class of students.

Justification for Credit hours required: The proposed certificate must meet requirements for program accreditation and industry credentialing through course content that exceeds 30 credit hours, including a required general education course in communications for three (3) credit hours.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “medical assistants” is expected to increase by 12% statewide through the year 2024. Locally, employers support the program which focuses more on the clinical skills of medical assisting, rather than the college’s existing degree program in Medical Office which focuses on administrative assisting skills.

Table 1: Employer Partners

Employer	Location
Blessing Health System (Blessing Hospital & Physicians Services)	Quincy, IL
Illini Community Hospital Rural Health Clinic	Pittsfield, IL
Hannibal Regional Medical Group	Hannibal, MO
Quincy Medical Group	Quincy, IL

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SIU Medicine Quincy	Quincy, IL
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Table 2: Projected Enrollments

Certified Medical Assistant Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	15	15	15
Part-Time Enrollments:	5	5	5
Completions:	18	19	20

Financial / Budgetary Information: The program will require one (1) new full-time and two (2) new part-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in Medical Assisting, hold a current Certified Medical Assistant credential, one year of related occupational experience and one year teaching experience. All facilities are adequately in place to support the program. Funds for consumable supplies to stock the Skills Lab are budgeted for each of the first three years. The program will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$54,600	\$56,238	\$57,925
Administrator Costs	\$5,250	\$5,250	\$5,250
Other Personnel costs	\$0	\$0	\$0
Equipment Costs	\$0	\$0	\$0
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other (Skills Lab)	\$5,000	\$5,000	\$5,000
TOTAL NEW COSTS	\$64,850	\$66,488	\$68,175

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	2	0	0	0	0
Existing Faculty	0	0	1	2	1	2

College of Lake County

Automation, Robotics and Mechatronics Technology A.A.S. degree (63 credit hours)

Program Purpose: The proposed program is designed to prepare students as technologies in the automation, robotics and mechatronics field who will be able to function as skilled technicians who can work with systems, modules, and components in a complex robotic, automation, and mechatronics systems.

Catalog Description: The automation, robotics, and mechatronics field combines mechanics, electronics and computer technologies to create “smart” products that improve lives in countless ways. Mechatronics technicians help design, install, maintain and repair industrial equipment and a wide variety of appliances used in businesses and at home. These range from personal and industrial robots to artificial limbs, automatic teller machines (ATMs) and hybrid cars-just to name a few. A holder of an associate degree in Mechatronics can manage, investigate, repair and troubleshoot mechatronic and process control systems along with optimizing systems for efficiency and cost effectiveness. A mechatronics technician can work in workshops, design labs, production facilities, and in field service locations.

Curricular Information: The degree program requires 15 credit hours of general education coursework, and 48 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in introductory through advanced levels of high tech manufacturing, mechatronics graphics, robot design and construction, mechanical systems, electrical systems, automation, pneumatics and hydraulics, complete systems integration, manufacturing process design, programmable automation technology, reverse engineering of mechanical systems, advanced motor controls, automation pyramid, process control technologies, capstone courses in electrical systems, and pneumatics and hydraulics, and special topics in automation, robotics and mechatronics. Assessment of student learning will be achieved through evaluation of a comprehensive final exam and project. The college was also recently approved to offer a Robotics and Automation Introductory certificate, in addition to currently offering two related certificates in Mechatronics. The proposed degree will provide an educational ladder opportunity for graduates of the certificate programs.

Justification for Credit hours required for the degree: With the program meeting not only the industry advisory committee recommendations but the requirements to be Siemens Certified, the college exceeded 60 credit hours in order to make sure all technical competencies and general education requirements were met. There are no technical courses in this certificate that do not relate back to the certification requirements.

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to this field of study is expected to increase by between 2–6% statewide through 2024.

Table 1: Employer Partners

Employers	Location
Yasakawa America	Waukegan, IL
Wes-Tek Automation Systems	Buffalo Grove, IL
Amcore	Mundelein, IL
Grainger	Lake Forest, IL
West Rock	Libertyville, IL
R&D Automation	Lake Villa, IL
Felsomat	Schaumburg, IL
SEC Design	Libertyville, IL
Englewood Electric (WESCO)	Woodridge, IL
Siemens	Nuremburg, Germany

Packaging Machinery Manufacturers Institute	Philadelphia, PA
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Table 2: Projected Enrollments

Automation, Robotics, & Mechatronics AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	16	32	32
Part-Time Enrollments:	16	32	32
Completions:	14	32	56

Financial / Budgetary Information: Four (4) existing and four (4) new faculty will be necessary to implement the program. Preferred faculty qualifications are a Bachelor’s degree in Mechanical Engineering or a closely related field, five years related occupational experience and two years teaching experience. All facilities are adequately in place to support the program. The college has budgeted for equipment expenditures during the first two years of implementation. Funding from the National Science Foundation Advanced Technological Education (NSF-ATE) Grant will be used to cover equipment costs. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$51,000	\$53,000	\$56,000
Administrator Costs	\$2,000	\$2,800	\$3,200
Other Personnel Costs	\$0	\$0	\$0
Equipment Costs	\$125,000	\$175,000	\$0
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0
TOTAL NEW COSTS	\$198,000	\$230,000	\$59,200

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	3	0	0	0	0
Existing Faculty	1	3	2	6	2	6

College of Lake County

Computer Information Technology A.A.S. degree (60 credit hours)

Program Purpose: The purpose of the Computer Information Technology (CIT) degree is to provide students with the most up to date knowledge and skills necessary to obtain entry-level employment in one of three information technology (IT) fields: Computer Forensics, Network Administration and Security, and Web Programming.

Catalog Description: The Computer Information Technology degree is designed to provide knowledge and skills needed for employment in the field of computer technology. The degree provides three specialty options: Computer Forensics, Network Administration and Security, and Web Programming. All three specialty options share a common core of general education and introductory computer courses. Each specialty option has its own unique core of courses and electives.

Curricular Information: The degree program requires 15 credit hours of general education coursework, 15 credit hours of required CIT core coursework, 24 credit hours of required specialty coursework, and six (6) credit hours of specialty electives coursework. The CIT core component includes instruction in introductory computer technology, comprehensive databases and spreadsheets, Linux Operating System, introductory programming, and web page development. The three specialty options include computer forensics, network administration and security, and web programming. Related technical electives also focus on those areas.

The curriculum was developed according to standards that will prepare students for multiple industry credentials. Students will be eligible for credentials including: CompTIA A+ certification, CompTIA Linux certification, CompTIA Security+ certification, Microsoft Certified Solutions Association (MCSA) certification, MCSA includes: Server certification, and CISCO Certified Entry Networking Technician (CCENT) certification. Assessment of student learning will be achieved through evaluation of a comprehensive final exam and project. The college also currently offers multiple related short-term certificates and the proposed degree would allow for several educational ladder opportunities for graduates of those programs.

Justification for Credit hours required for the degree: N/A.

Accrediting Information: N/A.

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), overall growth in employment of occupations related to computer information technology is expected to increase by 15.4% statewide and by 16.6% locally through 2024.

Table 1: Employer Partners

Employers	Location
Abbott Laboratories	Chicago, IL
AmerisourceBergen	Chesterbrook, PA
Arthur J. Gallagher	Rolling Meadows, IL
Homeland Security Investigations/ICE	Washington, D.C.
Huron Consulting	Chicago, IL
Lab Computer Consulting	Zion, IL
LaSalle Solutions	Rosemont, IL
Winthrop Harbor Police Department	Winthrop Harbor, IL

Table 2: Projected Enrollments

Computer Information			
Technology AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	15	25	35
Part-Time Enrollments:	30	40	50
Completions:	5	25	50

Financial / Budgetary Information: Three (3) existing full-time and 18 existing part-time faculty, and two (2) new part-time faculty will be necessary to implement the program. Preferred faculty qualifications are a Bachelor’s degree in Computer Science, IT or closely related field, one to three years related occupational experience and one year teaching experience. Because the college is combining/eliminating existing programs to offer the proposed degree, all facilities and equipment are adequately in place to support the program. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	\$0	\$0	\$0
Other Personnel Costs	\$0	\$0	\$0
Equipment Costs	\$0	\$0	\$0
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0
TOTAL NEW COSTS	\$0	\$0	\$0

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>	<u>Full-Time</u>	<u>Part-time</u>
New Faculty	0	2	0	0	0	0
Existing Faculty	3	18	3	20	3	20

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 Executive Director since the last Board meeting:

Permanent Program Approval

College of Lake County

- Robotics and Automation Introductory Certificate (15 credit hours)

Harper College

- Personal Training Certificate (27 credit hours)

Illinois Valley Community College

- Infant/Toddler Gateways Credential Level 2 Certificate (21 credit hours)

Lake Land College

- IT-LaunchCode Certificate (16 credit hours)
- Medical Assisting Bridge Certificate (20 credit hours)

Harry S. Truman College

- English as a Second Language Certificate (18 credit hours)
- Bilingual Educator Endorsement Certificate (18 credit hours)

Waubonsee Community College

- Operating Room Patient Care Technician Certificate (12 credit hours)

Temporary Program Approval

Triton College

- Engineering Technology – Electrical Certificate (16 credit hours)
- Engineering Technology – Welding Certificate (16 credit hours)

Illinois Community College Board

NEW UNITS OF INSTRUCTION

Permanent Program Approval

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

Illinois Eastern Community Colleges: Olney Central College

- Health Information Technology A.A.S. degree (60 credit hours)

BACKGROUND

Olney Central College

Health Information Technology A.A.S. degree (60 credit hours)

Program Purpose: The proposed program is designed to prepare students for entry-level employment in the field of medical technology in a variety of healthcare settings. Health Information Technologists are responsible for compiling, processing, and maintaining medical records of hospital, clinic and physician's office's patients in a manner consistent with the requirements of the healthcare industry.

Catalog Description: Completing the Health Information Technology program at Olney Central College shows employers you have a well-rounded education in this field. Students will learn to ensure the quality of medical records. Training will include using computer applications to assemble and analyze patient data. Students will work to provide information to make good decisions in improving patient care and controlling costs. Students will learn to code diagnoses and procedures in patient records for reimbursement and research purposes. The program will allow students to find employment or to continue their education with a Bachelor's degree in the field. Graduates will be employable in hospitals and other healthcare settings including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies.

Curricular Information: The Health Information Technology (HIT) curriculum consists of 15 credit hours of general education coursework, and 45 credit hours of career and technical education coursework. The career and technical coursework includes instruction in medical terminology, introductory health information, electronic medical records management, introductory through advanced levels of medical insurance and coding, medical reimbursement and review cycle, data management and information governance, healthcare leadership and management, legal aspects of health information, topics in health information, an HIT capstone course, certification preparation, and a required work-based learning in health information professional practice. The curriculum was developed according to standards for accreditation and industry credentialing. Graduates of the program will be prepared for optional industry certification through the American Health Information Management Association (AHIMA) as a Registered Health Information Technologist (RHIT). Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning component and through a practice certification exam.

The college currently offers a related Medical Coding Certificate. The first year of the certificate program is the first year of the proposed degree program and therefore the degree will provide an educational ladder opportunity for certificate students and graduates. The college also indicates the curriculum was developed with plans for articulation at the baccalaureate level with Illinois State University in Health Information Management, Indiana University in Health Information Management, DeVry University in Health Information Management, and Southern Illinois University in Health Care Management.

Justification for Credit hours required for the degree: N/A.

Accrediting Information: The college is currently in the process of acquiring program accreditation through the Commission on Accreditation for Health Informatics & Information Management (CAHIIM).

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), overall growth in employment of "medical records/health information technologists" is expected to increase by 9.7% statewide through 2024. The college currently offers an A.A.S. degree in Health Informatics which does not lead towards industry credentialing. The Program Advisory Committee recommended the proposed degree be designed to lead towards RHIT certification, which is a preferred credential among local employers in the college's district.

Table 1: Employer Partners

Employers	Location
Carle Richland Memorial Hospital	Olney, IL
Clay County Hospital	Flora, IL
Lawrence County Memorial Hospital	Lawrenceville, IL
Crawford Memorial Hospital	Robinson, IL
Fairfield Memorial Hospital	Fairfield, IL
Good Samaritan Hospital	Vincennes, IL
Sarah Bush Lincoln Hospital	Mattoon, IL
HSHS St. Anthony Hospital	Effingham, IL

Table 2: Projected Enrollments

Health Information	First Year	Second Year	Third Year
Technology AAS			
Full-Time Enrollments:	8	12	17
Part-Time Enrollments:	3	5	10
Completions:	-	12	17

Financial / Budgetary Information: Two (2) existing full-time and three (3) existing part-time faculty will be necessary to implement the program. Preferred faculty qualifications are a Master’s degree in Health Information Technology or Management, or a closely related health field, two years related occupational experience and two years teaching experience. All facilities are adequately in place to support the program. The college has budgeted for additional faculty costs and laboratory fees during the first three years of implementation. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$0	\$0
Administrator Costs	\$1,000	\$1,000	\$1,000
Other Personnel Costs	\$0	\$0	\$0
Equipment Costs	\$0	\$0	\$0
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other (Virtual Lab Fees)	\$1,100	\$1,700	\$2,700
TOTAL NEW COSTS	\$2,100	\$2,700	\$3,700

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	-	-	-	-	-	-
Existing Faculty	2	3	2	3	2	3

Illinois Community College Board

NEW UNITS OF INSTRUCTION

Permanent Program Approval

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

Lake Land College

- Production Technician A.A.S. degree (60 credit hours)
- Plastics Manufacturing A.A.S. degree (60 credit hours)
- Plastics Manufacturing Technician Certificate (30 credit hours)

BACKGROUND

Lake Land College

Production Technology A.A.S. degree (60 credit hours)

Program Purpose: The A.A.S. degree will prepare individuals for entry-level employment and advancement opportunities in the field of industrial production and maintenance.

Catalog Description: This program is designed to give the students a wide background in the basic mechanical and electrical skills applicable to several types of manufacturing. These skills include hydraulics, pneumatics, CAD, AC/DC circuits, industrial controls, motors and PLCs.

Curricular Information: The curriculum consists of 16 credit hours of general education coursework, and 34.5 credit hours of required career and technical education coursework, and 9.5 credit hours of related technical electives. The career and technical component includes instruction in fluid power, AC and DC circuits, relay and control circuits, machining procedures, introductory and intermediate programmable logic controllers, industrial robotics, motors and generators, mechanical drive systems, human machine interface, trouble shooting and preventative maintenance, and a required work-based learning experience in industrial production and maintenance. Students who complete the industrial safety course will receive their OSHA 10-hour certification through the U.S. Department of Labor-Occupational Health & Safety Administration. Assessment of student learning will be achieved through evaluation of the student’s performance during the work-based learning component by program faculty and worksite supervisor.

Accrediting Information: N/A.

Justification for Credit hours required: N/A.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a program in this field of study. According to the Illinois Department of Employment Security (IDES), growth in the employment of “Industrial Machinery Mechanics” is expected to increase by 22% statewide through the year 2024.

Table 1: Employer Partners

Employer	Location
North American Lighting	Paris, IL
Pretium Packaging	Paris, IL
GSI, Inc.	Paris, IL
Stevens Industries	Teutopolis, IL
LSC Communications	Mattoon, IL
CHI	Arcola, IL
Libman Products	Arcola, IL
PlastiPak	Champaign, IL

Table 2: Projected Enrollments

Production Technician AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	4	5	5
Completions:	8	10	12

Financial / Budgetary Information: The program will require one existing full-time faculty and one (1) new part-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in Industrial Maintenance or a Manufacturing Science/Technology, with two years of work experience and one year teaching experience. All facilities are adequately in place to support the program.

Agenda Item #10.3

June 1, 2018

Primary costs are associated with new faculty and the purchase of consumable supplies for the program. Some new equipment will be purchased during the second and third years of program operation. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$5,800	\$11,600	\$11,600
Administrator Costs	\$0	\$0	\$0
Other Personnel costs	\$0	\$0	\$0
Equipment Costs	\$0	\$2,000	\$2,000
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other (consumable supplies)	\$3,500	\$5,000	\$5,000
TOTAL NEW COSTS	\$9,300	\$18,600	\$18,600

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	0	1	0	0
Existing Faculty	1	0	1	1	1	2

Lake Land College

**Plastics Manufacturing A.A.S. degree (60 credit hours)
Plastics Manufacturing Technician Certificate (30 credit hours)**

Program Purpose: The A.A.S. degree will prepare individuals for entry-level employment and advancement opportunities as plastics technicians for manufacturers using a variety of manufacturing processes and equipment.

The Advanced Certificate program will prepare individuals for entry-level employment with manufacturers who utilize injection molding or plastics extrusion processes.

Catalog Description: The A.A.S. degree program is designed to give the students a wide background in the materials and processes used in plastics manufacturing as well as the skills necessary to setup, operate, and maintain the machines used in the manufacturing process. These skills and knowledge include extrusion, injection molding and thermoforming as well as touching on quality control issues in manufacturing.

The Certificate program will provide the student will entry-level skills in the plastics manufacturing process of injection molding and extrusion. This would qualify students for entry-level positions with manufacturers using one or both of these processes.

Curricular Information: The A.A.S. degree curriculum consists of 16 credit hours of general education coursework, and 44 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to plastics, advanced manufacturing maintenance, electronics, injection molding, extrusion forming, inspection and quality control, industrial control, thermoforming, blow molding, plastics manufacturing, programmable logic controllers, technical mechanisms and related technical electives. Assessment of student learning in both programs will be achieved through evaluation of a comprehensive final lab project.

The Certificate program includes a subset of the A.A.S. degree content and will apply towards the completion of the degree curriculum.

Accrediting Information: N/A.

Justification for Credit hours required: N/A.

Supporting Labor Market Data (including employer partners): According to the Illinois Department of Employment Security (IDES), growth in the employment of manufacturing-related technicians is expected to increase by 22% statewide through the year 2024. Local employers indicate strong support for this type of training.

Table 1: Employer Partners

Employer	Location
The Libman Company	Arcola, IL
Flex-N-Gate Plastics	Danville, IL

Table 2: Projected Enrollments

Plastics Manufacturing AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	4	5	5
Completions:	-	8	10

Agenda Item #10.3

June 1, 2018

Plastics Manufacturing Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	4	5	5
Completions:	8	10	12

Financial / Budgetary Information: The programs will require one (1) existing full-time and one (1) new part-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in Plastics Technology or a closely related field, at least two years of related occupational experience, and some teaching experience is preferred. All facilities are adequately in place to support the program. Some new equipment and consumable materials will be purchased over the first three years of program implementation. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$5,800	\$11,600	\$11,600
Administrator Costs	\$0	\$0	\$0
Other Personnel costs	\$0	\$0	\$0
Equipment Costs	\$100,000	\$15,000	\$5,000
Library/LRC Costs	\$0	\$0	\$0
Facility Costs*	\$0	\$0	\$0
Other (Consumable Supplies)	\$3,500	\$5,000	\$5,000
TOTAL NEW COSTS	\$109,300	\$33,600	\$23,600

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-Time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	1	0	1	0	0
Existing Faculty	1	0	1	1	1	2

UNAPPROVED

Minutes of the 429th
Meeting of the
Illinois Community College Board
Joliet Junior College
Room A 3104
1215 Houbolt Road
Joliet, IL

March 16, 2018

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the March 16, 2018 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:01 a.m. and asked Ann Knoedler to call roll. The following Board members were present at this time: Jim Ayers, Terry Bruce, Suzanne Morris, Nick Kachiroubas, Teresa Garate, Doug Mraz and student Board member Oscar Sanchez. A quorum was declared. Ann Kalayil was added to the roll call at 9:33 a.m. Board members Guy Alongi, John Bambanek, and Dustin Heurman were absent.

Item #2 – Announcements and Remarks by Dr. Laz Lopez, Board Chair

Chair Lopez welcomed our newest member of the Board, student trustee Oscar Sanchez. Oscar attends Harold Washington College and is involved with student government and with OLAS (Organization of Latin American Students). Oscar will be a wonderful addition to the Board and look forward to his contributions.

Chair Lopez commented on the amount of interest currently being devoted to reforming Higher Education in Illinois. As the economy has improved and the job market tightened, enrollment declines at both 2-year and 4-year institutions are a concern, not to mention, a majority of graduating high school students are now choosing to cross the borders to attend higher education. To make matters worse, out of state institutions are recruiting Illinois students by partnering with in-state high schools to deliver dual-credit.

The solutions offered in the public domain to these long developing challenges vary. As these are considered, Chair Lopez suggested that Illinois must ultimately address not just what the challenges are today, but anticipate what they will be tomorrow.

Chair Lopez stated that he believes what is perceived education to look like, from K12 to higher education, will change exponentially in the course of the next 5-10 years, not only in Illinois but across the country. Chair Lopez outlined a few reasons:

- Proliferation of technology with access to some of our most elite educational institutions for free anywhere in the world

- The continual questioning and devaluing in the public sphere of the return of investment on a college education
- The challenge of sustainable funding with an ever increasing cost structure
- The over-dependence on property taxes and the pressures from a cap on federal deductions
- The necessity to increase tuition or fees at 2 and 4 year institutions while aid to offset costs has decreased.

Chair Lopez also shared a few approaches that institutions in other states have adopted that may contribute to the local dialogues:

Trident Technical College in Charleston, SC is home to close to 200 high school apprentices across a dozen or more fields. Students begin 2-year apprentices during their junior and senior year of high school. Upon completion, they graduate with a DOL Credential from the employer, 2 years of paid work experience, and early college credit on their campus all while earning a high school diploma. In one program, the college developed a one year ASE (automotive) credential program where students are on campus five days a week--all day, a model that can be replicated in HVAC, Health Care, and other technical areas for high school seniors across our state.

Columbus State Community College in Ohio and the Reynoldsburg Center, co-located with Reynoldsburg High School, includes classrooms, technical spaces and a Health Sciences lab. Students can complete their general education requirements, take health careers courses such as Nurse's Aide, and get advising help. The center is located within a wing of the high school. Both the community and the high school students would attend these classes together, removing barriers while easing the high school the college transition.

When discussions take place about enrollment, the impact of persistence and completion must be considered. There was a four-year institution Chair Lopez came across that had experienced significant improvement in this area:

Grand Canyon University in Arizona is a small private school that was in jeopardy of closing less than 10 years ago even though, in the area, they were highly regarded as a leading program in preparing professionals in health care and education. Since then, they have grown from 900 to 19,000 students on campus. During this time, they kept tuition flat and reduced time to graduation. About 70 percent of its 19,000 students graduate in 3.5 years or less. When asked what President Mueller attributed to that success, he stated that every staff member on campus owns the success of their students. Faculty have an early warning system that triggers an immediate cadre of individuals and systemically embedded interventions, 24 hour access to student support, not only on campus but in the dorms, and data that pinpoint in advance which courses students are most likely to struggle in and when, so they can intervene in advance and prevent it.

It's also been noticed in states across the country that some students are just ready for a more rigorous course experience sooner than others. Chair Lopez spoke with the coordinator of Florida Atlantic University High School, a public dual enrollment high school on the campus of Florida Atlantic University. The coordinator shared that close to 500 high school students attend annually on the campus beginning in 10th grade. A typical graduate earns three years of college credit along with a high school diploma and many even earn a bachelor's degree. While there are many efforts in Illinois to deliver a middle college experience to a small cohort of students, the scale in this program seemed unique.

Chair Lopez stated he wanted to share these programs because it is clear that the landscape of education from cradle to career is in a state of focused change throughout the country. Many states are attempting to redefine traditional boundaries between middle school, high school, and college.

Teresa Garate thanked chair Lopez for this very important work and information he compiled.

Item #2.1a - Attendance by Means Other Than Physical Presence

Board member John Bambenek did not call in to the Board meeting.

Item #3 - Welcoming Remarks from Dr. Judy Mitchell, President of Joliet Junior College (JJC)

Dr. Judy Mitchell thanked the Board for conducting their meeting at the college. Dr. Mitchell stated JJC covers seven counties with the main campus in Joliet and four additional campus centers. Over the past eight to ten years, the college has opened a few new buildings, which include, the campus center which was opened six years ago, the recreational center was recently opened, the event center just opened in the fall, which houses all the athletic programs and hosts events for the community, the Romeoville campus has doubled in size with the groundbreaking being held in the fall, and the city center campus has just opened. Dr. Mitchell also briefly mentioned a few highlights of the college, which include, the JJC Strategic Plan, meetings set up with mayors in surrounding counties to discuss the expansion of the college's different programs, and plans to open an adult re-entry center.

Dr. Mitchell then introduced Dr. Yolanda Farmer who will be giving a presentation on the Highlights of Joliet Junior College's Strategic Enrollment Management.

Item #3.1 - Highlights of Joliet Junior College's Strategic Enrollment Management

Dr. Yolanda Farmer, Vice President for Student Development at Joliet Junior College, presented on Strategic Enrollment Management Planning, speaking in length about the following topics: Strategic Enrollment Management (SEM) planning process, institutional successes and opportunities, best practices, and SEM planning lessons learned.

Item #4 - Board Member Comments

The Board thanked Joliet Junior College for hosting and welcomed new student Board member Oscar Sanchez.

Item #4.1 – Illinois Board of Higher Education

John Bambenek was not present to give a report.

Item #4.2 – Public Agenda Report

Teresa Garate suggested the ICCB vote on endorsing the Public Agenda report at the next Board meeting in order for the staff and Board members to have plenty of time to review it.

Item #5 - Executive Director Report

Dr. Karen Anderson began by welcoming new student Board member, Oscar Sanchez. Dr. Anderson also thanked Joliet Junior College for hosting the meeting. The ICCB has already had both appropriation hearings. It was interesting that the Senate appropriation hearing, which was relatively brief, focused mostly on fiscal issues. Ellen Andres explained credit hour grants and how the category amounts did not reflect the amount received. It seemed the Senate members were quite stunned at the information. During the House appropriation, however, the majority of the questions were programmatic, about dual credit, remediation, and partnerships with high school districts.

Last week, the ICCB submitted a project proposal for consideration at the Governor's Cabinet on Children and Youth, "College & Career Readiness through Transitional Math and Alternative High School Equivalency Credentials." The proposal was accepted. This cross-agency project builds upon a lot of the great work that the Board Chair has done with ISBE around college readiness and will help with the ICCB's efforts to reduce remediation, award more HSE credentials, and achieve the state's 60x25 goal.

Lastly, Dr. Anderson stated the Senate adopted a resolution making March 18-24 Dual Credit Week in Illinois to raise awareness of the importance of these programs.

Item #6 - Committee Reports

Item #6.1 - Academic, Workforce, and Student Support

Suzanne Morris stated the committee met on Friday, March 15th at 8:00 a.m. The following items were discussed:

➤ **CAREER Agreement**

- The ICCB took over the administration of the CAREER agreement in late 2016.
- This agreement maximizes CTE options for students by allowing them to attend programs in neighboring districts if the home district does not have the program desired by the student.
- By the end of the spring semester of 2017, all 39 community college districts had signed on to the agreement.
- Four Major components of the agreement include:
 - Students are able to apply/participate in a **program** that is **not available** in their home district.
 - Students will pay in-district tuition regardless of what institution they enroll.
 - Marketing of programs into another college district requires the permission of that district.
 - Chargebacks are not valid under the terms of this Agreement
- Two issues remain points of discussion within the agreement.
 - Marketing & Recruitment
 - Consistent Implementation.
- At this point, the ICCB staff is working to examine these two outstanding issues and is drafting some additional language related to these that then could be inserted into the agreement.
- More information will be brought forward to the next committee meeting.

➤ **Proposed Placement Policies**

- At the January Joint Meeting of the College Presidents, the CAOs and the CSSSOs, the Presidents were presented with a placement framework that relied on a multiple measures approach to college placement.
- This framework was put together by a group of CAOs, at the request of the ICCB staff.

- This framework was developed in response to and anticipation of other conversations going on around the state that are focused on college and career readiness, including through the ESSA (K-12) law, the WIOA law, and through the P-20 Council.
- This framework was voted on and adopted by the CAOs and the CSSSOs, but since then some dissention has surfaced and staff are working through those issues with the two groups now.
- The goal is to have this set of recommendations voted on at the April meeting of the Community College Presidents.
- The framework is initially only a recommendation. Implementation of the framework is likely to be a long process that should culminate in system-wide changes to placement practices.

➤ **State Authorization for Distance Learning**

• **State Authorization Changes**

- Rule changes for state authorization through the U.S. Department of Education go into effect July 1, 2018. The rules clarify the expectations of institutions. Institutions have the responsibility to provide appropriate consumer information to distance education students from other states. The rules require institutions to make specific public and individual disclosures regarding:
 - States they are authorized in determine
 - The process for submitting consumer complaints in those states
 - Any adverse actions against the college by regulatory bodies
 - Whether programs leading to professional licensure meet requirements in the distance education students' state of residence.

➤ **Update on Strategic Plan- Action Subcommittee**

- The Adult Education Strategic Plan, developed by a task force of stakeholders, was submitted to the Governor and General Assembly on January 31, 2018. The final plan is included in the board packet as Information Item 12.3 - Final Adult Education Strategic Plan Report.
- Next Steps in the development process includes the convening of a Strategic Action Subcommittee to develop action steps under each goal and objective. The first meeting of the 50 member subcommittee was held on March 1, 2018 in Bloomington, Illinois. The subcommittee will continue to meet as goal teams with the last convening of the entire group on April 3, 2018. The final action steps will be brought to the board in June 2018.

➤ **WIOA plan submission**

- On March 15, 2018, the Illinois Workforce Innovation Board approved the modifications for submission of the Unified State Plan to the federal Departments of Education and Labor. The modification included updates to core and required partner activities (which includes both Adult Education and Career & Technical Education), performance targets, combined initiatives, as well as the incorporation of the IWIB strategic planning goals and objectives.

- The Unified State Plan also includes modifications to the core partner requirements. Adult Education, which is a core partner under the Workforce Innovation and Opportunity Act, updated the common elements as well as the specific elements within the plan. The updates included the inclusion of the Adult Education Strategic Plan goals and objectives, new requirement statements to ensure equity in accessing services and updates to the application process from local providers. The Unified Plan was due March 15, 2018 but was extended to April 2, 2018 by the Departments of Education and Labor.

➤ **New Units of Instruction**

Item #6.1a – Annual Transfer Report Presentation

Dr. Brian Durham reported that the Illinois Articulation Initiative (IAI), which was formalized by the passage of Public Act 099-0636 in January 2017, continues to be an important statewide system for encouraging transferability among postsecondary institutions in the State of Illinois. This statewide transfer system includes 113 institutions, both public and private across Illinois. Through the IAI, Illinois has developed one of the most comprehensive course approval and quality assurance processes in the nation, assuring that all approved courses are comparable and meet the high standards established by faculty panels. Another statewide transfer and articulation project known as MyCreditsTransfer. The IAI and MyCreditsTransfer are complementary, both enhancing the availability and accuracy of transfer information, which fosters more effective and efficient degree completion. Providing both of these successful transfer tools likely contributes to Illinois ranking third in the nation for full-time community college students completing bachelor's degrees at four-year universities, as reported by the National Student Clearinghouse Research Center.

Item #6.2 - Finance, Operations, and External Affairs

The Committee met on Friday, March 16 at 8:00 a.m. and discussed the following items:

- Timeliness of State payments for colleges and adult education grantees:
 - Still waiting on the rest of the Fiscal Year 2017 final payments.
 - The Fiscal Year 2018 payments are moving along consistently at this time.
- Financial Statements: Fiscal Year 2018
 - State General Funds
 - Special State Fund
 - Federal Funds
 - Bond Financed Funds
- Fiscal Year 2019 Budget Update – even though this budget is being labeled as a level budget to the 2018 budget, it is still going to be a loss for the community college system. The balanced budget relies on the “Pension Cost Shift” legislation, which 66 legislators are against.
- Spring 2018 Legislative Update:
 - BSN proposal – no new legislation introduced, continue working with sponsor on language
 - SB2597 – IBHE, ICCB and ISAC Consolidation – legislation introduced in order to have the opportunity to discuss potential consolidation of the state education agencies. The intent of this bill is to get the issues out in the open and to try to find solutions. Many legislators are not even aware of this bill.
 - A handout was also distributed listing all the bills the ICCB is monitoring.

- Included in the consent agenda - Administrative Rules:
 - Public Information, Rulemaking and Organization (2 Ill. Adm. Code 5175)

- Included in the information items - Administrative Rules:
 - Implement Public Act 1000-0514, Alternate route to high school diploma for adult learners (23 Ill Adm. Code 1506)
 - Exemption to Administrative Rules for program with an intensified or accelerated schedule (23 Ill Adm. Code 1501)

* * * * *

The Board took a break at 10:40 a.m.

The Board returned from break at 10:49 a.m.

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Item #7 - Advisory Organizations

Item #7.1 - Adult Education and Family Literacy Council

Elizabeth Hobson reported the purpose of the council is to identify, deliberate, and make recommendations to the Board on adult education policies. The second meeting was held on March 15 in Springfield. The council continues its work thru the two subcommittees: the Comprehensive Student Support Services Subcommittee and the Curriculum and Instruction Subcommittee.

The Comprehensive Student Support Services Subcommittee looks at current barriers or gaps in services that prevent students from accessing postsecondary education training as well as determining how other community resources can provide a system of comprehensive support services for the students.

The Curriculum and Instruction Subcommittee explores needed resources and best classroom practices to ensure that students are ready for employment, post-secondary education, and training.

The next meeting will be held in Springfield.

Item #7.2 - Illinois Community College Faculty Association (ICCFA)

Mr. Allan Levandowski reported that the ICCFA and the ICCCA will conduct a joint retreat to plan for the 2018 conference, which will be held on the same dates as 2017. He also thanked Board member Dustin Heuerman for his letter speaking about the Association's annual dues.

Item #7.3 - Illinois Community College Trustees Association (ICCTA)

Mike Monaghan stated the ICCTA met last week and discussed insurance for the community college retirees and government relations, and reviewed a financial investment proposal to produce more revenue. Their next meeting will be held on April 18 for Advocacy Day in Springfield.

Item #7.4 - Illinois Council of Community College Presidents (ICCCP)

Dr. John Avendano discussed the Baccalaureate legislation, consolidation legislation, and the legislation prohibiting out of state institutional to provide dual credit unless they are located on a community college campus. The next ICCCP officers will be Southeastern Illinois College President, Dr. Jonah Rice, as President, Spoon River College President, Mr. Curt Oldfield, as Vice President, and Moraine Valley Community College President, Dr. Sylvia Jenkins, as Secretary/Treasurer. The next meeting will be held in Springfield in April for Advocacy Day.

Item #7.5 - Student Advisory Council (SAC)

New Student Board member, Oscar Sanchez, reported the Council last met on March 9 in Lisle. The members discussed the Student Advocacy Day issues, which are MAP funding and BSN. The 2018 Phi Theta Kappa Awards Banquet will be held on April 11 and Student Advocacy Day will be held on April 12, both in Springfield.

Item #8 – Focus on Board Goals

Item #8.1 - Annual Enrollment and Completions Report

Assistant Deputy Director for Research and Policy Studies, Nathan Wilson, gave a presentation on ICCB's 2017 Annual Enrollment and Completions Report, sharing select data to understand community college enrollment trends in Illinois and nationally. Illinois community college enrollment data was analyzed at the program and demographic level and compared to Illinois postsecondary education sectors and peer states. Trends within completion and student success data was also highlighted for Illinois community colleges.

Item #8.2 - Enrollment Strategies

Illinois community colleges are examining methods for improving enrollment. Colleges are implementing Strategic Enrollment Management processes as a strategic planning model for making broad scale improvements within the institution. They are also refining intuitional processes to ensure students have a streamlined enrollment experience and are receiving timely and effective communications to guide them through admissions, enrollment, and registration. Jeff Newell, Deputy Director for Student Services and Technology, provided an overview of effective strategies and discussed efforts made by the colleges.

Item #9 – New Units of Instruction

Item #9.1 – Kishwaukee College, Moraine Valley Community College, Oakton Community College, Richland Community College, and Triton College

Jim Ayers made a motion, which was seconded by Nick Kachiroubas, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Kishwaukee College

- Agribusiness Associate in Applied Science (A.A.S.) degree (61 credit hours)

Moraine Valley Community College

- Automation and Engineering Technology A.A.S. degree (60 credit hours)

Oakton Community College

- Associate in General Studies (A.G.S.) degree (60 credit hours)

Richland Community College

- Medical Assisting Certificate (34 credit hours)

Triton College

- CPA Pathway Advanced Certificate (32 credit hours)

The motion was approved by a unanimous vote voice.

Item #10 - Adoption of Minutes

Item #10.1 - Minutes of the January 19, 2018 Board Meeting

Terry Bruce made a motion, which was seconded by Teresa Garate, to approve the following motion:

The Illinois Community College Board hereby approves the Board minutes of the January 19, 2018 meeting as recorded.

The motion was approved by a unanimous vote voice. Sue Morris and Doug Mraz abstained.

Item #11 – Consent Agenda

Item #11.1 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #11.1a - Public Information, Rulemaking and Organization (2 Ill. Adm. Code 5175)

Jim Ayers made a motion, which was seconded by Ann Kalayil, to approve the following motion:

The Illinois Community College Board hereby approves the following amendments to the *Administrative Rules of the Illinois Community College Board* and authorizes its Executive Director to process the amendment in accordance with the Illinois Administrative Procedures Act

The motion was approved via unanimous voice vote.

Item #12 - Information Items

There was no discussion.

Item #12.1 - Fiscal Year 2018 Financial Statements

Item #12.2 - Spring 2018 Legislative Report

Item #12.3 - Final Adult Education Strategic Plan Report

Item #12.4 - Kishwaukee College Proclamation

Item #12.5 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #12.5a - Exemption to Administrative Rules for program with an intensified or accelerated schedule (23 Ill Adm. Code 1501)

Item #12.5b - Implement Public Act 1000-0514, Alternate route to high school diploma for adult learners (23 Ill Adm. Code 1506)

Item #13 - Other Business

There was no other business.

Item #14 - Public Comment

There was no public comment

Item #15 – Executive Session

The Board did not enter into Executive Session.

Item #16 - Approval of Confidentiality of Executive Session Minutes

Doug Mraz made a motion, which was seconded by Suzanne Morris, to approve the following motion:

The Illinois Community College Board hereby determines the Executive Session Minutes held on 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; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; and June 2, 2017 are to remain confidential. All other Executive Session Minutes are available for public inspection.

The motion was approved via unanimous voice vote.

Item #17 - Executive Session Recommendations

There were no recommendations made.

Item #17.1 - Employment/Appointment Matters

Item #17.2 - Review of Executive Session Minutes

Item #18 - Adjournment

Teresa Garate made a motion, which was seconded by Nick Kachiroubas, to adjourn the Board meeting at 12:04 p.m.

The motion was approved via unanimous voice vote.

Illinois Community College Board

CALENDAR YEAR 2019 BOARD MEETING DATES AND LOCATIONS

The Illinois Community College Board is requested to approve the Board meeting dates and locations for calendar year 2019:

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Calendar Year 2019 Board Meeting Dates and Locations listed below:

Calendar Year 2019 Board Meeting Dates and Locations

January 18

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

March 15

9:00 a.m. – East St. Louis Higher Education Center, Herrin

June 7*

9:00 a.m. – TBD

July

Subject to Call

August

Board Retreat – TBD

September 20

9:00 a.m. – Harold Washington College, Chicago

December 6

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

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

Agenda Item #12.2

June 1, 2018

Illinois Community College Board

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

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2019.

Agenda Item #12.2

June 1, 2018

BACKGROUND

Each fiscal year, the ICCB enters into interagency contracts, memorandums of understanding, and grant agreements for the benefit of the community college system. Examples of annual contracts include Adult Education with the U. S Department of Education, Career and Technical Education agreement with the Illinois State Board of Education, and data sharing agreements with the Illinois Department of Employment Security or the Illinois Student Assistance Commission.

Since several of the fiscal year 2019 grants and contracts will be negotiated during June, July, and August, this authorization will allow the Executive Director to execute agreements with concurrence of the Board Chair as they are finalized.

Agenda Item #12.3

June 1, 2018

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the Executive Director seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2018 appropriated operating line items, as needed.

Agenda Item #12.3

June 1, 2018

BACKGROUND

The State Finance Act allows state agencies, with approval of the Governor's Office of Management and Budget, to transfer up to four percent of the operating budget among appropriated line items, within the same fund. This authorization will allow the Executive Director to transfer funds among the operating lines in the General Revenue Fund. This is the only flexibility the General Assembly allows in an appropriated budget. The annual budget implementation bill sets the percentage that will be allowed in the next fiscal year. In fiscal year 2018 the rate was four percent. Transfers exceeding the set percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.

Agenda Item #12.4
June 1, 2018

Illinois Community College Board

AUTHORIZATION TO ENTER INTO CONTRACTS FOR OFFICE OPERATIONS

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the following Fiscal Year 2019 contractual agreements:

<u>Funding Source</u>	<u>Contractor</u>	<u>Estimated Amount*</u>	<u>Contract Period</u>	<u>Description</u>
All funds /allocated	IL Community College System Foundation	\$558,434	7/1/18 - 6/30/19	Rental of Office Space
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	\$190/hr	7/1/2018 - 6/30/19	Legal, as needed (not used in FY17 or FY18)
GED/GRF	Turn-Key Solutions International, Inc.	\$161,000	7/1/18 - 6/30/19	Sole Source Provider: High School Equivalency Testing data submission to feds

* Amounts are estimated based on the Fiscal Year 2018 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Illinois Community College Board

FISCAL YEAR 2018 SPRING ENROLLMENT REPORT

Headcount and Full-time Equivalent (FTE) Both Decreased Compared to Previous Year.

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 2018 semester—usually the 10th day of the term. The 2018 Spring Enrollment Report with detailed college-level data tables is available on ICCB’s website at https://www.iccb.org/iccb/wp-content/pdfs/reports/Spring_Enrollment_Report_2018.pdf

Overall, compared to the same term one year ago, statewide Spring 2018 headcount enrollments and full-time equivalent (FTE) enrollments both decreased. The Spring 2018 semester headcount was 289,611 compared to 302,741 last year (a headcount decrease of 13,130 or -4.3 percent). The latest FTE count was 160,396 compared with 167,294 a year ago (an FTE decrease of 6,898 or -4.1 percent). 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.

Table 1 contains comparative statewide spring tenth-day enrollments for the last five years. Figure 1 on the next page illustrates a comparison of headcount and FTE trends from 2014-2018.

Table 1
SUMMARY OF OPENING SPRING ENROLLMENTS IN
ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 2014 TO 2018

	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018
Headcount	341,722*	330,010*	318,524	302,741	289,611
Percent Change	-6.8%	-3.4%	-3.5%	-5.0%	-4.3%
FTE	192,439*	184,036*	175,859	167,294	160,396
Percent Change	-6.7%	-4.4%	-4.4%	-4.9%	-4.1%

* Adjusted Total

It should be noted that despite the continued enrollment decreases statewide, most Illinois community colleges continue to produce an elevated number of graduates annually. With 66,143 earned collegiate-level degrees and certificates, fiscal year 2017 had the fifth highest annual number of statewide graduates recorded from the Illinois Community College System. For detailed student graduate data by community college see the [ICCB Data Book](#) (Section III).

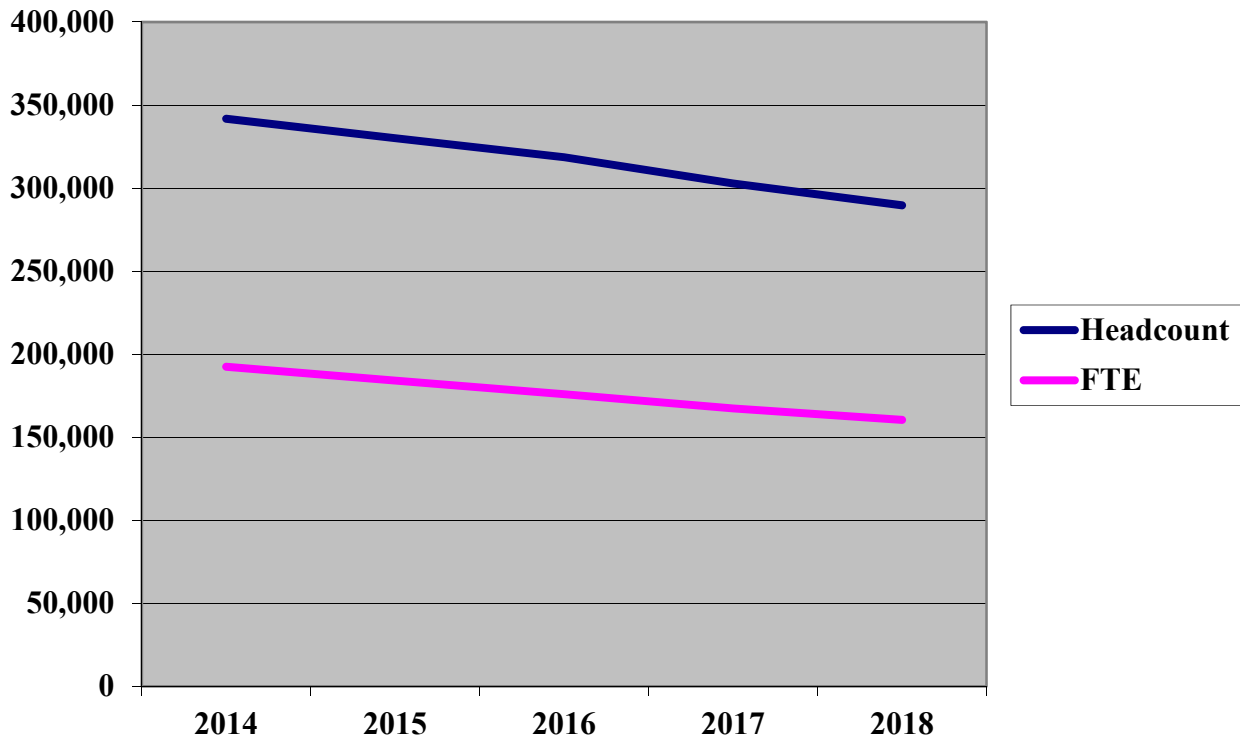


Figure 1
Opening Spring Enrollment Trends in Illinois
Public Community Colleges from 2014 to 2018

Table 2 provides a comparison of fiscal year 2014 through fiscal year 2018 spring headcount enrollments for each community college. Among the 48 community colleges, since last year headcount increases were reported at 12 colleges (1.0 percent or higher). Thirty-four colleges saw decreases (1.0 percent or more) compared to last year. Two colleges reported little or no change (less than 1.0 percent) versus last year. Longer-term, statewide headcount enrollments were down 15.2 percent compared to Spring 2014.

Table 3 contains a comparison of full-time equivalent (FTE) enrollments for the same five-year period. Compared to last year, Spring 2018 FTE increases were reported by only five colleges and decreases by 40 colleges, and three colleges indicated little or no change. Longer term, statewide FTE enrollments were down 16.7 percent compared to Spring 2014.

Table 4 provides fiscal year 2014 through fiscal year 2018 spring opening enrollments in internet-based courses at each community college. Spring enrollments in online courses have been steady in the most recent five years. At the beginning of the Spring 2018 semester, there were 109,656 students (duplicated) enrolled in internet courses compared to 103,727 in Spring 2017 (an increase of 5.7 percent) and 101,795 in Spring 2014 (an increase of 7.7 percent). Compared to last year, Spring 2018 duplicated internet enrollments increased at 30 colleges, decreased at 12 colleges, and had little or no change at six colleges.

Illinois Community College Board

ACADEMIC YEAR 2017 DUAL CREDIT REPORT

Compiled by the ICCB Research and Policy Studies Division

Full report and tables are available on the ICCB website at https://www.iccb.org/iccb/wp-content/pdfs/reports/2017_Dual_Credit_Report.pdf

Executive Summary

Dual credit instruction allows academically prepared high school students to simultaneously earn credits that count toward a high school diploma and a college degree. Dual credit instruction delivers a “win-win” arrangement for all parties: students gain access to challenging college-level coursework to make their junior and senior years of high school more productive; students can prove to others and themselves that they have the ability to succeed in college; college costs can be reduced for parents and students; time to degree at college can be shortened; and the enhanced high school and college faculty dialogue can contribute to a better alignment between secondary and postsecondary education. Consequently, as dual credit instruction has a positive impact on postsecondary completion, there is a growing emphasis among policy makers on the value of dual credit enrollment for all students and especially those who are traditionally underserved in higher education.

In Illinois, during fiscal year 2017, a total of 57,897 individual (i.e., “unduplicated”) high school students enrolled in one or more community college dual credit courses. Illinois community colleges offered a total of 10,994 dual credit courses in fiscal year 2017, which was an increase of 2.4 percent from the previous year (N = 10,740). One in ten students (10.5 percent) taking one or more Illinois community college credit courses was a high school student. Overall, in fiscal year 2017, dual credit duplicated enrollment (N = 111,643) increased 6.0 percent compared to one year ago (N = 105,361).

Data for this report derive from the Illinois Community College Board’s (ICCB) Centralized Data System. A fiscal year represents student activity in a July 1 through June 30 academic year.

DUAL CREDIT DEFINITION AND ILLINOIS LEGISLATIVE BACKGROUND

Dual credit is an instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit. Dual credit reflects strong and well established secondary-to-postsecondary articulation and alignment.

The Dual Credit Quality Act (Public Act 96-0194) was approved by the Governor on August 10, 2009 with an effective date of January 1, 2010. The Act requires the ICCB and the Board of Higher Education (IBHE) to develop policies regarding dual credit. Dual credit instructors teaching credit, college-level courses must meet the same requirements as on-campus faculty, and dual credit instructors teaching career and technical education courses must have appropriate credentials and teaching competencies. High school instructors must be provided with orientation, assessment methods, and administrative requirements before teaching dual credit courses, and they must be able to participate in all activities available to adjunct faculty. ([HIGHER EDUCATION \(110 ILCS 27/\) Dual Credit Quality Act.](#))

Dual credit course content is prescribed by Illinois Community Colleges in accordance with established course requirements. According to ICCB Administrative Rules: “Course prerequisites, descriptions, outlines, requirements, learning outcomes, and methods of evaluating students shall be the same as for on-campus offerings.” ([System Rules Manual of the Illinois Community College Board.](#))

There is currently no cap on the number of credit hours students may earn that is set in the Dual Credit Quality Act or ICCB Administrative Rules; however, the high school or the college may have their own limits.

CHARACTERISTICS OF DUAL CREDIT STUDENTS (UNDUPLICATED)

OVERALL HEADCOUNT

The Illinois Community College System recorded a total of 57,897 high school students enrolled in dual credit courses during fiscal year 2017. Currently, **all** Illinois community colleges offer dual credit courses. Annual dual credit enrollments increased 5.5 percent compared to the previous year (N = 54,871) and 16.3 percent compared to five years ago (N = 49,763). Among Illinois' 48 colleges, 17 colleges reported more than 1,000 dual credit enrollments in fiscal year 2017. College of DuPage reported the most dual credit enrollments (N = 5,387) followed by Lewis and Clark Community College (N = 4,046) and Harper College (N = 4,017).

Each of the 48 community colleges in Illinois provided dual credit courses in fiscal year 2017

High school students enrolled in dual credit courses comprised **10.5 percent of all credit enrollment** (N = 553,174) at Illinois community colleges in fiscal year 2017. Kaskaskia College reported the largest proportion of dual credit enrollment in comparison to the college's total credit enrollment in fiscal year 2017 (43.1 percent) followed by Lewis and Clark Community College (39.9 percent) and Sauk Valley Community College (24.6 percent)

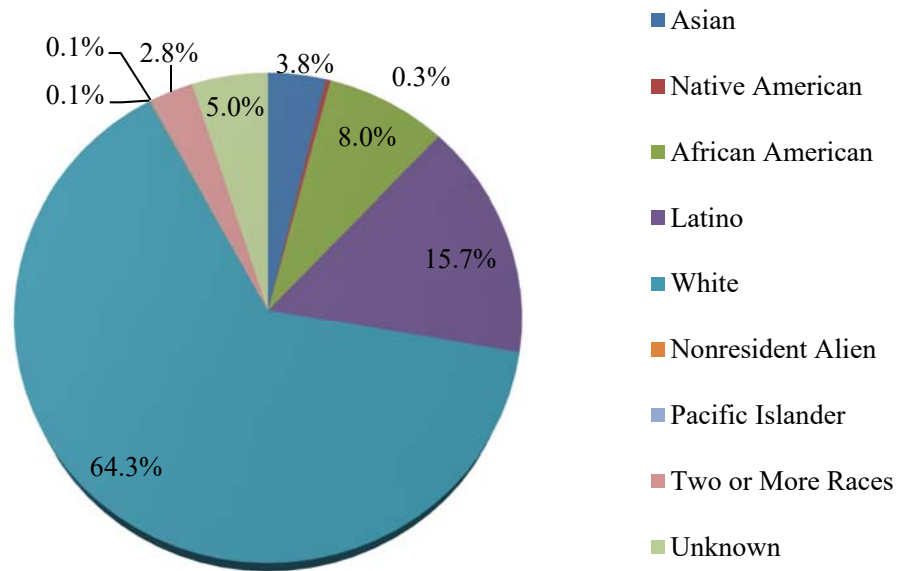
GENDER AND RACIAL/ETHNICITY CHARACTERISTICS

Overall, Table 1 shows nearly equal proportions of female (51.2 percent) and male (48.8 percent) high school students enrolled in community college courses in fiscal year 2017.

Table 1		
Dual Credit Enrollment by Gender		
Fiscal Year 2017		
	Number	Percent
Male	28,237	48.8%
Female	29,660	51.2%
Total	54,871	100.0%
Source of Data: ICCB Centralized Data System - Annual Enrollment and Completion (A1) Data		

Figure 1 depicts the race/ethnicity of high school students enrolling in community college dual credit courses in fiscal year 2017. In general, minority high school students were less likely to pursue dual credit than White students. Nearly two thirds of dual credit students were White (64.3 percent). Latino dual credit students accounted for 15.7 percent and African American students for 8.0 percent in fiscal year 2017. Asian (3.8 percent), Native American (0.3 percent), Nonresident Alien (0.1 percent), and Pacific Islander (0.1 percent) represented a small portion of dual credit students.

Figure 1. Race/Ethnicity of High School Students Taking Dual Credit Courses, Fiscal Year 2017

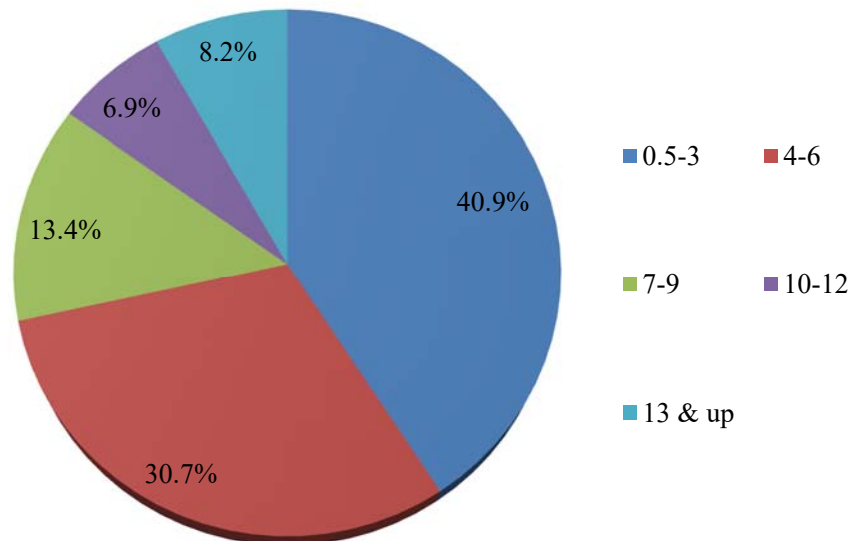


Source of Data: ICCB Centralized Data System - Annual Enrolment and Completion (A1) Data

CREDIT HOURS ENROLLED BY DUAL CREDIT STUDENTS

Of the 57,897 high school students that enrolled in dual credit coursework in fiscal year 2017, four out of ten students (40.9 percent) enrolled in college-level coursework of up to three credit hours, every other student enrolled in four to twelve credit hours (50.9 percent), and only about one out of ten students (8.2 percent) enrolled in more than 13 credit hours of college-level coursework in fiscal year 2017.

Figure 2. Percent of Dual Credit Headcount Enrollment by Number of Enrolled Hours, Fiscal Year 2017

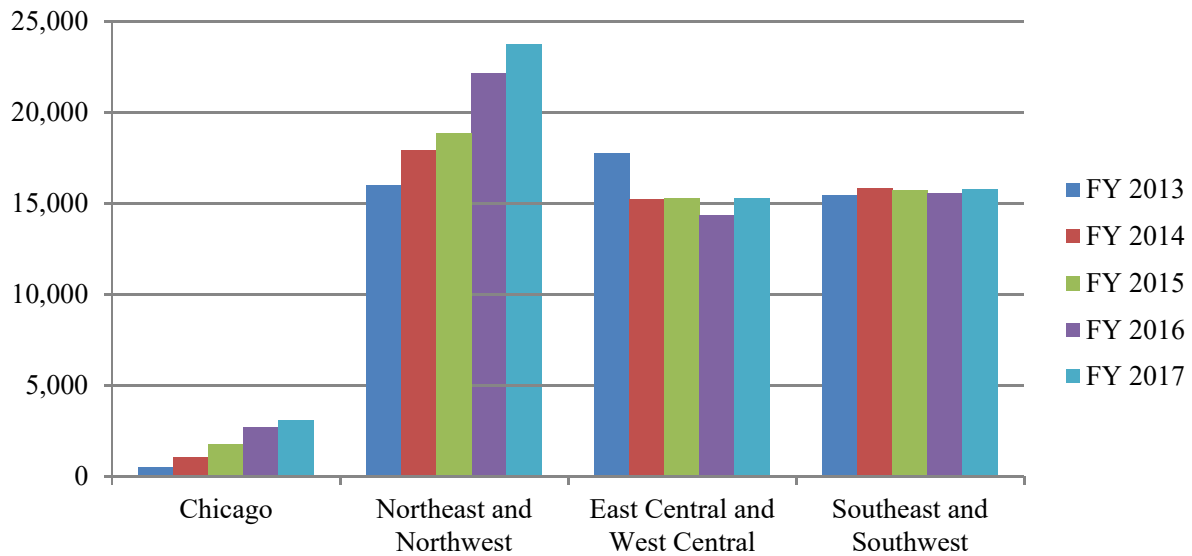


Source of Data: ICCB Centralized Data System - Annual Enrolment and Completion (A1) Data

GEOGRAPHIC REGION

In Figure 3, comparing dual credit enrollment counts regionally, Illinois community colleges in the Northeast/Northwest (N = 23,759) had the most dual credit students in fiscal year 2017 followed by Southeast/Southwest (N = 15,773), East Central/West Central (N = 15,282), and the City of Chicago (N = 3,083). From fiscal year 2013 to 2017, the largest increase in dual credit occurred in the City of Chicago (+ 517.8 percent) followed by Northeast/Northwest (+ 48.3 percent), and Southeast/Southwest (+ 1.9 percent) while East Central/West Central experienced a decrease in dual credit (-14.0 percent).

**Figure 3. Dual Credit Enrollment by Geographic Region
Fiscal Years 2013 - 2017**

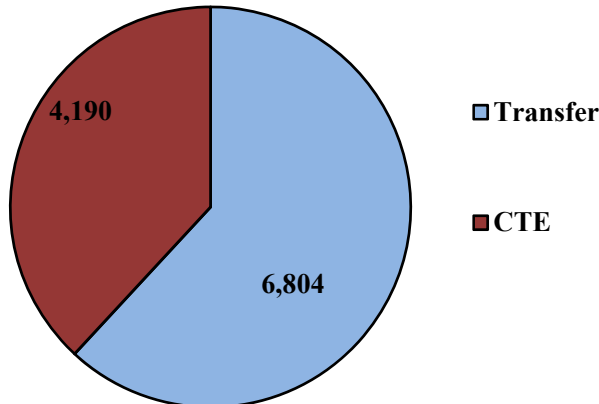


Source of Data: ICCB Centralized Data System - Annual Enrollment and Completion (A1) Data

DUAL CREDIT COURSE COUNT AND ENROLLMENT (DUPLICATED)

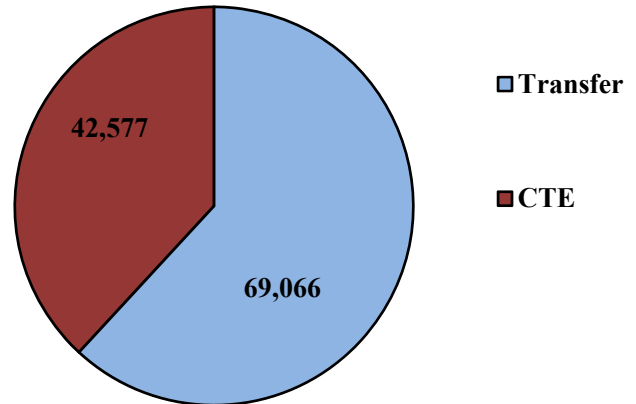
In the following portion of the report, dual credit course count and enrollment data are organized by broad programmatic area based on the Program Classification Structure (PCS). Figures 4 and 5 depict dual credit course count and enrollment in Transfer courses and Career and Technical Education (CTE) courses in fiscal year 2017.

Figure 4. 2017 Dual Credit Course Count



Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

Figure 5. 2017 Dual Credit Enrollment



Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

OVERALL

COURSE COUNT AND ENROLLMENT

Illinois community colleges offered a total of 10,994 of dual credit courses (duplicated) in fiscal year 2017, which was an increase of 2.4 percent from the previous year (N=10,740). Dual credit courses accounted for 7.5 percent of all credit courses (N = 147,123) and 9.1 percent of all Transfer or Career and Technical Education courses in fiscal year 2017 (N = 120,350). Southwestern Illinois College reported most dual credit courses (N = 963), followed by Rock Valley College (N = 872) and Danville Area Community College (N = 631).

Duplicated dual credit course enrollments totaled 111,643 in fiscal year 2017, which was an increase of 6.0 percent compared to 2016 (N = 105,361). Among Illinois' community colleges, 28 colleges reported increases in dual credit enrollments while 17 colleges exhibited decreases in comparison to fiscal year 2016. Three colleges experienced little or no change (1.0 percent or less). Dual credit course enrollment accounted for 6.0 percent of all credit course enrollments (N = 1,859,218) and 6.9 percent of all Transfer or Career and Technical Education credit course enrollments (N = 1,613,997) in fiscal year 2017. Lewis and Clark Community College reported most duplicated dual credit enrollments (N = 9,103) in fiscal year 2017, followed by College of DuPage (N = 8,269) and Kaskaskia College (N = 6,717).

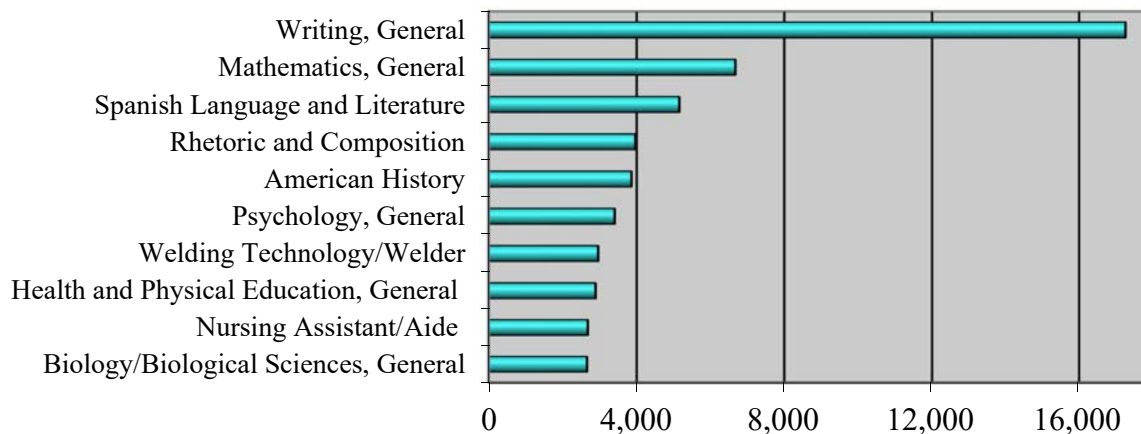
More than one hundred and eleven thousand enrollments occurred across dual credit courses in fiscal year 2017

As seen in Table 2, the average dual credit class size was 10.2 students per class in fiscal year 2017, a 3.5 percent increase from 2016 (N = 9.8). The average dual credit class size ranged from 20.4 students at McHenry County College to 2.0 students at Harold Washington College in fiscal year 2017.

Table 2 Dual Credit Course Count, Enrollment (Duplicated), and Average Class Size Fiscal Years 2015-2017			
	2015	2016	2017
Number of Courses	9,986	10,740	10,994
Number of Enrollments	99,343	105,361	111,643
Average Class Size	9.9	9.8	10.2
Source of Data: ICCB Centralized Data System - Annual Course (AC) Data			

Enrollments in the ten largest programs accounted for 46.1 percent (N = 51,520) of all dual credit enrollments in fiscal year 2017. As depicted in Figure 6, the ten highest dual credit enrollments overall by Classification of Instructional Programs (CIP) code in academic year 2017 were in Writing, General, which was formerly reported under English Composition (N = 17,278); Mathematics, General (N = 6,674); Spanish Language and Literature (N = 5,157); Rhetoric and Composition, which was formerly reported under Speech and Rhetorical Studies (N = 3,967); American History (United States) (N = 3,860); Psychology, General (N = 3,404); Welding Technology/Welder (N = 2,959); Health and Physical Education, General (N = 2,887); Nursing Assistant/Aide and Patient Care Assistant/Aide (N = 2,678); and Biology/Biological Sciences, General (N = 2,656). All ten programs experienced increases from 2016.

**Figure 6. Top Ten Dual Credit Course Enrollments
Fiscal Year 2017**



Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

The five highest dual credit enrollments by program (2-digit CIP) in fiscal year 2017 were in English Language and Literature/Letters (N = 22,326); Mathematics and Statistics (N = 9,873); Business Management, Marketing, and Related Supportive Services (N = 9,326); Health Professions and Related Programs (N = 6,857); and Computer and Information Sciences and Support Services (N = 6,413).

The top five Career Clusters are Arts, Audio/Video Technology & Communications (N = 26,858); Science, Technology, Engineering & Mathematics (N = 23,880); Education & Training (N = 13,487); Business Management & Administration (N = 7,909); and Manufacturing (N = 7,411). The Career Cluster brand is a registered trademark of [Advance CTE](#).

TRANSFER COURSES

As Table 3 shows, Illinois community colleges offered 6,804 Transfer dual credit courses in fiscal year 2017, which was 61.9 percent of all dual credit courses offered. This is a 0.4 percent increase compared to the previous year (N = 6,775). In fiscal year 2016, Transfer dual credit courses accounted for 63.1 percent of all dual credit courses. The average dual credit class size in Transfer education was 10.2 students in fiscal year 2017.

Table 3 Transfer and CTE Dual Credit Course Count Fiscal Years 2015-2017			
	2015	2016	2017
Transfer	6,112	6,775	6,804
CTE	3,874	3,965	4,190
Total	9,986	10,740	10,994
Source of Data: ICCB Centralized Data System - Annual Course (AC) Data			

As seen in Table 4, Transfer dual credit enrollments accounted for 61.9 percent of all dual credit enrollments in academic year 2017. Enrollments in this area increased to 69,066 in fiscal year 2017, an increase of 4.5 percent from 2016 (N = 66,118). The top five enrollments in Transfer courses are: Writing, General (N = 17,258); Mathematics, General (N = 6,674); Spanish Language and Literature (N = 5,157); Rhetoric and Composition (N = 3,956); and American History (United States) (N = 3,860). Enrollments in these five courses accounted for 33.1 percent of all dual credit enrollments in fiscal year 2017.

Table 4 Dual Credit Enrollment (Duplicated) in Transfer and CTE Courses Fiscal Years 2015-2017			
	2015	2016	2017
Transfer	61,698	66,118	69,066
CTE	37,645	39,243	42,577
Total	99,343	105,361	111,643
Source of Data: ICCB Centralized Data System - Annual Course (AC) Data			

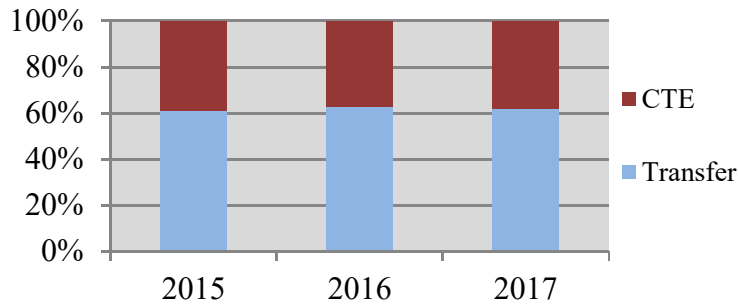
CAREER AND TECHNICAL EDUCATION COURSES

The Career and Technical Education dual credit course count was 4,190 in fiscal year 2017, which was 38.1 percent of all dual credit courses offered. This is an increase of 5.7 percent from 2016 (N = 3,965). The average dual credit class size in in this area was 10.2 students in fiscal year 2017.

Dual credit enrollments in Career and Technical Education increased to 42,577 in fiscal year 2017, which is an 8.5 percent increase over 2016 (N = 39,243). The highest enrollments in this area were in Welding Technology/Welder (N = 2,959); Nurse/Nursing Assistant/Aide and Patient Care Assistant (N = 2,678); Business/Office Automation/Technology/Data Entry (N = 2,500); General Office Occupations and Clerical Services (N = 1,923); and Computer Programming/Programmer, General (N = 1,797). Enrollments in these five courses accounted for 10.6 percent of all dual credit enrollments in fiscal year 2017.

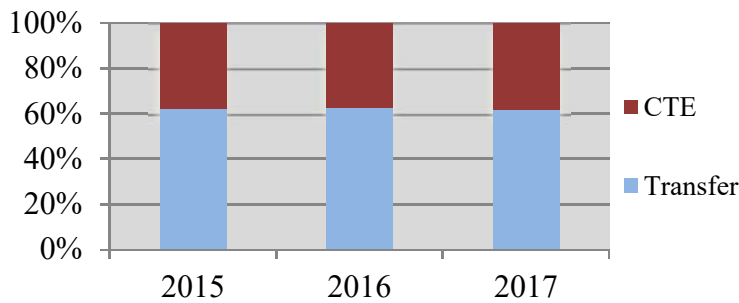
Figures 7 and 8 depict the proportion of Transfer and Career and Technical Education dual credit course counts and enrollments in fiscal years 2015 through 2017.

**Figure 7. Dual Credit Course Count
Fiscal Years 2015-2017**



Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

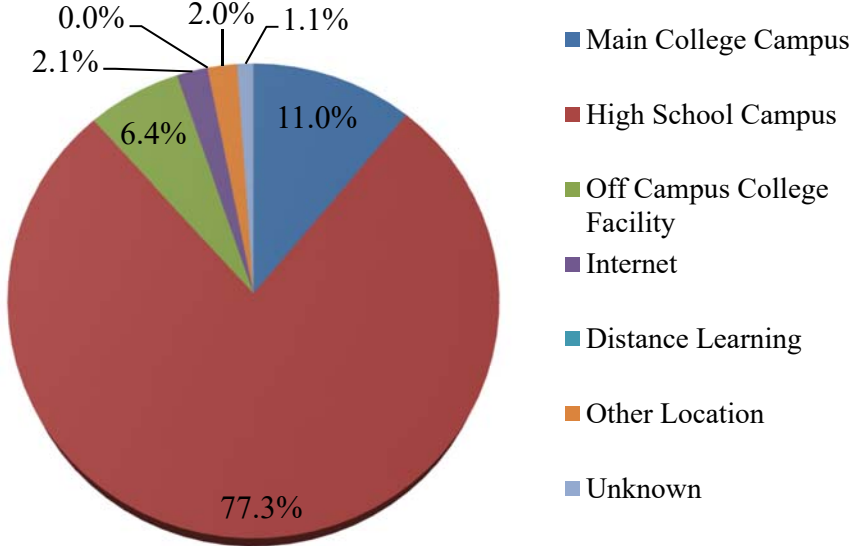
**Figure 8. Dual Credit Enrollment
Fiscal Years 2015-2017**



Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

In fiscal year 2017, every three out of four high school dual credit students (77.3 percent) enrolled in dual credit courses at the high school campus. About one out of six high school dual credit students attended a main college campus (11.0 percent) or an off campus college facility (6.4 percent). The remaining 5.3 percent of dual credit students either chose online/distance education classes (2.1 percent), or some other/unknown location (3.1 percent) to enroll in dual credit courses.

**Figure 9. Dual Credit Enrollment by Instructional Site
Fiscal Year 2017**

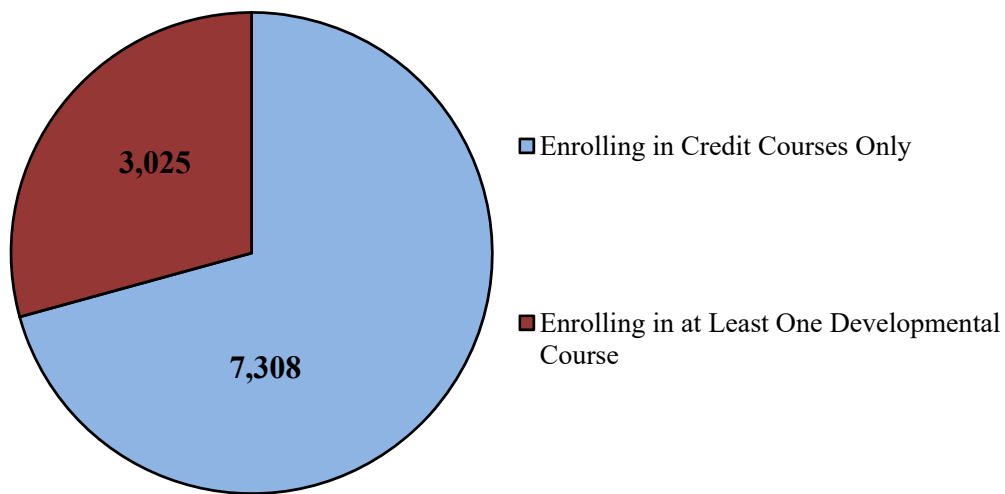


Source of Data: ICCB Centralized Data System - Annual Course (AC) Data

MATRICULATION OF DUAL CREDIT STUDENTS TO ILLINOIS COMMUNITY COLLEGES

Of 44,957 high school seniors who had enrolled in the dual credit coursework in fiscal year 2016, nearly one in four students (23.0 percent) entered the same community college in fiscal year 2017 that they had attended as dual credit students. More than two-thirds of the entering students (N = 10,333) enrolled in credit courses (70.7 percent) while the remaining students enrolled in developmental courses (29.3 percent). Comparative data inclusive of all first-time Illinois community college students (both prior dual credit and non-dual credit students) show approximately 50 percent enrolling in a developmental education course at entry ([ICCB Complete College America Web Portal](#)). Taking dual credit courses reduces the need for developmental education and accelerates the time to degree for students.

Figure 10. Fiscal Year 2016 Dual Credit Students Enrolling in the Same Community College in Fiscal Year 2017



Source of Data: ICCB Centralized Data System - Annual Enrolment and Completion (A1) Data

The largest proportion of dual credit seniors enrolling in the same institution in fiscal year 2017 was reported by Elgin Community College (60.3 percent), followed by Olney Central College (49.7 percent) and Shawnee Community College (46.0 percent).

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Illinois Community College Board

FINAL ADULT EDUCATION STRATEGIC PLAN

The ICCB staff is submitting to the Board the final five-year Adult Education Strategic Plan, “Expanding Career Pathway Opportunities in Adult Education”. The strategic plan goals and objectives were presented to the Board in January 2018 and submitted to the Governor and General Assembly on January 31, 2018. The final plan includes the action steps developed by staff and members of the Strategic Action Subcommittee in March through May of 2018. Implementation of the plan begins on July 1, 2018.

Illinois Community College Board

TRANSITIONAL MATH COMPETENCIES AND POLICIES

The attached transitional mathematics competencies and policies reflect the work of the Illinois Community College Board (ICCB) in conjunction with the Illinois State Board of Education (ISBE), the Illinois Board of Higher Education (IBHE), and panels composed of Illinois teachers, faculty, and administration from high schools, community colleges, and universities, and industry representatives.

These competencies and policies provide one strategy toward reducing statewide remedial education rates and offer an avenue for high school students to demonstrate readiness for college-level mathematics courses. Additionally, transition mathematics will aid institutions in utilizing multiple measures placement. Students will be provided mathematics instruction aligned to their individualized postsecondary career education and career objectives through contextualized real-world lessons.