Revised
Agenda
435th Meeting of the
Illinois Community College Board

Illinois Central College
Founder's Room 211-A
1 College Drive
East Peoria, IL

March 15, 2019

Revised
Agenda
435th Meeting of the
Illinois Community College Board

Illinois Central College
Founder's Room 211-A
1 College Drive
East Peoria, IL

March 15, 2019

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:

- ➢ FY2018 Adult Education Report to Governor and General Assembly

- ➢ High School Equivalency MOU agreements

- ➢ Placement Recommendations and Guidelines Update

- ➢ FY2018 ICCB Annual Enrollment and Completion Report

- ➢ New Units

- ➢ Other
    a. Establishing and Measuring Impact of Goals
    b. Perkins V Legislation

Illinois Community College Board

MEMORANDUMS OF UNDERSTANDING
EDUCATIONAL TESTING SERVICE® – HIGHSCHOOL EQUIVALENCY TEST™

AND

MEMORANDUM OF UNDERSTANDING-AMENDMENT DATA RECOGNITION
CORPORATION – TEST ASSESSING SECONDARY COMPLETION™

The Illinois Community College Board staff is seeking approval to enter into a new Memorandum of Understanding (MOU) agreement and an MOU amendment with two high school equivalency exam vendors. Each MOU requires an additional approval of costs. The new MOU agreement is with Educational Testing Services® (ETS), High School Equivalency Test™ (HiSet), and the MOU amendment is with Data Recognition Corporation (DRC), Test Assessing Secondary Completion™ (TASC). These two exams as well as the GED® Testing Services GED® Test* are used to determine completion and issuance of the Illinois High School Equivalency Certification.

The proposed new cost of each exam is as follows:
- ETS® – HiSet™: $93.75 (computer) and $115.00 (paper) – Calendar year 2019
  - Increase of $3.75 for computer version
  - Newly instituted cost for the paper version $115.00
- DRC – TASC™: $101.00 per battery for calendar year 2019 and $104.00 in calendar year 2020 (paper and pencil)
  - Increase of $9.00 for 2019
  - Increase of an additional $3.00 in 2020.

Please note that upon successful completion of a high school equivalency exam, the U.S. and IL Constitutions as well as the Flag Test, a high school equivalency certificate will be issued for an additional $10.00. *In addition, GED® Testing costs remain unchanged and no action is needed.

RECOMMENDED ACTIONS

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the MOU agreement with ETS® through December 2020 and the MOU amendment with DRC through 2019 and authorizes the Illinois Community College Board staff to enter into agreements with these vendors.

It is also recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the cost of the vendor exams as follows:

Calendar Year 2019:
- ETS- HiSet™ at $93.75 (computerized version) and $115.00 (paper version) per battery
- DRC –TASC™ at $101.00 per battery

Calendar Year 2020:
- DRC at $104.00 per battery

MEMORANDUM OF UNDERSTANDING

BETWEEN

EDUCATIONAL TESTING SERVICE

AND

ILLINOIS COMMUNITY COLLEGE BOARD

This Memorandum of Understanding (MOU), effective January 1, 2019, is between Educational Testing Service (ETS), a non-stock, non-profit corporation organized and existing under the Education Law of New York with principal offices located at Rosedale Road, Princeton, New Jersey 08541, and the Illinois Community College Board (ICCB) located at 401 East Capitol Avenue, Springfield IL 62701-1711, together known as the Parties. This MOU establishes the understandings of the Parties as related to the services provided by ETS in support of the Illinois High School Equivalency Certification Program.

WHEREAS, the ICCB has approved Educational Testing Service, a non-stock, non-profit organization with principal offices in Princeton, New Jersey, as a preferred provider of the HiSET® High School Equivalency Test for the State of Illinois; and

WHEREAS, the ICCB will select and approve test centers to administer the ETS-owned HiSET assessments; and

WHEREAS, this MOU defines the terms and conditions for the use and administration of the HiSET test in Illinois;

NOW, THEREFORE, in consideration of the mutual covenants and undertakings hereinafter set forth, the Parties hereby agree as follows:

1. Definitions.

1.1 "**Administration**" shall mean the Test Center's responsibilities related to the administration of the ETS-owned HiSET test to Test Takers in the State of Illinois.
1.2 "**Alternate Test Forms**" shall mean the HiSET test forms in alternative formats such as Braille, large print, or audio.
1.3 "**Agreement**" shall mean the terms and conditions agreed to between the Parties in writing, all of which are incorporated herein by reference and made an integral part hereof.
1.4 "**CBT**" is an acronym for computer-based testing or the delivery of a HiSET test via the Internet.
1.5 "**Common Core State Standards**" shall refer to the academic standards developed by the Council of Chief State School Officers and National Governors Association Center for Best Practices which were adopted by the State of Illinois in 2010 and fully implemented in Illinois schools during the 2013-14 school year.

Page **1** of **10**

Exhibit 1
Illinois Fee Schedule

1.6 "**Confidential Information**" shall mean any information or data that is disclosed by one party (a disclosing party) to the other party (a receiving party) pursuant to this Agreement. "Confidential Information," however, does not include information that the receiving party can demonstrate by documents that (i) is or becomes publicly known or available without breach of this Agreement, (ii) is received by a receiving party from a third party without breach of any obligation of confidentiality by such other third party, (iii) was previously known by the receiving party as demonstrated by its written records, or (iv) is independently developed by the receiving party without access to or use of such Confidential Information as demonstrated by contemporaneously prepared documentation.

1.7 "**ETS**" is a trade name for Educational Testing Service, a non-profit, non-stock research and testing organization that is providing HiSET, the high school equivalency testing program.

1.8 "**ETS-owned Technologies**" shall mean ETS's pre-existing hardware and software systems used to deliver HiSET test materials to the Test Centers and/or record test taker responses, including but not limited to the ETS portal for registering HiSET Test Takers and for delivering final score reports.

1.9 "**ETS Proprietary Materials**" shall mean all HiSET test materials, including but not limited to, test books, test items, reports, data, answer sheets, instructional manuals and directions, ETS pre-existing proprietary software, and all derivative works of such ETS Proprietary Materials adapted for use for the high school equivalency program provided by ETS to the Test Centers for the delivery and/or administration of the HiSET test in Illinois

1.10 "**ETS Trademarks**" shall mean the trademarks and/or service marks of ETS, including without limitation ETS®, HiSET® and the modernized ETS logo.

1.11 "**Equipment**" shall mean any equipment necessary for the administration of the HiSET tests at the Test Centers, including but not limited to an appropriate testing room, accommodations, desks, lighting, pens/pencils, etc. Such Equipment shall be dedicated solely to the administration of the HiSET test for the duration of the HiSET test.

1.12 "**HiSET®**" is the brand name for the ETS High School Equivalency Testing program owned and licensed for use by ETS.

1.13 "**Intellectual Property Rights**" shall mean (i) copyrights and copyright applications or registrations, including any renewals, in either the United States or any other country; (ii) trademarks, service marks, trade names, and applications or registrations for any of the foregoing in the United States or any other country; (iii) trade secrets or any data or information which provides value or a competitive advantage to its holder by not being publicly known; and (iv) patents, patent applications, continuations, divisional, reexaminations, reissues, continuations-in-part, and foreign equivalents of the foregoing, in the United States, or any other country.

1.14 "**ICCB**" is an acronym for the Illinois Community College Board.

1.15 "**PBT**" is an acronym for paper-based testing or the delivery of a HiSET test via paper format.

1.16 "**Returnable Test Materials**" shall mean the paper version of all used and unused test booklets and answer sheets for the HiSET test.

Exhibit 1
Illinois Fee Schedule

1.17 "**Subtests**" shall mean the content area (or subject area) tests that constitute the full HiSET battery of assessments.
1.18 "**Term**" shall have the meaning specified in Section 2.1 hereof.
1.19 "**Test(s)**" shall mean the ETS-owned and copyrighted HiSET test, developed and provided by ETS in paper and/or electronic format for use in the high school equivalency testing program in the State of Illinois.
1.20 "**Test Materials**" shall mean all HiSET test materials, including test booklets, test items, reports, data, answer sheets, and related materials including administration instruction manuals and directions provided to the Test Centers by ETS in print, electronic, or other format.
1.21 "**Test Centers**" shall mean facilities selected and approved by the Illinois Community College Board to deliver the HiSET tests in CBT and/or PBT formats to pre-registered Test Takers.
1.22 "**Test Taker(s)**" shall mean the individual(s) sitting for a HiSET test at the Test Center. Other titles for the Test Taker may be examinee or candidate.
1.23 "**Test Taker Data**" shall mean any and all information obtained/accessed by, or disclosed to the Test Center about the Test Taker, including (i) information regarding a Test Taker's name, addresses, or other personally identifiable information (*e.g.*, passport or social security numbers); (ii) any list or grouping of Test Takers, regardless of whether such list also includes publicly available information; and (iii) test scores.
1.24 "**Testing Fees**" shall have the meaning specified in Section 6.1 hereof.

2. Term and Termination of Agreement.

2.1 This Memorandum of Understanding shall be effective from January 1, 2019 through December 31, 2020 (the **"Term"**), with the option for negotiated renewals every year thereafter. The policies and procedures for the newly-introduced HiSET program are in development and changes to such policies and procedures during their development will not impact the prices specified in this MOU.

2.2 This MOU may be terminated as follows:
(a) In the event of a material breach by either Party that is not cured within 30 days after written notice by the non-breaching party; and
(b) For convenience, upon 120 days prior written notice, provided that in the event of such termination the Parties agree to complete all services that are in progress pursuant to the terms and conditions set forth in this MOU. Test centers may terminate their own agreement with ETS upon 30 days prior written notice to both the ICCB and ETS.

3. ETS Responsibilities.

3.1 Under the terms of this MOU, ETS is responsible for:
a. Providing the ETS-owned Test (in PBT and CBT formats, including Alternate Test Forms) as the high school equivalency test approved by ICCB for Illinois residents seeking an equivalency high school diploma;

Exhibit 1
Illinois Fee Schedule

b. Delivering the Test to the ICCB's approved Test Centers in PBT and CBT formats for testing purposes;

c. Scheduling and providing training for appropriate staff and ICCB-approved test administrators;

d. Providing access to the ETS web-based portal for Test Takers and the ICCB's pre-approved Test Centers with appropriate user identification and password permissions;

e. Registering Test Takers for PBT or CBT assessments (based on individual Test Taker choice) via an ETS-managed, web-based portal;

f. Retaining Test Taker Data online on the web-based site;

g. Collecting the Testing Fees (per Test Taker) as defined by the terms of this Agreement;

h. Shipping secure PBT Test Materials to the Test Centers;

i. Reviewing and approving or denying requests for accommodations from Test Takers with disabilities. and confirming the details (including test date and location) and accommodation requirements with the Test Taker based on ICCB approval;

j. Providing Alternate Test Form(s) (including Braille, large print, audio versions) and/or additional testing time, and communicating approved accommodations for Test Takers with disabilities to the Test Centers;

k. Providing ETS paid return mailing labels and envelopes to the Test Centers for the secure return to ETS of Returnable Test Materials;

l. Notifying the ICCB of any incident occurring at the Test Centers within 3 business days of ETS becoming aware of the incident;

m. Pending receipt of a properly submitted answer sheet at ETS for PBT and receipt of electronic answers for CBT, providing results of multiple choice test scoring within 3 to 5 business days, with constructed response results within 5 to 10 business days;

n. Posting final score report data online for Test Taker and ICCB access;

o. Conducting announced and unannounced Test Center compliance audits at various locations throughout the term of this Agreement;

p. Collecting state-specified fees (if requested) and state mandated, test center operational fees and remitting the fees as appropriate on a monthly basis; (State test center operational fees are established by the state and are the same fixed price for all centers.)

q. Providing test summary reports as detailed by the ETS HiSET Client Extract Specification to the ICCB. Illinois requires a nightly feed of demographic information and testing results for every test scored. This information is brought into the Illinois High School Equivalency database and is used as part of the Illinois High School Equivalency certification process. The Illinois High School Equivalency portal is also the official place transcripts and certificates are generated for candidates. This information should be delivered on a nightly basis.

r. Fully aligning the HiSET exam to the educational standards followed by the State of Illinois – including, but not limited to, the Common Core State

Exhibit 1
Illinois Fee Schedule

Standards – and maintaining alignment to those standards throughout the course of this agreement.

3.2   ETS will not be responsible for:
   a. Paying or subsidizing ICCB-selected Test Centers;
   b. Hiring or managing Test Center personnel or compensating them in any way;
   c. Printing or mailing individual score reports directly to Test Takers;
   d. Any actions taken by Test Center personnel or occurring at the Test Centers;
   e. Any delays, accidents, incidents, any actions by Test Takers or other unforeseen circumstances occurring at the Test Centers;
   f. Any security breaches, directly or indirectly caused by Test Takers or Test Center personnel and/or by the failure of equipment at the Test Centers.

4. ICCB Responsibilities.

4.1   Under the terms of this MOU, the ICCB is responsible for:
   a. Reviewing applications for Test Centers for the secure administration of PBT or CBT HiSET testing and notifying ETS of the approved, ICCB-selected Test Centers;
   b. Establishing policies for the admission of Test Takers at the Test Centers through verification of a state-approved identification;
   c. Establishing testing guidelines and policies, including ADA compliance policies and procedures, and conducting Test Center compliance audits;
   d. Enforcing ETS's guidelines for secure test administrations;
   e. Authorizing ETS to enter into agreements with ICCB-approved Test Centers for receipt and use of secure Test Materials;
   f. Notifying ETS of ICCB's choice to close a Test Center, as needed; and
   g. Managing the Illinois high school equivalency certification program, including distribution of documentation and/or certification(s) as determined and authorized by the ICCB.

4.2   Under the terms of this MOU, the ICCB is not responsible for:
   a. Paying ETS-required Testing Fees (per Test Taker) to ETS, or any local testing fees (per Test Taker), to test centers;
   b. Paying or subsidizing Test Centers, unless approved by the ICCB;
   c. Hiring Test Center personnel or compensating them in any way;
   d. Any actions taken by Test Center personnel or occurring at the Test Centers;
   e. Any delays, accidents, incidents, any actions by Test Takers or other unforeseen circumstances occurring at the Test Centers;
   f. Any security breaches, directly or indirectly caused by Test Takers or Test Center personnel and/or by the failure of equipment at the Test Centers.

5.   Limitation of Liability.

NEITHER PARTY IS RESPONSIBLE TO THE OTHER, NOR TO ANY TEST-TAKER, FOR ANY DAMAGES ARISING OUT OF THE TEST CENTER'S ACCESS

Exhibit 1
Illinois Fee Schedule

TO, OR INABILITY TO ACCESS OR USE, THE TEST MATERIALS HEREIN, INCLUDING DIRECT, INDIRECT, SPECIAL, CONSEQUENTIAL, INCIDENTAL OR PUNITIVE DAMAGES, AND WITHOUT LIMITATION DAMAGES FOR LOST PROFITS, LOSS OF PRIVACY, SECURITY OF DATA, FAILURE TO MEET ANY DUTY (INCLUDING BUT NOT LIMITED TO NEGLIGENCE OR LACK OF PROFESSIONAL EFFORT), OR FOR ANY OTHER INDIRECT DAMAGES WHATSOEVER, THAT ARISE OUT OF OR ARE RELATED TO THE ETS PROPRIETARY MATERIALS OR THE TEST ADMINISTRATIONS, EVEN IF EITHER PARTY (OR AN AFFILIATE, SERVICE PROVIDER, OR AGENT) HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IN THE EVENT OF FAULT, TORT (INCLUDING NEGLIGENCE), OR STRICT OR PRODUCT LIABILITY OR MISREPRESENTATION. NEITHER PARTY IS RESPONSIBLE FOR PHYSICAL INJURY OR PROPERTY DAMAGE SUFFERED BY OR CAUSED BY A TEST-TAKER SITTING FOR THE HISET ASSESSMENT. ETS DOES NOT WARRANT THAT THE HISET OR ANY TEST MATERIALS WILL BE UNINTERRUPTED OR ERROR FREE AT ICCB'S TEST CENTERS.

6. Compensation and Payment.

6.1 As full and complete compensation for the services provided under this MOU, ETS will collect testing fees from each Test Taker in accordance with the fee schedule and conditions specified in Exhibit 1, attached hereto and hereby incorporated in this MOU (the "**Testing Fees**"). ETS is not responsible for the payment of any State or local taxes that may be incurred through the collection of Test Center or State fees. If such taxes are levied against ETS, the Test Centers are responsible for payment.

6.2 The Test Center cannot charge any fees that are not approved by the ICCB. ETS agrees to accept Test Taker payment of the ICCB-approved Test Center fee (for facility usage, operational costs), and to remit it to the Test Center on a monthly basis.

6.3 All Testing Fees related to the use of the ETS-owned Test Materials by Test Takers are pre-paid directly by Test Takers when the Test Taker schedules with ETS to sit of the HiSET assessment. The ICCB is not responsible to ETS for the Testing Fees.

6.4 HiSET fees are subject to change at a future date to maintain test quality or offer program enhancements. In the event of any fee changes, the HiSET Program will follow appropriate notification procedures to existing HiSET clients. At a minimum, ETS will provide the ICCB with 180 days prior notice of any fee changes.

7. Test Taker Retest Policy.

Test Takers who register for any Subtest will be permitted to retake the Subtest again with no additional ETS fees up to two times in a 12 month period beginning on the date of the original Subtest purchase. However, a reduced Test Center cost of $8 per

Exhibit 1
Illinois Fee Schedule

Subtest (to be collected as local Test Center fees) will be applied. These fees are in addition to the standard test fees charged by ETS and paid by the Test Takers to ETS when registering to test. Test Center fees will be remitted by ETS to the Test Centers on a monthly basis, as required by Section 6.2 of this agreement. After the 12 month expiration or on the third retest within 12 months of purchase, the retests are treated as a new test and the Test Taker must pay the applicable ETS Subtest fee and Test Center fee.

8. Intellectual Property.

8.1   ETS shall own all right, title and interest in and to the ETS Proprietary Materials and the ETS-owned Technologies, including all Intellectual Property Rights therein.

8.2   ICCB shall own all right, title and interest in and to the Test Taker Data.

8.3   Except as permitted in section 10.1 of this MOU, neither Party may use the other Party's trade name, trademark, service mark, logo or other designations for promotional or marketing activities without the express written permission of the other Party. However, the Parties may list each other as clients or vendors respectively.

9. Confidentiality.

9.1   The Parties agree to keep Confidential Information, including but not limited to performance, financial, contractual and technical information which may be exchanged during the Term of this MOU, in confidence at least to the extent it uses to protect its own confidential information. Such Confidential Information shall not be disclosed to any third party without the prior written approval of the Party whose Confidential Information may be disclosed. Restrictions as to the disclosure and use of Confidential Information shall continue for five years beyond the expiration date of this MOU.

9.2   ICCB agrees to protect the privacy of the confidential personally identifiable information contained in the Test Taker Data such as, but not limited to, names, addresses, telephone numbers, dates of birth, test scores, and any other information provided by the Test Takers in strictest confidence, in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), the Federal law that protects the privacy of student education records.

10. ETS Trademarks.

10.1   Notwithstanding the limitations set forth in Section 8.2 of this MOU, ETS grants to the ICCB a limited, non-exclusive, non-transferable, revocable license to use the ETS Trademarks in order to fulfill its responsibilities to the ICCB in this MOU, and to reproduce or create promotional materials and signage to inform the public about the Test and the locations of Test Centers, provided that (i) ICCB shall comply with

Exhibit 1
Illinois Fee Schedule

all ETS standards for quality in delivering and administering the Test, (ii) ICCB shall comply with all trademark and branding guidelines developed for use of the ETS Trademarks, and (iii) ICCB shall submit all promotional materials for review and prior approval by the Office of the General Counsel of ETS before production and distribution of such promotional materials. ICCB shall submit such promotional materials for review and approval by email to cthompson001@ets.org, or by mail or fax to: Caroline Thompson, Senior Trademark Administrator, Office of the General Counsel – TDI Group, 660 Rosedale Rd, MS 05-J, Princeton, NJ 08541; Fax: +1 (609) 734-1700.

10.2   Except for ETS-approved promotional materials and/or signage provided to authorized Test Centers by ETS or ICCB, ICCB acknowledges and agrees that (i) its Test Centers are not authorized to use, reproduce, copy or create materials for promotional purposes or to register and use any Internet Domain Name bearing the ETS name, trademarks or service marks, or the marks of ETS or its service providers, whether such marks or names now exist or may exist during the Term of this Agreement, without the prior written approval and review of such materials by the Office of the General Counsel of ETS, and (ii) that ICCB will assist ETS in taking corrective action in the event ETS identifies a violation of ETS's trademark rights by any Test Center. Notwithstanding anything to the contrary in this Agreement, no trademark license is hereby granted to any Test Center.

11. Rights upon Expiration or Termination.

Upon expiration or termination of this MOU, ICCB shall return to ETS all ETS Confidential Information in its control and/or possession, or destroy the Confidential Information and provide ETS with a confirmation signed by a duly authorized officer or representative of ICCB.

12. Force Majeure.

Neither Party shall be liable to the other for delays in performance caused by fires, floods, civil riots, strikes, labor controversies, acts of God, acts of war, acts of terrorism, governmental restrictions, or inability to obtain transportation or transmission facilities or other circumstances similar or dissimilar which are beyond the control of the Parties. In the event of any delay in performance due to any such event, the Parties shall promptly notify each other and give a date for completion of services as reasonably extended to overcome the effects of such cause.

13. Governing Law.

These terms and conditions shall be governed by the laws of the State of Illinois without regard to its conflict of laws and principles. The Parties agree and hereby submit to the exclusive personal jurisdiction and venue of the state and federal courts for the resolution of any disputes arising from this MOU's terms and conditions.

Exhibit 1
Illinois Fee Schedule

14. <u>Entire Agreement.</u>

This Agreement constitutes the entire understanding and agreement between the Parties as to the subject matter hereof and supersedes any prior terms and conditions, agreements, and understandings, whether oral or written. Any modification or amendment of any provisions of this Agreement shall not be binding on either Party unless in writing and signed by the authorized representatives of both Parties.

This MOU has been entered into by the Parties by signature of each Party's respective duly authorized representative.

EDUCATIONAL TESTING SERVICE

ILLINOIS COMMUNITY COLLEGE BOARD

By: _____

By: _____

Name: David Hunt_____

Name: _____

Title: EVP and COO_____

Title: _____

Date: _____

Date: _____

Exhibit 1
Illinois Fee Schedule

Attached
Exhibit 1 – ICCB Fee Schedule

In accordance with Paragraph 6.0 Compensation and Payment, ETS will collect payment from Test Takers as follows:

HiSET Fee Schedule

Fee Description	Test Taker Fees As of January 1, 2019	
HiSET Test Subtest Fees: Must pass all five subtests for certificate.		
Language Arts-Reading	**$23 total** $15.00 ETS fee $8 Test Center fee Paper	**$18.75 total** $10.75 ETS fee $8 Test Center Fee Computer
Language Arts-Writing	**$23 total** $15.00 ETS fee $8 Test Center fee Paper	**$18.75 total** $10.75 ETS fee $8 Test Center Fee Computer
Mathematics	**$23 total** $15.00 ETS fee $8 Test Center fee Paper	**$18.75 total** $10.75 ETS fee $8 Test Center Fee Computer
Science	**$23 total** $15.00 ETS fee $8 Test Center fee Paper	**$18.75 total** $10.75 ETS fee $8 Test Center Fee Computer
Social Studies	**$23 total** $15.00 ETS fee $8 Test Center fee Paper	**$18.75 total** $10.75 ETS fee $8 Test Center Fee Computer
Retest Policy:		
• The ETS fees for up to two retest attempts are included in subtest fee above if taken within 12 months of the date of purchase. Test Center fees of $8 per subject area will still apply. • After 12 months, or third retest within 12 months of purchase, retests are treated as a new test. Must pay the applicable subtest fee (fees will change January 1, 2019).		
Practice Tests:		
Paper-based practice test	$10.00 per subtest	$10.00 per subtest
Computer-based practice test	$2 per subtest (minimum purchases apply)	TBD
Optional Services:		
Telephone Registration	One-time, first call-in	$10.00
Score Verification	For each test being verified	$25.00
Reschedule Fee	1st time free, any additional will be charged	$10.00

Amendment No. 001
Memorandum of Understanding
State Of Illinois Community College Board
And
Data Recognition Corporation

This Amendment No. 001 ("Amendment 001") made effective as of January 24, 2019 ("Effective Date") by and between Data Recognition Corporation, with an office at 13490 Bass Lake Road, Maple Grove, Minnesota 55311 ("DRC") and the State of Illinois Community College Board ("ICCB") with an office at 401 E. Capitol Avenue, Springfield, Illinois 62701-1711, (DRC and ICCB shall be referred to herein individually each as a "Party" and collectively as "the Parties").

Whereas, the Parties, entered into a Memorandum of Understanding (MOU) effective August 11, 2015 for the administration of TASC Test Assessing Secondary Completion ("TASC Test") product, (the "Agreement"); and

Now therefore, the Agreement is hereby amended as follows:

1. Section 2. *Term and Termination*, A. *Agreement Term*, is amended to change the expiration date to December 31, 2019.

2. Exhibit 3: *Examinee Fees,* is deleted in its entirety and replaced with Exhibit 3-1, attached to and made part of this Agreement.

3. Except as otherwise provided in this amendment, the terms and conditions of the Agreement shall remain unchanged.

As signified by signatures of authorized representatives of the Parties below, the Parties have caused this Amendment to be effective as of the first date written above.

Illinois Community College Board   **Data Recognition Corporation**

By _____   By __*Diane Bierbaum*_____
    Authorized Signatory   Authorized Signatory

_____   Diane Bierbaum, Dir. Contract Mgmt & Procurement_
Print Name and Title   Print Name and Title

_____   __01-24-2019_____
Date   Date

Exhibit 3-1
Examinee Fees

Description	Calendar Year 2019	Calendar Year 2020
TASC Readiness	$15.00/Battery	$16.00/Battery
TASC Test	$61.00/Battery	$64.00/Battery
TASC Test takers may be subject to additional state and local fees as determined by the state.		
TASC Test Retakes	$12.20/subtest	$12.80/subtest
Test Center Fee for Initial Subtests and Retake Subtests – to be paid by Examinee	$8.00/subtest	$8.00/subtest

TASC Test Fees for all Renewal Terms will be subject to the then current DRC Testing Fee.
Pricing is valid on a calendar year basis – January 1st through December 31st.

STATE OF ILLINOIS COMMUNITY COLLEGE BOARD
AND DATA RECOGNITION CORPORATION

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is made effective August 11, 2015 ("Effective Date") by and between Data Recognition Corporation ("DRC") with an office at 20 Ryan Ranch Road, Monterey, California 93940 and the State of Illinois Community College Board ("ICCB"), with an office at 401 E. Capitol Avenue, Springfield, IL 62701-1711, hereinafter collectively referred to as "The Parties".

1. Purpose

This MOU sets forth responsibilities, security requirements, procedures and policies for the products and services provided by DRC for the Test Assessing Secondary Completion™ ("TASC Test") which shall be administered by DRC through test centers approved by the ICCB ("Approved Test Centers").

For purposes of this MOU, "Testing Materials" shall include the TASC Test Assessing Secondary Completion™, the Test Administration Manual ("Documentation"), TASC Readiness Assessment and any materials required for implementation by DRC for test administration of TASC Test Assessing Secondary Completion™. "Services" shall be defined as any DRC services that DRC is required to undertake in order to provide the paper based tests ("PBT") and computer based tests ("CBT") as required by the ICCB.

2. Term and Termination

A. Agreement Term. The Agreement Term for this MOU shall commence on the Effective Date and terminate on December 31, 2018. This MOU may be renewed by the Parties through a written amendment signed by an authorized signatory of both Parties ("Renewal Term"). Testing fees for Renewal Terms will be subject to the then current DRC Testing Fees and will be set forth in each amendment.

B. Termination for Convenience. This Agreement may be terminated for convenience by either party upon thirty (30) days written notice.

C. Termination for Default.

i. **Default by DRC or State.** Any default by DRC or the State in the performance of any of its respective duties hereunder shall be dealt with between pursuant to the terms of the pertinent Contract.

ii. **Default by Test Center.** In the event that DRC determines in its sole judgment that a Test Center defaults in the performance of any of its duties hereunder and such default is not remedied to the satisfaction of DRC within five (5) days after receipt of written notice to correct said default, or if said default cannot reasonably be corrected within said five (5) days, DRC may terminate the Test Center Agreement immediately upon written notice to both the Test Center and the State.

iii.   **Defaults Included.** Defaults under the terms of this Agreement shall include but not be limited to: Failure by any Party to comply with the provisions of the TASC Test Coordinator's Manual, Test Examiner's Manual or TASC Website requirements. A party ceasing normal business operations shall be considered to be in default under the terms of this Agreement.

iv.   **Effect of Termination.** At the expiration or termination of this MOU, the Test Center will, upon written request by DRC, return DRC materials to DRC in accordance with DRC's instructions. Returned Materials shall not include any test taker information, which shall remain the property of ICCB. The terms of this Section 2 shall survive termination or expiration of this MOU for any reason.

3.   Terms and Conditions of Test Center

The terms and conditions under which a Test Center shall administer the TASC Test as permitted by the ICCB and DRC will be set forth in the Test Center Memorandum of Understanding. References to the "Test Center Memorandum of Understanding or Agreement" herein mean (i) the TASC Test Center MOU, attached as Attachment 1 and made part of this Agreement; (ii) these Terms and Conditions of the State MOU ("Terms and Conditions"); (iii) the Documentation, incorporated by reference - which may be updated from time to time; provided, however, that DRC shall provide ICCB and the Test Center with notice of any material changes; and (iv) any written addenda or amendments to any of the foregoing that are signed by both Parties ("Amendments").

4.   Roles and Responsibilities

A.   **ICCB State Test Administrator.** The ICCB State Test Administrator is responsible for the secure and ethical operation and administration of the High School Equivalency Program throughout the entire state of Illinois and agrees that he or she will comply with the Terms and Conditions of this Agreement, including but not limited to the issuance of high school equivalency diplomas/certificates to passing examinees.

B.   **Site Test Coordinator.** The Site Test Coordinator is responsible for the secure and ethical operation of the Test Center(s) identified on the Registration Page herein, and at Addendum Sites, as listed in Exhibit 2 of the Test Center MOU. Site Test Coordinator shall serve as the liaison between the Test Center, the Addendum Site(s), and DRC. Site Test Coordinator acknowledges and accepts that ICCB negotiated the Test Center MOU on behalf of the Test Center(s) and Addendum Sites. Site Test Coordinator represents and warrants that he/she has the full legal right and authority to enter into the ICCB-negotiated Test Center MOU on behalf of the Test Center and Addendum Sites and that the Test Center MOU constitutes the valid, legal and binding obligations of the Test Center. Furthermore, ICCB and the State Test Administrator shall be responsible for supporting the Site Test Coordinator. To the extent allowed under Illinois law, ICCB shall remain liable for the acts of its personnel and staff. To the extent allowed under Illinois law, Test Center(s) shall remain liable for the acts of their personnel and staff.

C. **DRC.** DRC is responsible for providing TASC Test services in accordance with this Memorandum of Understanding; the TASC Test Center MOU and the Documentation.

DRC will provide a nightly upload of test results and related data which will be encrypted and transferred on a daily basis to an ICCB designated secure file transfer protocol ("FTP") site. In general, the XML data transfer files are generated at 12:30 AM Eastern Time daily. The XML file is available for push to the ICCB between 12:30 AM and 7:30 AM EDT. The content of the files is based on the number of assessments received and scored in the prior 24 hours. The timing of these transfers can be impacted by any number of external and internal factors on either the sending or receiving side.

5. **Test Center Approval by ICCB and Acceptance by DRC**

A. **Approval by ICCB.** ICCB represents that the Test Center is able to (i) provide secure testing services for TASC Testing in accordance with ICCB requirements, and (ii) comply with all Terms and Conditions of the Test Center MOU, including the Terms and Conditions of the State MOU, incorporated herein. ICCB acknowledges and agrees that the Test Center will act at ICCB's direction as a licensee of DRC, and DRC will not be liable for any acts or omissions of the Test Center.

B. **DRC's Right of Inspection.** Test Center shall comply with all Terms and Conditions of the Test Center MOU and the Documentation. DRC reserves the right to inspect the Test Center, including Addendum Sites, to ensure compliance with all Terms and Conditions and the Documentation.

6. **Registration and Payment of Testing Fees**

A. **Registration.** TASC Test Examinees are required to register and schedule for testing in DRC's TASC Student Registration and Scheduling system.

B. **Examinee Costs.** All costs for administration of the TASC Test are borne by the Examinee, as detailed in the TASC Test Pricing, attached as Attachment 2 and made part of this MOU.

For Examinees who reside in a Department of Corrections ("DOC") facility, test fees will be borne by the DOC or the applicable correctional facility.

C. **Collection of Testing Fees.** As full and complete compensation for the services provided under this MOU, the Examinee will pre-pay for the TASC Test, including any state or local fees, when registering to test, in accordance with Attachment 2 of the Test Center MOU. TASC Test fees for Renewal Terms will be subject to the then current DRC TASC Test Fee rates.

D. **Invoicing and Payment of Test Fees.** Payment and invoicing of Test Fees shall be handled in one of the following manners:

1.   Test Center Collects All Fees:

Examinee pays the DRC Test Fee and any applicable state and local fees to the Test Center. DRC will submit an invoice for the DRC Test Fee to the Test Center on a monthly basis after completion of scoring of each subtest. Payment to DRC is due upon receipt of invoice. The Test Center is responsible for sending any applicable state fees collected to the State.

2.   DRC's eCommerce System:

Option 1:   DRC collects all Fees from Examinee, including the DRC Test Fee and any applicable state and/or local fees through DRC's eCommerce system. DRC will remit any applicable state and/or local fees, on a quarterly basis, directly to Oklahoma and/or the Test Center, respectively.

Option 2:   Test Center collects their Test Center Fee from Examinee; and Examinee pays the DRC Test Fee and any applicable state fees through DRC's eCommerce system. DRC will remit any applicable state fees, on a quarterly basis, directly to Oklahoma.

3.   Department of Correction Examinees:

DRC Test Fees and any state and/or local Test Center fees are paid by either the Department of Corrections or the applicable correctional facility. DRC will invoice the DOC or the applicable facility for DRC Test Fees on a monthly basis after completion of scoring of each subtest. Payment to DRC is due upon receipt of invoice. DOC or applicable correctional facility will remit state fees collected to the State.

All states and test centers that will receive reimbursement state and/or local fees collected by DRC through eCommerce must provide a signed W9 to DRC when returning this agreement. The W9 form may be obtained from the following link:

https://www.irs.gov/pub/irs-pdf/fw9.pdf.

E.   **Taxes.** ICCB, DRC and each Test Center shall each be solely responsible for payment of their own federal, state and local taxes, including any benefits relating to the Affordable Care Act and self-employment (social security) taxes that may become due as a result of performance of the terms of this MOU ("Taxes"). Test Center shall comply with all laws concerning its employees at its own expense, including worker's compensation and disability laws.

F.   **Accurate Records and Right to Audit.** Test Center agrees to maintain accurate records in connection with the registering for and the administration of the TASC Test. All papers, correspondence, documents, data information, reports, records, receipts and other sources of information relating to TASC Test administrations must be maintained and available for inspection by ICCB or DRC or its duly appointed representatives upon reasonable prior notice during business hours throughout the Term of this MOU and for a period of

three (3) years from the date of the last TASC Test administration offered in Illinois within the Term of an Agreement with DRC.

7. **Copyright, Licenses and Proprietary Rights**

    A. **DRC Ownership.** TASC Test Materials including but not limited to TASC PBT, TASC CBT, the Documentation, DRC's Proprietary Online Assessment System Platform ("OAS"), TASC Test Training Materials, online Materials such as Special Accommodations Forms, and all related content (collectively "TASC Test Materials") and such TASC Test information that is online, ("TASC Test Services") are the property of DRC and its licensors and are protected by United States and international copyright laws and conventions. All copyright, patent, trademark and other proprietary rights in TASC Test Materials and Services, including all software, text, graphics, test items, norms, multimedia assets, design elements, and all other materials, data, information, and domain names originated or used by DRC are reserved to DRC and its licensors. Neither ICCB nor Test Center shall modify the DRC information or reproduce, create derivative works, upload, post, transmit, or distribute any DRC Information, or reverse engineer, decompile, derive or disable any code. DRC grants to ICCB and Test Center ("Licensee") a non-exclusive, non-transferable right and license to access TASC Test Services via the TASC Test website and a right to designate end users of TASC Test Services for educational purposes anytime during the Term. ICCB and Test Center acknowledge, agree, and accept that this license extends only to TASC Test Services and to end users from ICCB, Test Center and Addendum Site locations designated in this MOU. This license will, at all times, be subject to this MOU and to the then-current "DRC Privacy Policy" and any related rules of usage as set forth in Exhibit 4 of the Test Center MOU. Licensee agrees it will inform end users that their use of the TASC Test Website and TASC Test Services are subject to these limitations, and that it will use its best efforts to ensure their compliance. This License does not and shall not be construed in any way to transfer any ownership rights or title in the TASC Test Information or any DRC materials to the Licensee (Test Center), TASC Test Registrants, or other vendors.

    B. **DRC License to Test Centers – Computer-Based Testing.** DRC hereby grants to ICCB and Test Center ("Licensee") a non-exclusive, non-transferrable, limited license to administer the TASC Test and to use DRC's OAS Platform in connection therewith, all in accordance with this Agreement.

    C. **Proprietary DRC Materials.** To the extent that the Test Center has access to the Testing Materials, Test Center agrees to use all reasonable efforts to maintain the confidentiality and security of the Testing Materials in accordance with the provisions of this MOU, and will not disclose or disseminate the Testing Materials to any third party, except as otherwise provided in this MOU or as required by law. The Parties agree that the Testing Materials are the secure, trade secret, confidential and proprietary property of DRC.

    Prior to providing access to or disclosure of any Testing Materials to a third party, whether or not pursuant to legal process or an applicable law or regulation

providing for public disclosure, Test Center agrees it shall provide DRC with prompt written notice so that DRC will have the opportunity to prevent disclosure of the Testing Materials.

8.   **Personally Identifiable Information.**

A.   "**Personally Identifiable Information**" or "**PII**" means information provided to DRC in connection with DRC's obligations to provide the Services under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number, or (ii) can be used to authenticate that individual, such as passwords, unique identification numbers or answers to security questions, or (iii) is protected under Applicable Laws. For the avoidance of doubt, PII does not include aggregate, anonymized data derived from an identified or identifiable individual.

B.   PII concerning TASC registrants, examinees' scores, data, test results and analyses ("Data") belongs to the ICCB. ICCB grants the right for DRC to use and share the Data with for the purposes of providing the service, including sharing the Data with the following DRC's vendors:

1.   eResources who hosts the Registration System;

provided PII is only used in the aggregate for any purposes other than providing the service and related obligations of this MOU.

C.   **Collection and Use.** All Parties are responsible for following procedures outlined in the MOU for the collection, transfer, and securing of PII, and will only use PII in connection with the performance of its obligations in this MOU. Test taker data, including but not limited to TASC Test scores, may include aggregated, non-identifying data and may be used by the Parties for development and improvement of assessment tests, statistical analysis and norms ("Research Purposes").

D.   **Legal Requirements.** All Parties must comply with legal and regulatory requirements around the collection, use, and sharing of this information. Both Parties agree to be responsible for compliance with the Family Educational Rights and Privacy Act and the US Department of Education's implementing regulations at 34 CFR Part 99 (collectively, "FERPA") and all other applicable laws, rules, or regulations (all collectively, "Applicable Law").

9.   **DRC Indemnification.**

DRC shall indemnify, defend and hold harmless ICCB from and against any direct damages, costs, liabilities, losses or expenses, including reasonable attorneys' fees, arising out of a third party claim or cause of action brought by such third party based upon: (i) allegations that the Services or the Testing Materials provided by DRC for TASC Testing infringe on the intellectual property rights of a third party (provided, however, that ICCB has not modified any of the Services or the Testing Materials in a manner causing the allegations); and (ii) arising directly out of any act or omission by DRC in connection with its obligations made under this MOU; (iii) the death or bodily

injury of any person directly caused by an act or omission by DRC; or (iv) any act of gross negligence or willful misconduct by DRC, unless such claims (v) arise as a result of DRC's compliance with guidelines and policies established by ICCB.

Notwithstanding any provision of this MOU to the contrary, IN NO EVENT SHALL DRC BE LIABLE TO ICCB FOR ANY INDIRECT, SPECIAL, OR CONSEQUENTIAL DAMAGES. Provided further, in no event shall DRC liability to ICCB in connection with or arising from any breach, injury, damage, claim, or liability exceed the amount owed to ICCB by DRC.

As a condition to the indemnity obligations set forth in this Section 10, ICCB shall (i) promptly notify DRC in writing of any claim or action subject to such indemnity obligations, (ii) permit DRC to control the litigation and/or settlement thereof, provided, however, that DRC will not, without ICCB's prior written consent, agree to any settlement or compromise that would require the indemnified party to make any payments or bear any obligations, and (iii) reasonably cooperate with DRC, in defense of such claim or action.

10. Limitation of Liability.

DRC SHALL NOT BE LIABLE TO ICCB FOR ANY DAMAGES FOR LOST PROFITS, LOSS OF PRIVACY, SECURITY OR DATA, OR, PUNITIVE DAMAGES, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

11. Disclaimer of Warranties

NEITHER DRC NOR ITS PARENT COMPANY, AFFILIATES, EMPLOYEES, AGENTS OR SUPPLIERS MAKE ANY REPRESENTATION, WARRANTY, OR GUARANTY AS TO THE RELIABILITY, TIMELINESS, QUALITY, SUITABILITY, AVAILABILITY, ACCURACY OR COMPLETENESS OF THE SERVICES OR THE TESTING MATERIALS. OTHER THAN AS EXPRESSLY SET FORTH HEREIN OR AS SET FORTH IN THE SUBMISSION SENT IN RESPONSE ICCB'S REQUEST FOR SUBMISSIONS, THE SERVICES AND THE TESTING MATERIALS ARE PROVIDED "AS IS", AND NEITHER DRC NOR ITS PARENTS, AFFILIATES, EMPLOYEES, AGENTS OR SUPPLIERS MAKES ANY OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, WRITTEN OR ORAL, OR STATUTORY OR OTHERWISE.

12. General Provisions

A. Effect of Invalidity

If any provision of this MOU is held to be void or unenforceable by or as a result of a determination of any court of competent jurisdiction, the decision of which is binding upon the Parties, the Parties agree that such determination shall not render the remaining portions of this MOU to be null and void.

B. Waiver

Any Party's waiver or any breach or failure to enforce any of the terms or conditions of this MOU at any time, shall not in any way affect, limit or waive

such Party's right thereafter to enforce and compel strict compliance with the Terms and Conditions of this MOU.

C.   Independent Contractors

Unless otherwise provided in this MOU, each of the Parties hereto is an independent contractor, and nothing herein contained shall be deemed to constitute the relationship of partners, joint ventures, or of principal and agent between the Parties hereto. Neither Party shall represent itself to third persons as acting on behalf of, or serving as the agent of, the other Party.

D.   Assignment

This MOU may not be assigned, sublicensed, or otherwise transferred by ICCB, in whole or in part, voluntarily or by operation of law. DRC may assign its interests under the Agreement in its entirety (i) upon sale or transfer of substantially all of the assets of DRC; or (ii) to any affiliate, subsidiary or successor entity.

E.   Notices

Any notices required or permitted to be given under this MOU shall be in writing and shall be effective five (5) days following deposit into the United States mail, returned receipt requested; priority postage prepaid; or shall be effective the next business day following overnight delivery by a nationally recognized overnight carrier, facsimile with confirmation of sending or email transmittal, addressed as follows:

Contractor	DRC
State of Illinois Community College Board	Data Recognition Corporation
401 E Capitol Avenue	20 Ryan Ranch Road
Springfield, IL 62701-1711	Monterey, California 93940-5703
Attn: Jennifer K. Foster	Attn: Manager, Contracts
Fax: (217) 558-6700	Fax: (831) 393-7668
Email: Jennifer.Foster@Illinois.gov	Email: Contracts_DRC@DRC.com

F.   Governing Law

All matters pertaining to the validity, construction and effect of this MOU shall be governed by the laws of Illinois without reference to the conflicts of laws principles thereof.

G.   Order of Precedence

In the event of a conflict between this MOU, and the TASC Test Documentation, this MOU shall take precedence.

H.   Force Majeure

No Party shall be in default or otherwise liable for any delay in or failure of its performance under this MOU if such delay or failure arises by any reason beyond that Party's reasonable control, including any acts of God, events of

war, acts of terrorism, riots, fire, flood, earthquake, explosion or other natural disasters, epidemics, quarantine restrictions, or acts of government (collectively the "Force Majeure"). Such obligation that cannot be performed shall be excused for the same period that the delay could not have been avoided through the exercise of reasonable care.

I.   **Complete Agreement**

This MOU, contains the full and complete understanding between DRC and ICCB. No oral statements or agreements made prior to or at the signing of this MOU shall supplement or modify the written terms hereof. No Party shall claim any amendment, modifications, waiver, or release from any provisions hereof of mutual agreement, acknowledgment, or acceptance of purchase orders or otherwise, unless the same is in writing, signed by each of the Parties hereto, and specifically states the same is an amendment to this MOU.

IN WITNESSETH WHEREOF, the Signatory Parties have executed this MOU, effective as of the day and date first above written.

State of Illinois Community College Board

Data Recognition Corporation

Karen (Hunter) McClees
Authorized Signatory

_____
Authorized Signatory

Karen Hunter Anderson
Print Name

_____
Print Name

Executive Director
Print Title

_____
Print Title

1 | 8 | 16
Date

_____
Date

Attachment 1
TASC Test Center Memorandum of Understanding

Data Recognition Corporation
And
HSE Test Center

REGISTRATION PAGE

TEST CENTER LEGAL NAME: _____

TEST CENTER CODE: _____

TEST CENTER ADDRESS: _____

_____

SITE TEST COORDINATOR: _____

PHONE: _____   EMAIL: _____

CONTRACT TERM: Start: _____   End: _____

This TASC Test Center Memorandum of Understanding ("MOU") is entered into on _____ ("Effective Date") between Data Recognition Corporation, with offices at 20 Ryan Ranch Road, Monterey, California 93940 ("DRC") and the Test Center identified above. DRC and the Test Center identified above shall be referred to as the "Parties".

WHEREAS DRC has developed the TASC Test Assessing Secondary Completion™ ("TASC Test"), a high school equivalency assessment that provides access, quality and affordability for adults in the U.S. that do not have a high school or equivalent degree; and

WHEREAS the Illinois Community College Board ("ICCB") has authorized the ICCB staff to adopt the TASC Test as one of its high school equivalency assessments; and

WHEREAS the ICCB and DRC have agreed upon terms and conditions for statewide implementation of the TASC Test (the "State MOU"); and

WHEREAS the Test Center identified above wishes to administer the TASC Test; and

NOW THEREFORE the Parties agree that the ICCB-approved Test Center identified above may administer the TASC Test, pursuant to the Terms and Conditions contained herein.

The Parties agree to comply with the defined provisions set forth in: (i) this Registration Page; (ii) the TASC Test Terms and Conditions attached as Exhibit 1 and made part of this MOU; and (iii) the TASC Test Administration Manual (the "Documentation") incorporated by reference. The Documentation may be updated from time to time provided, however, that DRC

shall provide ICCB and the Test Center with notice of any material changes; and (iv) any written addenda or amendments to any of the foregoing that are signed by both Parties ("Amendments"); and

D R C hereby grants the Test Center the right to administer the TASC Test pursuant to the Terms and Conditions set forth below.

The Test Center acknowledges all test materials ordered by the Test Center or its Addendum Sites identified below will be shipped to the following address:

TEST CENTER SHIPPING ADDRESS:

_____

_____

_____

It is the responsibility of the Test Center to distribute all test materials to their Addendum Sites.

In event of a conflict between these Terms and Conditions of the Test Center MOU and the State MOU, the terms of State MOU shall take precedence.

IN WITNESS WHEREOF, the Parties agree to be bound by this MOU and have signed this Agreement effective on the date first written above.

Test Center   **Data Recognition Corporation**

_____   _____

Authorized Signatory   Authorized Signatory

_____   _____

Print Name   Print Name

_____   _____

Print Title   Print Title

_____   _____

Date   Date

Exhibit 1:
TASC Test Terms and Conditions

These TASC Test Terms and Conditions (these "Terms and Conditions") set forth the terms and conditions pursuant to which the Test Center, as defined on the Registration Page of this MOU, shall administer the TASC Test Assessing Secondary Completion ™ ("TASC"), as permitted by the State and Data Recognition Corporation ("DRC").

References to the "Agreement" shall mean;

(i)   the Registration Page and the following attachments:
        Exhibit 1 – TASC Test Terms and Conditions;
        Exhibit 2 – Addendum Test Sites; Exhibit 3 – Test Fees; and
(ii)   the TASC Administration Manual (the "Documentation")
(iii)   the TASC website and
(iv)   any written addenda or amendments to any of the foregoing that are signed by both parties.

1.   Agreement and Order of Precedence

In the event of a conflict between these Terms and Conditions and any related contracts or manuals the following is the order of precedence:

A. These TASC Terms and Conditions

B. TASC Test Administrators Manual

C. TASC Website http://www.tasctest.com

D. Exhibits to the Test Center MOU

2.   **Roles and Responsibilities**

A.   **ICCB State Test Administrator.** The ICCB State Test Administrator is responsible for the secure and ethical operation and administration of the High School Equivalency Program throughout the entire state of Illinois and agrees that he or she will comply with the Terms and Conditions of this Agreement, including but not limited to the issuance of high school equivalency diplomas/certificates to passing examinees.

B.   **Site Test Coordinator.** The Site Test Coordinator is responsible for the secure and ethical operation of the Test Center(s) identified on the Registration Page herein, and at Addendum Sites, as listed in Exhibit 2 of the Test Center MOU. Site Test Coordinator shall serve as the liaison between the Test Center, the Addendum Site(s), and DRC. Site Test Coordinator acknowledges and accepts that ICCB negotiated the Test Center MOU on behalf of the Test Center(s) and Addendum Sites. Site Test Coordinator represents and warrants that he/she has the full legal right and authority to enter into the ICCB-negotiated Test Center MOU on behalf of the Test Center and Addendum Sites and that the Test Center MOU constitutes the valid, legal and binding obligations of the Test Center. Furthermore, ICCB and the State Test Administrator shall be responsible for supporting the Site Test Coordinator. To the extent allowed under Illinois law,

ICCB shall remain liable for the acts of its personnel and staff. To the extent allowed under Illinois law, Test Center(s) shall remain liable for the acts of their personnel and staff.

C.   **DRC.** DRC is responsible for providing TASC Test services in accordance with the TASC Test Center MOU and attachments thereto; the Documentation and the State of Illinois Purchase Order Terms and Conditions as issued and accepted.

DRC will provide a nightly upload of test results and related data which will be encrypted and transferred on a daily basis to an ICCB designated secure file transfer protocol ("FTP") site. In general, the XML data transfer files are generated at 12:30 AM Eastern Time daily. The XML file is available for push to the ICCB between 12:30 AM and 7:30 AM EDT. The content of the files is based on the number of assessments received and scored in the prior 24 hours. The timing of these transfers can be impacted by any number of external and internal factors on either the sending or receiving side.

3.   Test Center Approval by ICCB and Acceptance by DRC

A.   **Approval by ICCB.** ICCB represents that the Test Center is able to (i) provide secure testing services for TASC Testing in accordance with ICCB requirements, and (ii) comply with all terms and c onditions of the Test Center MOU. The ICCB approved Test Center will act at ICCB's direction as a licensee of DRC, and DRC will not be liable for any acts or omissions of the Test Center.

B.   **DRC's Right of Inspection.** Test Center shall comply with all Terms and Conditions of the Test Center MOU and the Documentation. DRC reserves the right to inspect the Test Center, including Addendum Sites, to ensure compliance with all Terms and Conditions of the Test Center and the Documentation.

4.   Registration and Payment of Testing Fees

A.   **Registration.** TASC Test Examinees are required to register and schedule for testing in DRC's TASC Student Registration and Scheduling system.

B.   **Examinee Costs.** All costs for administration of the TASC Test are borne by the Examinee, as detailed in the TASC Test Pricing, attached as Attachment 2 and made part of this MOU.

For Examinees who reside in a Department of Corrections ("DOC") facility, test fees will be borne by the DOC or the applicable correctional facility.

C.   **Collection of Testing Fees.** As full and complete compensation for the services provided under this MOU, the Examinee will pre-pay for the TASC Test, including any state or local fees, when registering to test, in accordance with Attachment 2 of the Test Center MOU. TASC Test fees for Renewal Terms will be subject to the then current DRC TASC Test Fee rates.

D. **Invoicing and Payment of Test Fees.** Payment and invoicing of Test Fees shall be handled in one of the following manners:

4. Test Center Collects All Fees:

Examinee pays the DRC Test Fee and any applicable state and local fees to the Test Center. DRC will submit an invoice for the DRC Test Fee to the Test Center on a monthly basis after completion of scoring of each subtest. Payment to DRC is due upon receipt of invoice. The Test Center is responsible for sending any applicable state fees collected to the State.

5. DRC's eCommerce System:

Option 1: DRC collects all Fees from Examinee, including the DRC Test Fee and any applicable state and/or local fees through DRC's eCommerce system. DRC will remit any applicable state and/or local fees, on a quarterly basis, directly to Oklahoma and/or the Test Center, respectively.

Option 2: Test Center collects their Test Center Fee from Examinee; and Examinee pays the DRC Test Fee and any applicable state fees through DRC's eCommerce system. DRC will remit any applicable state fees, on a quarterly basis, directly to Oklahoma.

6. Department of Correction Examinees:

DRC Test Fees and any state and/or local Test Center fees are paid by either the Department of Corrections or the applicable correctional facility. DRC will invoice the DOC or the applicable facility for DRC Test Fees on a monthly basis after completion of scoring of each subtest. Payment to DRC is due upon receipt of invoice. DOC or applicable correctional facility will remit state fees collected to the State.

All states and test centers that will receive reimbursement state and/or local fees collected by DRC through eCommerce must provide a signed W9 to DRC when returning this agreement. The W9 form may be obtained from the following link: https://www.irs.gov/pub/irs-pdf/fw9.pdf.

E. **Taxes.** Test Center shall each be solely responsible for payment of their own federal, state and local taxes, including any benefits relating to the Affordable Care Act and self-employment (social security) taxes that may become due as a result of performance of the terms of this MOU ("Taxes"). Test Center shall comply with all laws concerning its employees at its own expense, including worker's compensation and disability laws.

F. **Accurate Records and Right to Audit.** Test Center agrees to maintain accurate records in connection with registering for and the administration of the TASC Test. All papers, correspondence, documents, data information, reports, records, receipts and other sources of information relating to TASC Test administrations must be maintained and available for inspection by

ICCB or DRC or its duly appointed representatives upon reasonable prior notice during business hours throughout the Term of this MOU and for a period of three (3) years from the date of the last TASC Test administration offered in Illinois within the Term of an Agreement with DRC.

5. **Copyright, Licenses and Proprietary Rights**

A. **DRC Ownership.** TASC Test Materials including but not limited to TASC PBT, TASC CBT, the Documentation, DRC's Proprietary Online Assessment System Platform ("OAS"), TASC Test Training Materials, online Materials such as Special Accommodations Forms, and all related content (collectively "TASC Test Materials") and such TASC Test information that is online, ("TASC Test Services") are the property of DRC and its licensors and are protected by United States and international copyright laws and conventions. All copyright, patent, trademark and other proprietary rights in TASC Test Materials and Services, including all software, text, graphics, test items, norms, multimedia assets, design elements, and all other materials, data, information, and domain names originated or used by DRC are reserved to DRC and its licensors. Neither ICCB nor Test Center shall modify the DRC information or reproduce, create derivative works, upload, post, transmit, or distribute any DRC Information, or reverse engineer, decompile, derive or disable any code. DRC grants to ICCB and Test Center ("Licensee") a non-exclusive, non-transferable right and license to access TASC Test Services via the TASC Test website and a right to designate end users of TASC Test Services for educational purposes anytime during the Term. ICCB and Test Center acknowledge, agree, and accept that this license extends only to TASC Test Services and to end users from ICCB, Test Center and Addendum Site locations designated in this MOU. This license will, at all times, be subject to this MOU and to the then-current "DRC Privacy Policy" and any related rules of usage as set forth in Exhibit 3 of the Test Center MOU. Licensee agrees it will inform end users that their use of the TASC Test Website and TASC Test Services are subject to these limitations, and that it will use its best efforts to ensure their compliance. This License does not and shall not be construed in any way to transfer any ownership rights or title in the TASC Test Information or any DRC materials to the Licensee (Test Center), TASC Test Registrants, or other vendors.

B. **DRC License to Test Centers – Computer-Based Testing.** DRC hereby grants to ICCB and Test Center ("Licensee") a non-exclusive, non-transferrable, limited license to administer the TASC Test and to use DRC's OAS Platform in connection therewith, all in accordance with this Agreement.

C. **Proprietary DRC Materials.** To the extent that the Test Center has access to the Testing Materials, Test Center agrees to use all reasonable efforts to maintain the confidentiality and security of the Testing Materials in accordance with the provisions of this MOU, and will not disclose or disseminate the Testing Materials to any third party, except as otherwise provided in this MOU or as required by law. The Parties agree that the Testing Materials are the secure, trade secret, confidential and proprietary property of DRC.

Prior to providing access to or disclosure of any Testing Materials to a third party, whether or not pursuant to legal process or an applicable law or regulation providing for public disclosure, Test Center agrees it shall provide DRC with prompt written notice so that DRC will have the opportunity to prevent disclosure of the Testing Materials.

6. **Personally Identifiable Information.**

    A.   "**Personally Identifiable Information**" or "**PII**" means information provided to Test Center and DRC in connection with Test Center and DRC's obligations to provide the Services under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number, or (ii) can be used to authenticate that individual, such as passwords, unique identification numbers or answers to security questions, or (iii) is protected under Applicable Laws. For the avoidance of doubt, PII does <u>not</u> include aggregate, anonymized data derived from an identified or identifiable individual.

    B.   PII concerning TASC registrants, examinees' scores, data, test results and analyses ("Data") belongs to the ICCB.

    C.   **Collection and Use.** Both Parties are responsible for following procedures outlined in this MOU for the collection, transfer, and securing of PII, and will only use PII in connection with the performance of its obligations in this MOU.

    D.   **Collection and Use.** All Parties are responsible for following procedures outlined in the MOU for the collection, transfer, and securing of PII, and will only use PII in connection with the performance of its obligations in this MOU.

    E.   **Legal Requirements.** Both Parties must comply with legal and regulatory requirements around the collection, use, and sharing of this information. Both Parties agree to be responsible for compliance with the Family Educational Rights and Privacy Act and the US Department of Education's implementing regulations at 34 CFR Part 99 (collectively, "FERPA") and all other applicable laws, rules, or regulations (all collectively, "Applicable Law").

7. **Term and Termination.**

    A.   **Agreement Term.** The Agreement Term for this MOU is set forth on the Registration Page above. This MOU shall automatically renew for additional one (1) year periods unless terminated earlier ("Renewal Term"). TASC Testing fees for each Renewal Term will be subject to the then current DRC Testing Fees and will be set forth in each amendment.

    B.   **Termination for Convenience.** This Agreement may be terminated for convenience by either party upon thirty (30) days written notice.

C.   **Termination of the State MOU**. In the event the MOU between DRC and ICCB is terminated, this Test Center MOU shall terminate in accordance with said termination date.

D.   **Termination for Default.**

    i.   **Default by Test Center.** Notwithstanding any other provisions of this Agreement, DRC may immediately terminate this Agreement, upon written notice, in the event that DRC determines in its sole judgment that Test Center defaults in the performance of any of its duties hereunder and such default is not remedied to the satisfaction of DRC within five (5) days after receipt of written notice to correct said default, or if said default cannot reasonably be corrected within said five (5) days.

    ii.   **Defaults Included.**   Defaults under the terms of this Agreement shall include but not be limited to: Failure by any Party to comply with the provisions of the TASC Test Coordinator's Manual, Test Examiner's Manual or TASC Website Requirements. A party ceasing normal business operations shall be considered to be in default under the terms of this Agreement.

    iii.   **Effect of Termination**.   At the expiration or termination of this MOU, the Test Center will, upon written request by DRC, return DRC materials to DRC in accordance with DRC's instructions. Returned Materials shall not include any test taker information, which shall remain the property of ICCB. The terms of this Section 7 shall survive termination or expiration of this MOU for any reason.

8.   **Limitation of Liability.**

DRC SHALL NOT BE LIABLE FOR ANY DAMAGES FOR LOST PROFITS, LOSS OF PRIVACY, SECURITY OR DATA, OR, ANY INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. Provided further, in no event shall DRC liability to Test Center in connection with or arising from any breach, injury, damage, claim, or liability exceed the amount owed to Test Center by DRC.

9.   **Disclaimer of Warranties**

NEITHER DRC NOR ITS AFFILIATES, EMPLOYEES, AGENTS OR SUPPLIERS MAKE ANY REPRESENTATION, WARRANTY, OR GUARANTY AS TO THE RELIABILITY, TIMELINESS, QUALITY, SUITABILITY, AVAILABILITY, ACCURACY OR COMPLETENESS OF THE SERVICES OR THE TESTING MATERIALS. OTHER THAN AS EXPRESSLY SET FORTH HEREIN OR AS SET FORTH IN THE SUBMISSION SENT IN RESPONSE ICCB'S REQUEST FOR SUBMISSIONS, THE SERVICES AND THE TESTING MATERIALS ARE PROVIDED "AS IS", AND NEITHER DRC NOR ITS AFFILIATES, EMPLOYEES, AGENTS OR SUPPLIERS MAKES ANY OTHER WARRANTIES, WHETHER EXPRESS OR IMPLIED, WRITTEN OR ORAL, OR STATUTORY OR OTHERWISE.

10. General Provisions

A. Effect of Invalidity

If any provision of this MOU is held to be void or unenforceable by or as a result of a determination of any court of competent jurisdiction, the decision of which is binding upon the Parties, the Parties agree that such determination shall not render the remaining portions of this MOU to be null and void.

B. Waiver

Any Party's waiver or any breach or failure to enforce any of the terms or conditions of this MOU at any time, shall not in any way affect, limit or waive such Party's right thereafter to enforce and compel strict compliance with the Terms and Conditions of this MOU.

C. Independent Contractors

Unless otherwise provided in this MOU, each of the Parties hereto is an independent contractor, and nothing herein contained shall be deemed to constitute the relationship of partners, joint ventures, or of principal and agent between the Parties hereto. Neither Party shall represent itself to third persons as acting on behalf of, or serving as the agent of, the other Party.

D. Assignment

This MOU may not be assigned, sublicensed, or otherwise transferred by ICCB, in whole or in part, voluntarily or by operation of law. DRC may assign its interests under the Agreement in its entirety (i) upon sale or transfer of substantially all of the assets of DRC; or (ii) to any affiliate, subsidiary or successor entity.

E. Force Majeure

No Party shall be in default or otherwise liable for any delay in or failure of its performance under this MOU if such delay or failure arises by any reason beyond that Party's reasonable control, including any acts of God, events of war, acts of terrorism, riots, fire, flood, earthquake, explosion or other natural disasters, epidemics, quarantine restrictions, or acts of government (collectively the "Force Majeure"). Such obligation that cannot be performed shall be excused for the same period that the delay could not have been avoided through the exercise of reasonable care.

F. Notices

Any notices required or permitted to be given under this MOU shall be in writing and shall be effective five (5) days following deposit into the United States mail, returned receipt requested; priority postage prepaid; or shall be effective the next business day following overnight delivery by a nationally recognized overnight carrier, facsimile with confirmation of sending or email transmittal, addressed as follows:

Test Center	DRC
_____	Data Recognition Corporation
_____	20 Ryan Ranch Road
_____	Monterey, California 93940-5703
Attn: _____	Attn: Manager, Contracts
Fax: ( )_____	Fax: (831) 393-7668
Email: _____	Email: Contracts_DRC@DRC.com

G.   Governing Law

All matters pertaining to the validity, construction and effect of this MOU shall be governed by the laws of New York without reference to the conflicts of laws principles thereof.

H.   Agreement and Order of Precedence

In the event of any conflict between the TASC Test Center MOU and the TASC Test Documentation, such conflicts shall be resolved by interpretation of the documents in the following order of precedence:

i.   This MOU
ii.   TASC Test Documentation

I.   Complete Agreement

This MOU contains the full and complete understanding between DRC and ICCB. No oral statements or agreements made prior to or at the signing of this MOU shall supplement or modify the written terms hereof. No Party shall claim any amendment, modifications, waiver, or release from any provisions hereof of mutual agreement, acknowledgment, or acceptance of purchase orders or otherwise, unless the same is in writing, signed by each of the Parties hereto, and specifically states the same is an amendment to this MOU

Exhibit 2
Test Center Addendum Sites

TO BE COMPLETED BY EACH TEST CENTER/COLLEGE SITE AS APPLICABLE
[If none – indicate "None" and these terms shall not apply]

ADDENDUM SITE NAME	
TEST CENTER CODE	
ADDENDUM SITE ADDRESS	
ADDENDUM SITE TEST COORDINATOR	
PHONE:	EMAIL:

ADDENDUM SITE NAME	
TEST CENTER CODE	
ADDENDUM SITE ADDRESS	
ADDENDUM SITE TEST COORDINATOR	
PHONE:	EMAIL:

ADDENDUM SITE NAME	
TEST CENTER CODE	
ADDENDUM SITE ADDRESS	
ADDENDUM SITE TEST COORDINATOR	
PHONE:	EMAIL:

1.   **Definition of Addendum Sites.** "Addendum Site" shall mean a Test Center site or location in the State that is approved by ICCB to administer tests, but that operates under the authority of a Test Center. Addendum Sites are not authorized to store testing materials unless otherwise approved in a written agreement between the Parties and signed by DRC and ICCB.

2.   **Security of Addendum Site Testing Materials.** The Parties agree that the Site Test Coordinator is responsible for ensuring that all testing materials from an Addendum Site shall be, upon completion of any TASC Test administration, securely stored, transferred and accounted for. The Site Test Coordinator shall check out the Test Materials to each Addendum Site and transport such Test Materials to the Addendum Site(s) and oversee the administration of the Test.

3.   **Responsibility for Addendum Sites.** Site Test Coordinator is responsible for the Addendum Site(s). If there is a change in the individual fulfilling the role of Site Test Coordinator, the Test Center remains responsible for complying with the Terms and Conditions of this MOU as if the change had never occurred. The Test Center must give DRC and ICCB ten (10) business days' written notice in the event of any change in the individual serving as Site Test Coordinator. Test Center agrees that it is responsible and liable for the acts or activities of the Addendum Sites and furthermore that the Addendum Sites shall abide by and comply with any and all Terms and Conditions of this Agreement. For avoidance of doubt, references to "Test Center" shall refer to and include any and all Addendum Sites as provided herein.

4.   **Changes to Exhibit 1.** If there are any additions or removals of any Addendum Sites, the Test Center shall notify DRC and ICCB immediately in writing.

EXHIBIT 3:
EXAMINEE FEES

Description	CALENDAR YEAR 2015	CALENDAR YEAR 2016	CALENDAR YEAR 2017
TASC Readiness	$10.00/Battery	$11.00/Battery	$12.00/Battery
TASC Test	$52.00/Battery	$52.00/Battery	$54.00/Battery
TASC Test takers may be subject to additional state and local fees as determined by the state.			
TASC Test Retakes	$10.40/subtest	$10.40/subtest	$10.80/subtest
Test Center Fees for Initial Subtests and Retake Subtests - to be paid by Examinee	$8.00/subtest	$8.00/subtest	$8.00/subtest

TASC Test Fees for all Renewal Terms will be subject to the then current DRC Testing Fee. Pricing is valid on a calendar year – January 1st through December 31st.

Subtest Retakes:

1. **Retakes in Pursuit of a Passing Score:**

   - The TASC Test offers two retakes of each content area subtest (5 in total) at no additional cost to first time Examinees. Examinees may be subject to additional state and local fees as determined by the state.
   - The retake fee is waived solely on subtests that did not receive a passing score. Examinees may be subject to additional state and local fees as determined by the state.
   - Please see (2) below for retakes in pursuit of improved scores.
   - After two fee-waived retakes in any content area subtest, standard retest fees will apply.
   - Fee-waived retakes are available to Examinees at any time, within the parameters of the state's retesting rules, up to one year from the date of the initial subtest.
   - Unless mandated by the ICCB's retest rules, there is no requirement that the Examinee purchase or take the entire battery of subtests in order to be eligible to take fee-waived retests.

2. **Retakes to Improve a Passing Score:**

   Examinees that achieve passing scores but still elect to retest in order to improve their scores after passing the initial test will be subject to standard retest fees.

EXHIBIT 4:
DRC Data Privacy and Security Policy

This Data Privacy and Security Policy ("**DPSP**") sets forth DRC and Test Center's respective duties and obligations with respect to Personally Identifiable Information (defined below). In the event of any inconsistencies between the DPSP and the MOU (defined below), the Parties agree that the DPSP will supersede and prevail. Capitalized terms not defined herein shall have the meaning ascribed to them in the agreement.

1. **Definitions.**

   A. "**Agreement**" means the MOU between DRC and Test Center to which this DPSP is attached and made a part thereof.

   B. "**Applicable Laws**" means federal, state and international privacy, data protection and information security-related laws, rules and regulations applicable to the Services and to Personally Identifiable Information.

   C. "**End User Data**" means the data provided to or collected by DRC in connection with their obligations to provide the Services under the Agreement.

   D. "**Personally Identifiable Information**" or "**PII**" means information provided to DRC in connection with DRC's obligations to provide the Services under the Agreement that (i) could reasonably identify the individual to whom such information pertains, such as name, address and/or telephone number, or (ii) can be used to authenticate that individual, such as passwords, unique identification numbers or answers to security questions, or (iii) is protected under Applicable Laws. For the avoidance of doubt, PII does not include aggregate, anonymized data derived from an identified or identifiable individual.

   E. "**Processing of PII**" means any operation or set of operations which is performed upon PII, such as collection, recording, organization, storage, use, retrieval, transmission, erasure or destruction.

   F. "**Third Party**" means any entity (including, without limitation, any affiliate, subsidiary and parent of DRC) that is acting on behalf of, and is authorized by, DRC to receive and use PII in connection with DRC's obligations to provide the Services.

   G. "**Security Incident**" means the unlawful access to, acquisition of, disclosure of, loss, or use of PII or DRC proprietary, confidential and/or trade secret materials.

   H. "**Services**" means any services and/or products provided by DRC in accordance with the Agreement.

2. **Confidentiality and Non-Use; Consents.**

   A. DRC agrees that the PII is the Confidential Information of the Test Taker and, unless authorized in writing by Test Taker or as otherwise specified in the Agreement or the DPSP, DRC shall not Process PII for any purpose other than as reasonably necessary to provide the Services, to exercise any rights granted to it under the Agreement, or as required by Applicable Laws.

   B. DRC shall maintain PII confidential, in accordance with the terms set forth in this

DPSP and Applicable Laws. DRC shall require all of its employees authorized by DRC to access PII and all Third Parties to comply with (i) limitations consistent with the foregoing and, (ii) all Applicable Laws.

C.   Test Center represents and warrants that in connection with any PII provided directly by Test Takers / Registrants to DRC, DRC shall be responsible for (i) notifying End Users that DRC will Process their PII in order to provide the Services and (ii) obtaining all consents and/or approvals required by Applicable Laws.

3.   **Data Security**. DRC shall use commercially reasonable administrative, technical and physical safeguards designed to protect the security, integrity, and confidentiality of PII. DRC's security measures include the following:

A.   Access to PII is restricted solely to DRC's staff who need such access to carry out the responsibilities of DRC under the Agreement;

B.   Access to computer applications and PII are managed through appropriate user ID/password procedures;

C.   Access to PII is restricted solely to ICCB personnel based on the user role they are assigned in the system (provided, however, that it is the ICCB's responsibility to ensure that user roles match the level of access allowed for personnel and that their personnel comply with Applicable Law in connection with use of such PII);

D.   Data is encrypted in transmission (including via web interface) at no less than 128-bit level encryption; and

E.   DRC or a DRC-authorized party performs a security scan of the application, computer systems and network housing PII using a commercially available security scanning system on an annual basis.

4.   **Data Security Breach**.

A.   In the event of a Security Incident , DRC shall (i) investigate the Security Incident, identify the impact of the Security Incident and take commercially reasonable actions to mitigate the effects of any such Security Incident, (ii) timely provide any notifications to individuals affected by the Security Incident that DRC is required to provide, and, (iii) notify ICCB of the Security Incident, subject to applicable confidentiality obligations and to the extent allowed and/or required by Applicable Laws.

B.   Except to the extent prohibited by Applicable Laws, DRC shall, upon ICCB written request, provide ICCB with a description of the Security Incident and the type of data that was the subject of the Security Incident.

5.   **Security Questionnaire**. Upon written request by ICCB, which request shall be no more frequently than once per twelve (12) month period, DRC shall respond to security questionnaires provided by ICCB, with regard to DRC's information security program applicable to the Services, provided that such information is available in the ordinary

course of business for DRC and it is not subject to any restrictions pursuant to DRC's privacy or data protection or information security-related policies or standards. Disclosure of any such information shall not compromise DRC's confidentiality obligations and/or legal obligations or privileges. Additionally, in no event shall DRC be required to make any disclosures prohibited by Applicable Laws. All the information provided to ICCB under this section shall be Confidential Information of DRC and shall be treated as such by the ICCB.

6. **Security Audit**. Upon written request by ICCB, which request shall be no more frequently than once per twelve (12) month period, DRC's data security measures may be reviewed by ICCB, both through an informal audit of policies and procedures and/or through inspection of security methods used within DRC's infrastructure, storage, and other physical security. Should ICCB request an inspection, DRC will schedule a site visit a minimum of five days after the date of the request.

7. **Records Retention and Disposal**

    A. DRC will use commercially reasonable efforts to retain End User Data until the End User deletes such data or for an alternative time period mutually agreed by the Parties.
    B. Using appropriate and reliable storage media, DRC will regularly back up the ICCB and End User Data and retain such backup copies for a minimum of twelve (12) months.
    C. DRC will immediately place a "hold" on the destruction of records that include but are not limited to End User Data, in response to an oral or written request from ICCB indicating that those records may be relevant to litigation that ICCB reasonably anticipates. Oral requests by ICCB for a hold on record destruction shall be reduced to writing and supplied to DRC for its records as soon as reasonably practical under the circumstances. ICCB will promptly coordinate with DRC regarding the preservation and disposition of these records. DRC shall continue to preserve the records until further notice by ICCB.

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 2019
>> a.   State General Funds
>> b.   Special State Funds
>> c.   Federal Funds
>> d.   Bond Financed Funds

> Timeliness of State Payments

> Governor's Fiscal Year 2020 Budget Recommendations

> Spring 2019 Legislative Update

> Changes to ICCB Employee Guidebook

Illinois Community College Board

GOVERNOR'S FISCAL YEAR 2020 BUDGET RECOMMENDATIONS

On February 20, 2019, Governor Pritzker addressed the General Assembly in a joint session and delivered his first budget address. The Governor's proposed budget includes an increase of $13.9 million for the community college and adult education system. These funds provide for a 5.0 percent increase in base operating grants (+ $8.3 million), equalization grants (+ $3.4 million), City Colleges of Chicago grant (+ $0.6 million), and adult education grants (+ $1.6 million). The proposed higher education budget also increases funding for MAP grants by $50 million and funding for public universities by $52.2 million (or 5.0 percent). The Governor did not include the ICCB request of $10 million for apprenticeship grants.

A presentation will be given during the Board meeting on the Governor's proposed budget.

Agenda Item #8.1
March 15, 2019

Illinois Community College Board

PRESENTATION ON 2018 ICCB ANNUAL ENROLLMENT AND COMPLETIONS REPORT

From ICCB's 2018 Annual Enrollment and Completions Report, select data will be shared to understand community college enrollment trends in Illinois and nationally. Illinois community college enrollment data will be analyzed at the instructional and demographic level and compared to Illinois postsecondary education sectors and peer states. Additionally, Illinois public high school graduate college-going enrollment patterns will be discussed as well as community college completion trends.

Agenda Item #9.1
March 15, 2019

Illinois Community College Board

NEW UNITS OF INSTRUCTION

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

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

PERMANENT PROGRAM APPROVAL

Elgin Community College
➤ Supply Chain Management A.A.S. degree (60 credit hours)
➤ Surgical Technology A.A.S. degree (60 credit hours)

Heartland Community College
➤ Medical Assisting Certificate (31 credit hours)

Joliet Junior College
➤ Medical Assisting Certificate (33 credit hours)

Parkland College
➤ Advanced Applicator Technician A.A.S. degree (61 credit hours)

Rend Lake College
➤ Facility Management A.A.S. degree (65 credit hours)
➤ Facility Management Certificate (33 credit hours)

Richland Community College
➤ Agronomy A.A.S. degree (60 credit hours)

BACKGROUND
Elgin Community College
Supply Chain Management A.A.S. degree (60 credit hours)
Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities in the field of supply chain and logistics management.

Catalog Description: The supply chain management program at Elgin Community College provides the student with the necessary skills to perform supply chain management functions within a variety of institutions. The certificate includes study of the inter-connected components of supply chain, transportation and logistics, and warehouse operations. In addition, students will be provided training on common business technology including Microsoft Excel. The two-year degree includes additional study in many aspects of business including accounting, economics, and business law as well as general

education classes. Students will be prepared for entry level work in the various aspects of supply chain by completing an internship within the program.

Curricular Information: The degree program requires 18 credit hours of general education coursework and 33 credit hours of required career and technical education coursework, which includes work-based learning, and nine (9) credit hours of related technical electives. Career and technical coursework includes instruction in principles of operation management, transportation and logistics, warehouse management, customer service solutions, management and supervision, spreadsheet applications, introductory business, financial and managerial accounting. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience and a comprehensive final exam covering supply chain operations and management. The college was recently approved to offer a related 18 credit hour Supply Chain and Logistics Specialist Certificate. The proposed degree will provide an educational ladder opportunity for graduates of this certificate program.

Justification for Credit hours required for the degree: NA.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of related occupations is expected to increase between 4.3-9.8% Statewide through 2026. Local growth in related occupations is expected to increase by about 2.3% and nationally an increase of 5.6% is expected over the next ten years.

Table 1: Employer Partners

Employers	Location
Focus Logistics	St. Charles, IL
Horizon Complex Metal Stampings	East Dundee, IL
Kenmode	Algonquin, IL
SanFilippo (Fisher Nuts)	Elgin, IL
Lineage Logistics	Geneva, IL
Richardson Electronics	LaFox, IL
Motorola Solutions	Elgin, IL
Power Packaging	St. Charles, IL
VWR International	Batavia, IL
Illinois Tool Works/Shakerproof	Elgin, IL
NAPA Auto Parts	South Elgin, IL
Rana Meal Solutions	Bartlett, IL
Smalley Steel Ring Company	Lake Zurich, IL

Table 2: Projected Enrollments

Supply Chain Management AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	15	20	20
Part-Time Enrollments:	10	20	25
Completions:	0	10	10

Financial / Budgetary Information: Two to three new part-time faculty will be necessary to implement the program. Qualified faculty will hold a Bachelor's degree in Supply Chain Management or closely

related field, at least two years of work experience in supply chain management, and one year teaching experience preferred. All facilities 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	$44,820	$45,268	$45,268
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	$44,820	$45,268	$45,268

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	2-3	0	0	0	0
Existing Faculty	0	0	0	2-3	0	2-3

<u>Elgin Community College</u>
<u>Surgical Technology A.A.S. degree (60 credit hours)</u>

Program Purpose: The program will prepare individuals for entry-level employment, under the supervision of physicians and surgical nurses, to maintain, monitor and enforce sterile field and adherence to aseptic technique by pre-operative, surgical team, and post-operative personnel.

Catalog Description: The Surgical Technology Associates of Applied Science program prepares individuals to assist surgeons and other medical professionals within the environment of surgical services. Surgical Technologists will prepare patients, rooms and equipment for pending surgical procedures. Surgical Technologists possess expertise in the theory and application of sterile and aseptic technique and combine the knowledge of human anatomy, surgical procedures, and implementation tools and technologies to facilitate a physician's performance of surgeries. Graduates of Elgin Community College's degree are eligible for certification by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Students who pass the NBSTSA exam earn the title of Certified Surgical Technologist (CST).

Curricular Information: The degree program requires 20 credit hours of general education coursework and 40 credit hours of required career and technical education coursework. The career and technical component includes instruction in surgical technology basics, surgical technology theory and laboratory, advanced surgical technology theory and laboratory, specialty surgical procedures, surgical laboratory, allied health ethics, professional development, certification preparation, basic and advanced levels of clinical experience. Assessment of student learning will be achieved through evaluation of the student's performance during their clinical experience.

Justification for Credit hours required for the degree: The college currently offers an accredited Surgical Technology Certificate program. By August 2021, all existing programs will be required to award a minimum of an associate's degree for students to obtain national certification. The proposed degree curriculum exceeds content and competencies specified in the current edition of the Core Curriculum for Surgical Technology as outlined by the CAAHEP and reflect all of the requisite topics and learning objectives necessary to meet accreditation requirements.

Accrediting Information: The proposed degree program meets new accreditation requirements of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The curriculum aligns with standards outlined by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (NBSTSA) for credentialing and will prepare graduates for the Certified Surgical Technologist credential through the Association of Surgical Technologists (AST).

Supporting Labor Market Data (including employer partners): By August 2021, all existing programs will be required to award a minimum of an associate's degree for students to obtain national certification. College faculty and members of the program advisory committee support the revision of the existing certificate program into a degree curriculum in order to meet accreditation standards and local labor force needs. Local employers indicate a need for not only the training of new surgical technologists, but also for a program that will provide existing professionals holding certificate-level education credentials an avenue for meeting new credential requirements. Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment "surgical technologists" is expected increase by nearly 1% statewide through 2026.

Table 1: Employer Partners

Employers	Location
Advocate Good Shepherd Hospital	Barrington, IL
Advocate Sherman Hospital	Elgin, IL
Northwestern Huntley Hospital	Huntley, IL
Northwestern McHenry Hospital	McHenry, IL
Northwest Community Hospital	Arlington Heights, IL
Northwestern Medicine Delnor Hospital	Geneva, IL
Presence St. Joseph's Hospital	Elgin, IL

Table 2: Projected Enrollments

Surgical Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	20	24	24
Part-Time Enrollments:	-	-	-
Completions:	18	21	22

Financial / Budgetary Information: Two existing full-time and four existing part-time faculty will be required to implement the revised program. Existing full- and part-time faculty will be retained and meet the requirement for accreditation. Existing faculty have at least an Associate's degree in Surgical Technology or closely related field, hold current Certified Surgical Technologist (CST) status, have between 8-25 years operating room experience and 4-15 years didactic/clinical instruction experience. The program director possesses all the requirements as well as a Master's degree in Healthcare Education and additional certification as a Surgical First Assistant. The program will utilize all existing facilities and equipment to support the program. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$9,031	$9,031	$9,031
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 (Instruct Supplies)	$1,500	$1,500	$1,500
TOTAL NEW COSTS	$10,531	$10,531	$10,531

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	2	4	2	4	2	4

Heartland Community College
Medical Assisting Certificate (31 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as medical assistants in a variety of healthcare settings.

Catalog Description: The Medical Assisting Certificate program covers professionalism, medical terminology, anatomy and physiology, medical law, and ethics as well as knowledge of the Health Insurance Portability and Accountability Act (HIPAA). Administrative skills include medical records management, telephone etiquette, scheduling and greeting patients, bookkeeping, collections, and insurance processing. Clinical skills include obtaining vital signs, medication preparation and administration, assisting with examinations and minor procedures, phlebotomy, performing basic laboratory tests, and specimen collection. This program is designed to be completed in one year. Students completing the Medical Assisting Certificate will also receive the Phlebotomist Certificate.

Curricular Information: The certificate program requires seven (7) credit hours of general education coursework, 20 credit hours of required career and technical education coursework, and four (4) credit hours in medical assisting and clinical practicum. Career and technical coursework includes instruction in medical terminology, introductory medical assisting, medical administration and finance, medical assisting clinical procedures, diseases of the human body, pharmacology for medical assistants, introduction to the medical lab, phlebotomy, and medical assisting practical learning. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience. The program will prepare graduates for optional credentialing through the American Association of Medical Assistants (AAMA) as a Certified Medical Assistant (CMA) and/or a Registered Medical Assistant (RMA, as well as credentialing through the National Healthcare Association as a Certified Phlebotomy Technician (CPT).

Justification for Credit hours required for the degree: The content included in this curriculum is required to meet accreditation standards and professional credentialing requirements.

Accrediting Information: The curriculum was developed according to industry standards under the guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assistant Education Review Board (MAERB).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "medical assistants" is expected to increase by 13.4% Statewide through 2026. Employment of "phlebotomists" is expected to increase by 15% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
Advocate BroMenn Medical Group	Normal, IL
Evenglow Lodge Long Term Care	Pontiac, IL
Westminster Village	Bloomington, IL
St. Clara Manor	Lincoln, IL
Abraham Lincoln Memorial Hospital	Lincoln, IL
McLean County Health Department	Normal, IL
Millennium Pain Center	Bloomington, IL
Synergy Home Care	Bloomington, IL
OSF Healthcare	Bloomington, IL

McLean County Nursing Home	Normal, IL

Table 2: Projected Enrollments

Medical Assisting Certificate	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	16	16	16
Part-Time Enrollments:	0	0	0
Completions:	14	15	15

Financial / Budgetary Information: One (1) new full-time and two (2) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate's degree in Medical Assisting, hold a current CMA or RMA credential, at least three years of work experience as a medical assistant, and one year teaching experience preferred. All facilities are adequately in place, however some equipment purchases will be necessary to support the program and meet accreditation standards. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$61,500	$65,000	$70,000
Administrator Costs	0	0	0
Other Personnel Costs	$500	$500	$500
Equipment Costs	$40,000	$5,000	$5,000
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$102,000	$70,500	$75,500

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

<u>Joliet Junior College</u>
Medical Assisting Certificate (33 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as medical assistants in a variety of healthcare settings.

Catalog Description: The Medical Assisting program is designed to prepare students to assist medical providers in a variety of duties. Under the supervision of a licensed medical professional, duties may include preparing patients and assisting in examinations, performing tests, managing medical records, performing administrative tasks, using electronic medical records to enter orders, and educating and advocating for patients. The core curriculum covers a variety of subjects including medical practice, medical law and ethics, medical communications, professionalism, computer skills, medical records, insurance medical office administration, patient preparation, and basic laboratory procedures and tests. Students are required to complete a supervised clinical externship at a medical facility. At the completion of the program, graduates should have the necessary skills to seek entry-level employment as medical assistants.

Curricular Information: The certificate program requires 30 credit hours of required career and technical education coursework, and three (3) credit hours in work-based learning. Career and technical coursework includes instruction in patient care techniques, clinical assisting and pharmacology, functional anatomy and physiology for medical assisting, administrative procedures, medical laboratory procedures, medical billing and insurance processing, diagnostic and specialty procedures, professional development, and an externship in medical assisting.

Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience. The program will prepare graduates for optional credentialing through the American Association of Medical Assistants (AAMA) as a Certified Medical Assistant (CMA) and/or a Registered Medical Assistant (RMA, as well as credentialing through the National Healthcare Association as a Certified Phlebotomy Technician (CPT).

Justification for Credit hours required for the degree: The content included in this curriculum is required to meet accreditation standards and professional credentialing requirements.

Accrediting Information: The curriculum was developed according to industry standards outlined by the Accrediting Bureau of Health Education Schools (ABHES).

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of "medical assistants" is expected to increase by 13.4% Statewide through 2026. Employment of "phlebotomists" is expected to increase by 15% Statewide through 2026.

Table 1: Employer Partners

Employers	Location
Silver Cross Hospital	New Lenox, IL
Morris Hospital and Healthcare Centers	Morris, IL
Presence St. Joseph Medical Center	Joliet, IL
Edward Hospital	Naperville, IL
Advocate Health Care	Chicago, IL

Table 2: Projected Enrollments

Medical Assisting Certificate	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	16	16	16
Part-Time Enrollments:	0	0	0
Completions:	14	15	15

Financial / Budgetary Information: One (1) new full-time faculty member will be necessary to implement the program with two (2) additional part-time faculty budgeted for as needed. Qualified faculty will hold at least an Associate's degree in Medical Assisting, hold a current CMA or RMA credential, at least three years of work experience as a medical assistant, and one year teaching experience preferred. All facilities are adequately in place, however some equipment purchases will be necessary to support the program and meet accreditation standards. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$90,000	$124,276	$175,254
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	$7,000	$20,000	$20,000
Library/LRC Costs	$3,000	$5,000	$5,000
Facility Costs*	0	0	0
Other (Accreditation)	$8,700	$6,000	$9,000
TOTAL NEW COSTS	$108,700	$155,276	$209,254

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	0	1	2	1	2
Existing Faculty	0	0	1	0	2	2

Parkland College
Advanced Applicator Technician A.A.S. degree (61 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment or advancement opportunities in the field of agriculture as custom applicator technicians.

Catalog Description: This program prepares students for careers as Advanced Applicator Technicians. Students will demonstrate proficiency in basic agronomic skills; operating applicator equipment; applying applicator procedures in compliance with the Department of Transportation and Environmental Protection Agency regulations; maintenance and repair of equipment; and use of precision agriculture technologies.

Curricular Information: The degree program requires 15 credit hours of general education coursework and 46 credit hours of required career and technical education coursework, which includes work-based learning. Career and technical coursework includes instruction in introductory crop sciences, ag computer applications, ag equipment safety, introductory ag retail operations, ag business management, ag salesmanship, introductory soil science, plant pest identification and control, soil fertility and fertilizers, precision farming technology, applications of GIS in agriculture, and a required work-based learning component in agri-business and ag equipment operations. Assessment of student learning will be achieved through evaluation of the student's performance during their work-based learning experience, a comprehensive demonstration of proficiency in ag applications, as well as demonstration of State DOT and EPA regulations. The college was recently approved to offer a related 16 credit hour Ag Retail Operations Certificate. The proposed degree will provide an educational ladder opportunity for graduates of this certificate program.

Justification for Credit hours required for the degree: The proposed curriculum includes 12 credit hours of workplace exploration and practical learning in agri-business and ag equipment operations. The program developers, including local employers from the program advisory committee, support requiring this work-based learning component in the two-year degree curriculum as it provides students with valuable knowledge about workplace behavior and operations, as well as with practical skills for use in their future workplace.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of related occupations is expected to increase by about 1% Statewide through 2026. The need for the proposed program comes primarily from local employers who see a significant need for individuals with advanced application technology skills. The college worked closely with these employers to develop a curriculum that would allow for transitioning from basic to advanced skill levels and broaden the scope for existing applications workers into areas of agri-business and retail operations.

Table 1: Employer Partners

Employers	Location
Helena Agri Enterprises	Carmel, IN
United Prairie	Tolono, IL
Software Solutions Integrated	Shelbyville, IL
Illinois Fertilizer & Chemical Association (IFCA)	Bloomington, IL
Asmark Training Center	Bloomington, IL

Table 2: Projected Enrollments

Advanced Applicator Tech AAS	**First Year**	**Second Year**	**Third Year**
Full-Time Enrollments:	15	15	15
Part-Time Enrollments:	5	5	5
Completions:	0	10	10

Financial / Budgetary Information: Three existing full-time and two new part-time faculty will be necessary to implement the program. Qualified faculty will hold a Bachelor's degree in Agriculture or closely related field for applicator coursework, at least two years of work experience in custom application and driving tractors for agricultural use, a valid Illinois Commercial Applicator's License, and one year teaching experience preferred. A Master's degree in Agronomy or closely related field, at least two years work experience and one year teaching experience is required for agri-business and precision ag related courses. All facilities are adequately in place however some equipment will be necessary to implement 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	$12,000	$12,000	$12,000
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	$27,000	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	$39,000	$12,000	$12,000

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	2	0	0	0	0
Existing Faculty	3	0	0	2	0	2

Rend Lake College
Facility Management A.A.S. degree (65 credit hours)
Facility Management Certificate (33 credit hours)

Program Purpose: The Certificate will prepare for entry-level employment where a basic knowledge of building codes, building design and construction, mechanical and electrical systems operations, landscaping and grounds keeping is required.

The A.A.S. degree will prepare individuals for entry-level employment in or advancement into management positions requiring a more thorough knowledge of building codes, building design and construction, mechanical and electrical systems operations, landscaping, grounds keeping and asset management. The certificate fully articulates towards the degree program.

Catalog Description: The two-year program leads to an Associate in Applied Science Degree in Facility Management. This program is designed to prepare students for upper-level occupations involving the management of an organization's physical assets. The Certificate is designed to prepare students for entry-level occupations involving management of an organization's physical assets. Upon completion of the curricula, students should have thorough knowledge of building codes, building design and construction, mechanical and electrical systems operations, landscaping, grounds keeping and asset management. A wide variety of career opportunities exist for individuals to be employed in manufacturing plants, hospitals, high-rise buildings, educational institutions, recreation centers, as well as hotels and motels.

Curricular Information: The degree program requires 15 credit hours of general education coursework and 50 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory facility management, building environments, waste management, fleet management, architectural building technology, architectural construction systems, mechanical & electrical systems, architectural building codes, plan & development of green facilities, building automation and control systems, energy modeling & management, landscape & grounds management, introductory horticulture, sustainable building design, industrial safety, and office accounting. The certificate program requires a subset of this coursework including six (6) credit hours of general education and 27 credit hours of career and technical coursework. Both programs will prepare individuals for the National Occupational Safety & Health Administration OSHA 10-hour Construction (workplace safety) Certification. Assessment of student learning will be achieved through a comprehensive research project and a portfolio review.

Justification for Credit hours required for the degree: The proposed curricula align with Public Law 111-308 which requires building managers to hold certain competencies. Both programs also align with the International Association of Facility Managers (IFMA) competencies. Both programs require only the minimum amount of general education and the necessary career and technical coursework to meet competency requirements.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college is supportive for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment of related occupations is expected to see growth between 3.5% locally and 6.8% Statewide through 2026. There are currently no other college districts offering similar programs specific to facilities management.

Table 1: Employer Partners

Employers	Location
Hamilton County Assessor	McLeansboro, IL
Edmison and Associates Architects	Mt. Vernon, IL
Architechniques Ltd	Herrin, IL
Prof. of Arch. Drafting Tech. Div.	Vincennes, IN
Gilbert Surveying, Inc.	Mt. Vernon, IL
Round Table Design	Mt. Vernon, IL
Baysinger Design Group	Marion, IL
Mt. Vernon Neon	Mt. Vernon, IL
Shores Construction	Centralia, IL
Lipps Construction Company	Mt. Vernon, IL
City of Mt. Vernon	Mt. Vernon, IL
Lunsford Architects	Carterville, IL
Round Table Design	Mt. Vernon, IL
Depew & Owen Builders	Centralia, IL
Continental Tire North America Inc.	Mt. Vernon, IL
Franklin-Williamson County ROE	Benton, IL
Benton High School	Benton, IL
John Crawford Engineers/Surveyors	Carterville, IL
Hamilton County Coal	Dahlgren, IL
White & Borgognoni Architecture	Carbondale, IL
Southern Illinois University-	Carbondale, IL
Baysinger Architects	Marion, IL
Eggemeyer Associates Architects	Herrin, IL

Table 2: Projected Enrollments

Facility Management AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	7	9	11
Part-Time Enrollments:	4	5	6
Completions:	-	6	13

Facility Management Cert	First Year	Second Year	Third Year
Full-Time Enrollments:	3	6	10
Part-Time Enrollments:	1	4	5
Completions:	2	8	11

Financial / Budgetary Information: Four existing part-time faculty will be required to implement the programs. Resources will be shared with existing programs and will utilize all existing facilities and equipment. The program will 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	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	0	4	0	4	0	4

Richland Community College
Agronomy A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment in the field of agriculture production with an understanding of all aspects of the industry including crop production, precision agriculture, and business management.

Catalog Description: Learn about all aspects of crop production, precision agriculture, and business management from instructors with real-world experience. Located literally in the middle of "America's Agribusiness Center", this program offers resources that are unique from those of any other college district. This degree is designed for those who are interested in pursuing a career in the crop science/agronomy sector. Sample of job titles with this degree: fertilizer and pesticide custom applicator, seed sales representative, precision ag specialist, crop scout, grain farmer, farm equipment operator, and farm manager.

Curricular Information: The degree program requires 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 sales & marketing of ag products, pest management, crop scouting, ag business management, crop production, precision agriculture, soil fertility & nutrient management, crop management, GIS applications for agriculture, computer applications for agriculture, field experience in agriculture, supervised work-based experience in agriculture, and a work experience practicum and seminar in agriculture. Assessment of student learning will be achieved through evaluation of the student's performance during their field and work-based learning experiences and well as through comprehensive projects in various ag areas.

Justification for Credit hours required for the degree: NA.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), projected employment growth for related occupations is around 3.5% statewide through 2026. The college worked with local employers and educators to design the curriculum as to particularly benefit local high school districts who offer dual credit in the academic general education and agriculture business courses.

Table 1: Employer Partners

Employers	Location
Growmark/Evergreen FS	Bloomington, IL (& multiple local locations)
Van Horn	Cerro Gordo, IL (& multiple local locations)
Sloan Implement, Inc.	Assumption, IL (& Taylorville, IL)

Table 2: Projected Enrollments

Agronomy AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	18	24	30
Part-Time Enrollments:	12	18	18
Completions:	-	18	27

Financial / Budgetary Information: One existing full-time, two existing part-time and two new (one full-, one part-time) faculty will be required to implement the program. Qualified faculty will hold at least a Bachelor's degree, preferably a Master's degree, in Agriculture, Agri-business or closely related field, have at least one year related work experience in agronomy/crop production, and some teaching experience. The college has budgeted funds to purchase new equipment during the first year and anticipates costs related to GIS mapping software and soil/crop consumable during each of the first three years of operation. The program will share classroom space and some laboratory resources with existing agriculture and horticulture programs. The program will be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	**Second Year**	**Third Year**
Faculty Costs	$8,000	$65,000	$67,000
Administrator Costs	$66,000	$67,000	$69,000
Other Personnel Costs (student worker)	$5,000	$5,000	$5,000
Equipment Costs	$4,000	0	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (Instruct Supplies)	$2,400	$2,000	$2,400
TOTAL NEW COSTS	$85,400	$139,000	$143,000

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	1	0	0	0	0
Existing Faculty	1	2	2	3	2	3

INFORMATION ITEM – BASIC CERTIFICATE PROGRAM APPROVAL

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

Permanent Program Approval

Elgin Community College
➢ Supply Chain & Logistics Specialist Certificate (18 credit hours)

Heartland Community College
➢ Enrolled Agent Certificate (16 credit hours)
➢ Paraprofessional Accounting Assistant Certificate (22 credit hours)
➢ Phlebotomist Certificate (4 credit hours)

McHenry County College
➢ Social Media Marketing Certificate (12 credit hours)

Parkland College
➢ Advanced UAS Certificate (9 credit hours)
➢ Agriculture Retail Operations Certificate (16 credit hours)

Temporary Program Approval

Carl Sandburg College
➢ Cyber Security Specialist Certificate (16 credit hours)

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD
RECOGNITION OF COMMUNITY COLLEGES

The Illinois Community College Board has statutory authority to "recognize" community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2014 through 2018 include the following categories: Academic, Student Services, Academic Support, Finance, Facilities, and Institutional Research and Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2018, Joliet Junior College and Kankakee Community College both underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and college finance site visits were conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluations, but gives background on the recognition evaluation and approval process for the Board's information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Joliet Junior College
Kankakee Community College

RECOGNITION REPORT
FOR
JOLIET JUNIOR COLLEGE

March 15, 2019

Illinois Community College Board

DRAFT RECOGNITION REPORT
FOR
JOLIET JUNIOR COLLEGE
March 15, 2019

INTRODUCTION

During fiscal year 2018, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Joliet Junior College. Due to the low number and type of compliance findings in this report, the ICCB staff recommend that the ICCB issue a finding of *Recognition Continued* to Joliet Junior College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board. A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status:

- *Recognition Continued* - The district generally meets ICCB standards.
- *Recognition Continued - with Conditions* - The district generally does not meet ICCB standards.
- *Recognition Interrupted* - The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the Illinois Community College Board wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

EVALUATION RESULTS AND RECOMMENDATIONS

INSTRUCTION

1. **Degrees and Certificates**
   A comparison between Joliet Junior College's college catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in ICCB Administrative Rule [23 Ill. Adm. 1501.302].

   The following discrepancies between the college catalog and the ICCB Curriculum Master File were identified:

   - Law Enforcement AAS degree is 67ch in the catalog (page 116), 62ch on the ICCB Curriculum Master file.
   - Graphic Design AAS degree is 62ch in the catalog (page 106), 60ch on the ICCB Curriculum Master file.
   - Graphic Design Certificate is 35ch in the catalog (page 106), 30ch on the ICCB Curriculum Master file.

   The changes were submitted with an effective date of July 26, 2019, and will be reflected in the 2019-2020 catalog.

   Compliance Recommendation: None

2. **Articulation**

   Joliet Junior College offers an Associate in Arts (A.A.), an Associate in Science (A.S.), and an Associate in General Studies (A.G.S.). Specific degree requirements parallel recommendations of the Illinois Articulation Initiative (IAI).

   According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13s or documentation from Transferology indicating a current articulation match.

   According to the requisite recognition standard, the college provided documentation of articulation for 18 of the 20 Baccalaureate/transfer courses requested. Two were in process for withdrawal by the college and were approved in October 2018.

   Compliance Recommendations: None

3. **Academic Control**

   All new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of units of instruction to be evaluated by college staff. All courses and programs are reviewed by the Curriculum Committee and

recommendations are sent to the vice president of academic affairs. Additionally, the Program Improvement Committee facilitates a model of continuous quality improvement by engaging in a comprehensive annual review of all programs and those scheduled for the five-year ICCB program review.

Compliance Recommendation: None

4. **Curriculum**

A comparison between Joliet Junior College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in 23 Ill. Adm. Code 1501.302, all career and technical education (CTE) degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

The college documented 16 CTE programs with National and/or State accreditation. Furthermore, multiple CTE programs offer stackable credentials, from short-term and advanced certificates, to an A.A.S. , many of which lead to industry-recognized credentials. The college also documented the existence of articulation agreements with several university partners allowing students to enter baccalaureate programs throughout the state after completing their A.A.S..

No discrepancies between the college catalog and the ICCB Curriculum Master File were noted.

Compliance Recommendation: None.

5. **Dual Credit**

As part of Joliet Junior College's recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with Administrative Rules [23 Ill. Adm. Code 1501.507(b)(11)]: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and CTE (1.2 PCS) courses for review; 50 from fiscal year 2016 and 50 from fiscal year 2017. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant prerequisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2016 and 2017, including their credentials.

Part A: State Laws and Regulations and Accreditation Standards.
Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures and academic standards at Joliet Junior College. These apply to students as well as instructors and staff associated with dual credit courses at the college.

Part B: Instructors.
During fiscal years 2016 and 2017, it was reported that 60 instructors taught transfer-level (1.1) dual credit courses. From this review, it was reported that seven instructors did not meet the appropriate credentials and minimum standards set by ICCB Administrative Rule. It was also reported that 64 instructors taught career and technical education (1.2) dual credit courses during fiscal years 2016 and 2017. Of these instructors, five did not meet the minimum qualifications. Additionally, it was recorded that occupational hours were not documented for several instructors. Per the ICCB Administrative Rules, CTE instructors must have completed at least 2,000 work hours in the field, and all credentials and work experience must be properly documented.

Part C: Qualification of Students.
After a review of the college self-study report and the additional audit materials requested by the ICCB, no significant issues related to student qualifications were found; however, it was indicated that the prerequisites or placement procedures were waived for five students in total in fiscal years 2016 and 2017. The college should ensure that all institutional policies are followed and reflect processes such as the placement of dual credit students.

Part D: Course Offerings.
Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings.

Part E: Course Requirements.
The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses were consistent with the courses offered on campus and at other off-campus sites.

Compliance Recommendations: In order to be in compliance with 23 Ill. Adm. Code 1501.507(b)(11), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, instructors must have a minimum of a master's degree with 18 graduate hours in the discipline being taught. For CTE (1.2 PCS) courses, instructors must have 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field. Qualifications of dual credit instructors must be appropriately collected, documented, and retained. Depending upon the specific course(s), the Dual Credit Quality Act (110 ILCS 27) may affect these qualification standards beginning January 1, 2019.

College Response: JJC reviewed and revised its credentialing process in FY18 to ensure all faculty, including dual credit are credentialed as required by ICCB. JJC has removed unqualified individuals. A few were placed on professional development plans which are monitored by department chairs and respective academic deans to ensure timely completion or termination of service. New hires always have the required credentials

For the seven PCS 1.1 dual credit instructors identified by ICCB, one has not taught since fall2017. The other six have the required graduate hours but JJC neglected to report the number of hours on the initial submission. A spreadsheet with information for each

individual and his/her transcripts is attached as evidence of compliance.

For the five PCS 1.2 dual credit instructors identified, three are no longer teaching – one since spring 2016 and the other two since spring 2017. The other two instructors were credentialed based on relevant and substantial undergraduate and graduate transcript credit. A spreadsheet with information for each individual and his/her transcripts is attached as evidence of compliance.

6. **Assessment Plans**
   Joliet Junior College has a systematic, districtwide approach to the assessment of student learning. The college is committed to regular assessment of student learning outcomes. Faculty report assessment of program learning outcomes and performance measures in the Annual Program Update and Program Reviews. Administration at the college uses the Program Update and Program Reviews to make informed decisions and identify priorities.

   Assessment efforts at Joliet Junior College in recent years have included the creation of a faculty-led assessment team and two assessment related faculty coordinator positions. Additionally, the college revised a cycle of data collection for its General Education Student Learning Outcomes.

   Placement policies and procedures are reviewed annually. Through the annual review, the college found that the current placement strategy needed to be improved. The vice president for academic affairs has convened a task force consisting of faculty, staff, and high school partners to devise a new Comprehensive Placement Policy.

   Compliance Recommendation: None.

7. **Student Evaluation**
   Joliet Junior College has a well-defined system for evaluating and recording student performance in courses and programs. Minimum standards of academic achievement, as defined by grade point average, credits completed in relation to credits attempted, and satisfactory academic progress have been established. The college has board policies governing its grading system, incomplete grades, and change of grades.

   Compliance Recommendation: None.

   Advisory Recommendation: Joliet Junior College stated that there is no formal final exam policy, but rather final exam guidelines. The ICCB recommends instituting a formal board approved policy regarding final examinations.

   College Response: The vice president of academic affairs working with the academic deans of Joliet Junior College will draft a final exam policy and will seek board of trustees' approval prior to the 2019-2020 academic year.

8. **Faculty Qualifications/Polices**
   Joliet Junior College reported that all full- and part-time faculty for transfer-level courses are required to obtain a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. According

to the requisite recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. Information regarding full- and part-time faculty who taught in the academic years 2015-2016 and 2016-2017, was also requested by the ICCB. Review of the faculty transcripts provided by the college showed that six faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses.

The college showed that it supports faculty professional development. The Faculty Development Committee intends to support and strengthen the overall quality of teaching so that faculty may better serve students and the community.

Compliance Recommendation: In order to be in compliance with 23 Ill. Adm. Code 1501.303(f), Joliet Junior College must ensure that all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

> *Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.*

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as 1.1 transfer courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. For career and technical education coursework, instructors must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: As described in 1.5, JJC reviewed and revised its credentialing process to ensure all faculty have the required credentials. For the six faculty members identified, five do have the required coursework but transcripts were not in evidence. A spreadsheet with relevant information and transcripts is attached as evidence of compliance.

The College agrees the Conversational Japanese III course did not have a qualified faculty member. JJC re-articulated the course in the fall and it is a direct equivalent to courses at ISU, WIU and SIUC. JJC will determine if it will continue to offer the course. Until a qualified instructor can be found the course will not be offered.

Advisory Recommendation: In order to ensure faculty can receive professional development such as hands-on technology, creating accessible instructional materials, and pedagogy, the college should review and consider best practices from other colleges (e.g., a staff faculty development center, etc.).

College Response: In the fall 2018, Joliet Junior College opened the Center for Excellence at Main Campus. The Center was established as a best-practice department within Academic Affairs for professional development of faculty and staff. Faculty can access instructional materials, attend workshops, engage with peers on leading topics in

community college teaching and learning.

9. **Cooperative Agreements and Contracts**
   As part of Joliet Junior College's recognition review of cooperative agreements, the following items were reviewed: the college's self-assessment and accompanying documentation and agreements and/or contracts with colleges. Joliet Junior College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state.

   Compliance Recommendation: None.

   Advisory Recommendations: Pursuant to article 19 of the CAREER Agreement, of which Joliet Junior College is a part, colleges sending students to receiving colleges will not pay chargebacks. Moving forward, Joliet Junior College should not collect chargebacks for any student who utilizes the CAREER Agreement.

   Joliet Junior College's Board policy 3.3.3, Partial Tuition Support item A. states that,

   > "If a student wishes to take a curriculum of studies not offered in the home community college district, but offered in another public Illinois community college district, the home community college district will pay the non-resident portion of the tuition while he/she is enrolled in such a program."

   The CAREER Agreement allows the student to receive in-district tuition at a receiving college without the partial tuition support assistance of the home district. Moving forward, Joliet Junior College should discontinue this practice for any student who utilizes the CAREER Agreement.

   College Response: As a participating college in the CAREER Agreement, Joliet Junior College no longer collects chargebacks from peer Illinois community colleges. JJC board policy 3.3.3 has been identified as no longer relevant by the academic affairs division of the College and will be presented to the Joliet Junior College board of trustees in the spring 2019 semester for deletion.

10. **Academic Calendar**
    As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. The Joliet Junior College 2018-2019 Academic Calendar includes 16 weeks with at least 75 full days of instruction for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to Administrative Rule [23 Ill. Adm. Code 1501.303 (e)].

    Compliance Recommendation: None.

    Advisory Recommendation: The college is advised to create an academic continuity plan and incorporate it into the appropriate policies and procedures, so that if an emergency

such as a fire, flood, or strike makes it necessary for the college to shorten one of its academic terms, the college can demonstrate to ICCB that strategies are in place for meeting these closures or cancellations in a way that maintains the required contact hours, per 23 Ill. Adm. Code 1501.309(b).

College Response: The college currently includes one final exam make-up day in academic calendars and understands the importance of a more comprehensive academic continuity plan. The College will undertake development of the plan and associated policy and procedures during fiscal year 2020.

11. Program Review/Results

After reviewing Joliet Junior College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, collegewide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college included student and academic support services and administrative functions in their annual review cycle. Through the review, it was evident that Joliet Junior College utilizes the program review process in its strategic planning and program improvement efforts. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified.

While there was stakeholder engagement, expansion of external stakeholder engagement, including business and industry partners, in the program review process is recommended to help advise the college on the development, implementation, and evaluation of relevant programming. Joliet Junior College should follow any identified action steps and continue to review and utilize the recommendations and feedback given by the ICCB.

Compliance Recommendation: None.

STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Joliet Junior College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Campus advising hours are from 8:00 a.m. – 4:30 p.m. with walk-in appointments available. Academic advising is available to all students through a variety of options, including through the Counseling Department, online and face-to-face New Student Orientation, TRIO programs, Office of Multicultural Affairs, online advising through Ask a Counselor, and through one of the 40 faculty advisors. Students are not assigned to a specific advisor.

Joliet Junior College is in the third year of a multi-year Title III: Pathway to Success grant. The college plans to implement academic pathways, an organized advising system, and wrap-around support services.

Compliance Recommendation: None.

Advisory Recommendations: According to college staff, Joliet Junior College currently does not offer appointments outside of normal business hours or weekends. The college should continue to evaluate their current practices to ensure services are available at hours/days convenient for all students, including evenings and weekends.

College Response: Joliet Junior College will continue to evaluate the current practices of the advising role and function to ensure that services are available to all students of the College.

Part B: Financial Aid

The college's financial aid program provides students with information about and access to available financial support. Joliet Junior College's financial aid services are provided in a manner convenient to students. The Enrollment Center and Office of Financial Aid at the main campus operate from 8:00 a.m. – 6:00 p.m. Monday through Thursday, and 8:00 a.m. - 4:30 p.m. on Friday. Additionally, staff are available at the remote campuses of Romeoville and City Center, and an online financial aid self-service portal is available 24 hours a day, seven days a week. The self-service portal is available from the college's website or the "My JJC" portal. Through the portal, students have the ability to review required documents and financial aid packages, accept or decline aid, request additional aid, make student payments, and communicate with the Office of Financial Aid.

The college has a full-time coordinator of Veterans Services who oversees the benefits program and the veterans resource center. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns.

Compliance Recommendation: None.

Part C: Placement

The Career Services Center provides wrap-around career advising, which includes career exploration support, internship assistance, job search support, and educational planning. The college also provides virtual advising to ensure community and distant students have access to job placement and other career support. The Center frequently hosts career exploration fairs, workshops and programs. Career exploration services include appointments with assessment, career counseling, virtual career counseling, and job shadowing services. Students and employment recruiters complete evaluations after every event.

The Career Services Center documented a four percent increase in job placement services over the 2015-2016 academic year and a 31 percent increase in their internship placement during the 2016-2017 academic year.

Compliance Recommendation: None.

Part D: Support Services

In addition to academic advising, transfer, and career services, the college provides support services to students through various offices that include Disability Services, Office of Multicultural Student Affairs, Student Life, TRIO, Academic Skills Center and veteran's

services.

The college's Project Achieve uses two 100 percent federally funded TRIO grants to recruit and increase the retention and graduation rates for students who are traditionally underrepresented, minorities, first-generation, low-income, and/or that have documented disabilities.

The Office of Multicultural Student Affairs is open 8:00 a.m. – 4:30 p.m. Monday through Thursday. The department recruits and helps retain minorities, English language learners, and undocumented students. The office provides academic guidance, personal support, cultural resources, and leadership opportunities for students.

The Academic Skills Center coordinates opportunities off-campus, on-campus, and online with high school partners through an online testing form used by local high school districts to request free placement testing at their locations. Students also may request "remote testing" where they can complete non-Joliet Junior College placement testing at the college, or may complete college testing at a non-Joliet Junior College testing location.

Compliance Recommendation: None.

FINANCE/FACILITIES

1. **Credit Hour Claim Verification**
   ICCB staff conducted a day and a half visit at the college in October, 2018. During this visit ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

   ICCB staff selected approximately 150 course sections from the summer 2016, fall 2016, and spring 2017 semesters. Staff also reviewed midterm class lists, final grade sheets, and transcripts. The ICCB uses this information to support student residency status and final grade postings. Supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims are reviewed. College processes used to determine student residency, verification of residency, and course repeating were evaluated.

   Compliance Recommendation: None.

   Midterm Certification System
   The college's credit hour submissions to the ICCB were made in a timely manner. All instructors for SU courses were funded with more than 50 percent from unrestricted funds and were submitted accurately.

   Compliance Recommendation: None

   Student Residency
   Based on the review of residency records, Joliet properly makes a distinction between the

residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate manner.

Compliance Recommendation: None.

Course Repeats
The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic.

Compliance Recommendation: None.

2. **Financial Planning**
The vice president of administrative services, controller, assistant controller, manager of budget and risk, and director of facility services oversee the financial planning process which includes audits, board documents, financial records, the annual budget and projections, the strategic plan, and the college's Master Plan.

Annually, beginning in October, the college updates its Financial Plan. After input is received from the President's Cabinet, a preliminary plan is presented at a Board retreat. Once the Board has made changes and given their approval, the Financial Plan is adjusted as financial inputs become known. By mid-January, the Consumer Price Index for the year is received to finalize the tax levy projections and enrollment for the spring semester becomes a solid number. Then, at the Board's January workshop, the Financial Plan, any new initiatives, and a timeline for approving the upcoming budget are presented. Major requests for funding are compiled in the controller's office and then presented to the Cabinet for funding determinations. As decisions are made, the numbers are updated to determine if the budget is balanced.

Compliance Recommendation: None.

3. **Financial Compliance**
Part A: Annual External Audit
The annual external audits for fiscal years 2013 through 2017 were reviewed. They were submitted to the ICCB timely with all of the required information.

Compliance Recommendation: None.

4. **Facilities**
Part A: Approval of Construction Projects
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB Rule 1501.608j "…prior approval of the ICCB…" is being eliminated through the JCAR rules process. The college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions
Facility Data Records (ICCB F3, F6, B3, R3 records)
Based on ICCB staff review of the facilities data submissions, the fiscal year 2013 through fiscal year 2017 submissions were generally made in a timely or accurate manner. During ICCB's review of the F3, F6, B3, & R3 records submitted, no errors appeared on the June 30th edit reports, which is an indication that the college's submission was accurate.

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land
The fiscal years 2013 through 2017 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project Status Reports
The fiscal year 2013 through 2017 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)
The submissions due in fiscal years 2013 through 2017 were reviewed. For the period examined, the college submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)
The fiscal years 2013 through 2017 submissions were reviewed. All submissions reviewed were submitted by the due date.

Compliance Recommendation: None.

INSTITUTIONAL RESEARCH/REPORTING

1. **General Reporting Requirements**
   The latest five years of ICCB data submissions by Joliet Junior College were reviewed. Generally, this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

   ICCB data timeliness and accuracy are becoming increasingly important. ICCB staff use these submissions extensively to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges, ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to strengthen data submission quality and comprehensiveness.

   For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are eleven IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2018 is up to $55,907 for each violation. The fine changes annually based on an inflation index.

   ICCB data also are used in federal Postsecondary Perkins and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

   Joliet Junior College officials have been successful in meeting federal submission timelines over the past five fiscal years, but they have met ICCB deadlines for only a few submissions. Overall, Joliet Junior College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

   Part A. Student Data Reporting
   The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been sufficient over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Joliet Junior College's A1 submission met the reporting deadline in none of the past five fiscal years: the fiscal year 2018 submission was finalized one month late, the fiscal year 2017 submission was six weeks late, the fiscal year 2016 and fiscal year 2014 submissions were two months late, and the fiscal year 2015 submission was finalized one and a half months past the reporting deadline. The submissions took between six and sixteen submissions to finalize.

   Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of

records with unknown Entry Intent and Current Intent ranged from 13 percent to 29 percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged from seven percent to 11 percent across the five years studied. High School Rank averaged about fifty-five percent across fiscal year 2016 through fiscal year 2014. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the Annual Student Identification (ID) submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in none of the five fiscal years reviewed; the submissions were finalized between two and a half weeks and two months past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Joliet Junior College met the reporting deadline in none of the four years reviewed; the submissions were finalized between ten days and six weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from three to eight and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity has been excellent with less than four percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017 when the SD data was moved to the A1. Joliet Junior College met the reporting deadline in none of the three years reviewed; the submissions were finalized between two months and four and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to two, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Joliet Junior College met the reporting deadline in none of the five years reviewed; the submissions were finalized between five and a half weeks and six months past the reporting deadline. The number of submissions needed to finalize the data ranged from three to six. The final AC submissions did not contain any critical errors in five of the five years reviewed. The AC data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in none of the past five years. The fiscal year 2018 and the fiscal year 2015 submissions were finalized nearly two months late, the fiscal year 2017 submission was eleven days late, the fiscal year 2016 submission was three and a half months late, and the fiscal year 2014 submission was finalized five months past the reporting deadline. The number of submissions needed to finalize the data ranged from four to six during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Joliet Junior College met the reporting deadline for the Fall Enrollment Survey in none of the five years

reviewed. The fiscal year 2018 submission was finalized four days late, the fiscal year 2017 and fiscal year 2015 submissions were nine days late, the fiscal year 2016 submission was fifteen days late, and the fiscal year 2014 submission was finalized two days late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in four of the five years reviewed; there was a small discrepancy with the fiscal year 2014 submission (one record).

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Joliet Junior College data submissions met the reporting deadline in none of the last five fiscal years. The fiscal year 2018 submission was finalized two weeks late, the fiscal year 2017 submission was four and a half months late, the fiscal year 2016 and fiscal year 2014 submissions were nearly two months late, and the fiscal year 2015 submission was finalized nearly six months past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent in the five years reviewed with less than three percent of records with unknown age in fiscal year 2018 and no records or nearly zero percent of records having unknown age in fiscal year 2017 through fiscal year 2014. The proportion of records with unknown Race/Ethnicity was less than ten across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about sixty percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between one week and five weeks past the reporting deadline. Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS) provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in three of the past five fiscal years; the fiscal year 2015 submission was finalized two days late, and the fiscal year 2014 submission was finalized one day past the reporting deadline. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in none of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in none of the three submissions reviewed.

Part B. Faculty/Staff Data Submissions
The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in none of the past five fiscal years; the submissions were finalized between seven weeks and five months past the reporting deadline. The number of submissions required to finalize these data ranged from four to nine.

The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in none of the three years reviewed. The fiscal year 2016 submission was finalized nearly four months late, the fiscal year 2015 submission was nearly five months late, and the fiscal

year 2014 submission was finalized nearly six months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017, and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in one of the past five fiscal years. The fiscal year 2017 and fiscal year 2014 submissions were about two months late, the fiscal year 2016 submission was three months late, and the fiscal year 2015 submission was finalized five and a half months past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Joliet Junior College met the submission deadline in none of the past five years reviewed. The submissions were finalized between nine and fifteen days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to seven. The Annual Faculty, Staff, and Salary (C3) submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Joliet Junior College met the reporting deadline in all years reviewed for each of the four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions
The **Underrepresented Groups Report** was submitted on time in none of the past five fiscal years. The fiscal year 2018 and fiscal year 2014 submissions were about one month late, the fiscal year 2017 submission was two days late, the fiscal year 2016 submission was three days late, and the fiscal year 2015 submission was finalized two months past the reporting deadline. This report is becoming more important as national and state attention is increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None

Advisory Recommendations: While some data submissions have been timely, accurate, and complete, a significant number of reports were submitted past the deadline. The ICCB looks forward to timely, accurate, and complete data submissions from Joliet Junior College in the future. Focused efforts are recommended to improve the timeliness of most submissions, including the Annual Enrollment and Completion Data (A1), the Annual Student Identification Submission (ID), the Annual Completions Data (A2), the Annual Course Data (AC), the Fall Term Enrollment Data (E1), the Fall Term Enrollment (Web) Survey, the Noncredit Course Enrollment Data (N1), the Faculty, Staff & Salary Data (C1), the Faculty, Staff & Salary Supplementary Information, the Summer Graduate Reporting

for IPEDS GRS, the Underrepresented Groups Report, and the Annual Faculty, Staff & Salary Data (C3).

College Response: The College's ICCB reports are produced through outdated report programming, which provides incomplete results and therefore requires substantial human intervention to develop the desired product and results in delays and multiple submissions. The College has recently committed to reprogramming the ICCB reports in order to reduce the requirements for human intervention and enable more timely submission.

Joliet Junior College has created a compliance officer position. One function of this new administrator is to establish timelines and project accountability for all programming, collection and submission of data required for annual ICCB, state, and federal reporting requirements. The compliance officer reports directly to the college president and monitors all reporting standards to ensure a timely response.

Joliet Junior College (525) – Recognition Policy Studies Report Due Dates
(Appendix A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(07/15)***	07/31/17	11/28/16	09/09/15	01/09/15	09/04/13
# Submissions to Final	5	4	5	3	3
Timeliness	14 days late	136 days late	56 days late	178 days late	51 days late
Duplicated Head Count	4215	4578	4710	4781	6086
Unduplicated Head Count	3915	4304	4449	4554	5407
# Error Codes in Final Submission	1	0	0	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	2.59 percent	0.00 percent	0.00 percent	0.02 percent	0.01 percent
% Unknown Age in Final Submission no value or .	2.59 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.02 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	9.06 percent	9.61 percent	8.28 percent	9.56 percent	9.22 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	56.50 percent	61.56 percent	56.06 percent

*Due 07/17 in FY 18
**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(08/01)***	09/01/17	10/12/16	10/05/15	09/17/14	10/01/13
# Submissions to Final	8	16	8	6	7
Timeliness	31 days late	41 days late	63 days late	47 days late	61 days late

Head Count (total incl. 0 hrs. enroll.)	23275	22062	24058	26173	31301
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	1	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	5.99 percent	7.37 percent	14.21 percent
% 0 Cumulative GPA in Final Sub.	10.66 percent	11.72 percent	10.82 percent	11.90 percent	14.25 percent
% 0 Cumulative Hours in Final Sub.	10.61 percent	11.66 percent	10.77 percent	11.87 percent	14.16 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	28.26 percent	28.68 percent	27.80 percent	26.21 percent	27.25 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	12.94 percent	12.72 percent	14.94 percent	15.73 percent	19.46 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	6.69 percent	7.73 percent	7.45 percent	8.55 percent	11.09 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	51.77 percent	54.67 percent	60.98 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16
**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – (09/01)**	09/11/17	10/07/16	10/12/15	10/02/14	N/A*
# Submissions to Final	8	3	6	5	N/A*
Timeliness	10 days late	22 days late	41 days late	30 days late	N/A*
Record Count (duplicate completions)	3491	2472	2617	2493	N/A*

Total Number of Completions from A1	3270	2297	2617	2420	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	0	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final unknown	2.52 percent	3.92 percent	2.03 percent	2.09 percent	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission (09/01)*	09/18/17	10/05/16	10/23/15	11/06/14	10/23/13
# Submissions to Final	2	2	3	2	2
Timeliness – Data Due	17 days late	20 days late	52 days late	65 days late	50 days late
Head Count in Final Submission	23275	22062	24058	26173	31301
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	0	0	1	0
# Critical Errors in Final Submission	0	0	0	0	0

*Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15; 09/03 in FY 14

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	11/03/15	12/18/14	01/17/14
# Submissions to Final	N/C*	N/C*	2	1	1
Timeliness – Data Due	N/C*	N/C*	63 days late	107 days late	136 days late
Head Count in Final Submission	N/C*	N/C*	808	778	644

# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

*The SD submission was eliminated in FY17
**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(09/01)***	11/22/17	10/31/16	03/02/16	04/22/15	02/18/14
# Submissions to Final	6	3	4	6	5
Timeliness	82 days late	39 days late	183 days late	156 days late	95 days late
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Dual Credit in Final	7.51 percent	5.66 percent	7.89 percent	7.51 percent	13.33 percent
% Remedial (PCS 14) in Final	9.12 percent	9.67 percent	9.96 percent	14.47 percent	9.79 percent

*Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15; 11/15 in FY 14

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	11/21/17	10/28/16	01/12/16	11/26/14	03/04/14
# Submissions to Final	4	6	6	6	6
Timeliness	50 days late	11 days late	103 days late	56 days late	154 days late
Head Count in Final Submission	14,910	15,383	14,944	15,776	16,869
Discrepancy between E1 & Survey	0	0	0	0	-1
# Error Codes in Final Submission	2	1	1	1	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.12 percent	0.01 percent	0.08 percent	0.14 percent	4.75 percent

Current Intent Coverage in Final Sub % coded as unknown	9.82 percent	9.99 percent	9.67 percent	10.92 percent	11.58 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	100.00 percent	100.00 percent	100.00 percent	100.00 percent	100.00 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (10/01)*	10/06/17	10/12/16	10/16/15	10/10/14	10/03/13
Timeliness	4 days late	9 days late	15 days late	9 days late	2 days late
Head Count	14,910	15,383	14,944	15,776	16,870
Discrepancy between E1 & Survey	0	0	0	0	+1

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (10/15)*	12/08/17	12/15/16	01/25/16	03/11/15	12/13/13
# Submissions to Final	4	5	5	9	4
Timeliness	53 days late	50 days late	102 days late	147 days late	59 days late
# Error Codes in Final Submission	2	2	2	2	2
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	9.28 percent	12.98 percent	12.00 percent	11.02 percent	9.81 percent
% Unknown Employment Class (8)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (10/15)	N/C*	N/C*	02/02/16	03/11/15	04/02/14
# Submissions to Final	N/C*	N/C*	2	5	4

| Timeliness | N/C* | N/C* | 110 days late | 147 days late | 169 days late |

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – (10/15)*	10/20/17	01/03/17	01/15/16	03/27/15	12/16/13
# Submissions to Final	1	1	1	1	1
Timeliness	on time	56 days late	92 days late	163 days late	62 days late

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission (11/01)*	11/09/17	11/16/16	12/09/15	12/10/14	12/09/13
Timeliness	8 days late	15 days late	37 days late	37 days late	7 days late

*Due 11/02 in FY 16; 11/03 in FY 15; 12/02 in FY 14

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission (02/15)*	02/06/18	02/13/17	02/10/16	02/19/15	02/18/14
Timeliness	on time	on time	on time	2 days late	1 day late

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior
**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	02/14/17	01/15/16	01/30/15	02/24/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/02/18	02/14/17	01/15/16	01/30/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/18/18	02/14/17	01/15/16	01/30/15	02/24/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	01/18/18	02/14/17	01/15/16	01/30/15	02/24/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	03/20/18	02/10/17	03/14/16	04/07/15	03/21/14
Timeliness	32 days late	2 days late	3 days late	64 days late	28 days late

*Due 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15; 02/21 in FY 14

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(5/30)****	N/C*	N/C*	08/18/16	09/02/15	06/05/14
# Submissions to Final	N/C*	N/C*	1	2	1

Timeliness	N/C*	N/C*	79 days late	93 days late	6 days late
# Error Codes in Final Submission	N/C*	N/C*	0	0	2
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	2.43 percent
Response Rate (PBIS)	N/C*	N/C*	18.27 percent	26.67 percent	29.79 percent
Met Minimum Response Rate***	N/C*	N/C*	No	No	No

*The FS submission was eliminated in FY 17
**Due 5/31 in FY 16; 06/01 in FY 15
***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	**2018**	**2017**	**2016**	**2015**	**2014**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(6/15)***	06/26/18	06/26/17	06/28/16	06/30/15	06/25/14
# Submissions to Final	3	6	7	6	4
Timeliness	11 days late	11 days late	13 days late	15 days late	9 days late
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	1.76 percent	4.09 percent	3.48 percent	3.28 percent	3.41 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	8.71 percent	9.40 percent	9.34 percent	10.24 percent	11.25 percent

*Due 06/16 in FY 14

RECOGNITION REPORT
FOR
KANKAKEE COMMUNITY COLLEGE
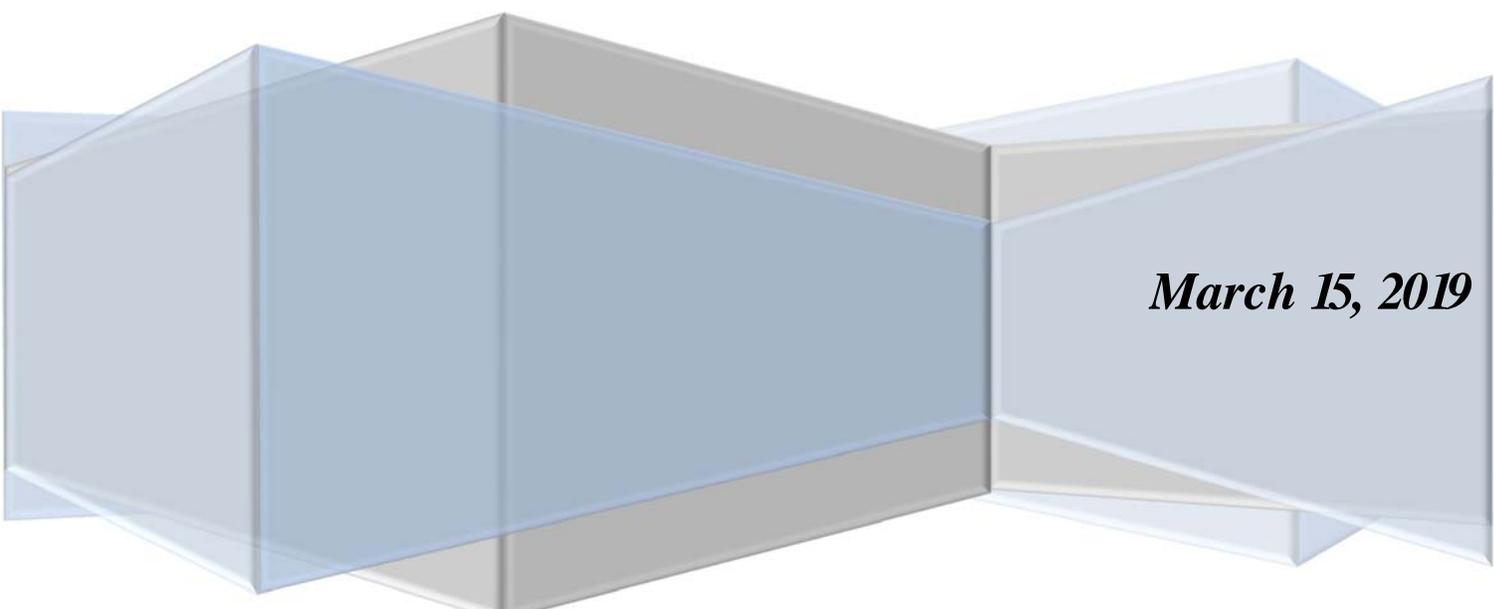
March 15, 2019

Illinois Community College Board

RECOGNITION REPORT
FOR
KANKAKEE COMMUNITY COLLEGE
March 15, 2019

INTRODUCTION

During fiscal year 2018, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Kankakee Community College. Due to the low number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of *Recognition Continued* to Kankakee Community College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

Recognition is a statutory term describing the status of a district that meets instructional, administrative, financial, facility, and equipment standards as established by the Illinois Community College Board (ICCB). A favorable recognition status is a condition of state funding eligibility. There are three categories of recognition status.

- *Recognition Continued* - The district generally meets ICCB standards.
- *Recognition Continued - with Conditions* - The district generally does not meet ICCB standards.
- *Recognition Interrupted* - The district fails to take corrective action to resolve the conditions placed upon it under "recognition continued-with conditions" within a prescribed period.

The standards selected for review during the current cycle include four categories: 1) Academic, 2) Student Services/Academic Support, 3) Finance/Facilities, and 4) Institutional Research/Reporting. The report focuses on the findings and recommendations for each standard. These findings are based on the specific rule(s) or statute(s) being examined as a part of the appropriate standard. For each standard the college may receive one of two types of recommendations: compliance or advisory.

- **Compliance recommendations** are those for which the college was found to be out of compliance with a given state statute or administrative rule.
- **Advisory recommendations** consist of instances where the review team identified areas that it believes would be beneficial for the college to examine or pursue, but action is not required.

The staff of the ICCB wishes to thank the college for its assistance and efforts in conducting this review. The Board acknowledges that the college is involved in numerous positive activities, processes and initiatives not reflected in the report and commends the institution for its efforts on behalf of students.

EVALUATIONS RESULTS AND RECOMMENDATIONS

ACADEMIC

1. **Degrees and Certificates**

   A comparison between Kankakee Community College's (KCC) college catalog and the ICCB Curriculum Master File indicates that all degree programs have been approved by ICCB. All certificate programs, with the exception of the below identified programs, have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3)A)i).

   The following programs were listed in the college catalog but not the ICCB Curriculum Master File:

   - Early Childhood Education Level Two Transfer Pathway page 62
   - Early Childhood Education Level Two Credential Certificate page 63
   - Early Childhood Education Level Three Credential Transfer Pathway page 63
   - Early Childhood Education Level Three Credential Certificate page 63
   - Early Childhood Education Level Three Credential Transfer Pathway page 64
   - Early Childhood Education Level Four Credential page 64
   - Early Childhood Education Infant Toddler Level Certificate page 64

   Compliance Recommendation: None.

   Advisory Recommendation: These programs were listed in the college catalog as credentials available through Gateways to Opportunities. While not credentials issued by the college, the listing of each curricula with corresponding credit course sequences may cause some confusion for KCC students. ICCB Staff has worked with college staff to submit the appropriate program approval requests and all noted programs have since been approved accordingly. The college should revise the information in the college catalog during the next revision. No further action is required.

   College Response: The programs listed above were sent for ICCB approval through reasonable and moderate extensions of the Child Development Education Option Advanced Certificate, with the ICCB approval dated September 19, 2019, and the college catalog updated to reflect the new curriculum codes for each credential.

2. **Articulation**

   Kankakee Community College offers an Associate in Arts (A.A.), an Associate in Science (A.S.), an Associate in Engineering Science (A.E.S.), an Associate in Fine Arts (A.F.A.) – Art option, and an Associate in General Studies (A.G.S.). Specific degree requirements

parallel recommendations of the Illinois Articulation Initiative (IAI).

According to the ICCB Program Approval Manual, for courses that are offered as part of a transfer program that are not IAI approved, community colleges are required to keep current (within the *last five years*) articulation documents on file and available upon request from the ICCB. Evidence of articulation includes signed Form 13's or documentation from Transferology indicating a current articulation match.

According to the requisite Recognition standard, the college has provided documentation of articulation for 20 of the 20 baccalaureate/transfer courses requested. A review of the college's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 20 of 20 courses submitted had the required current transfer agreements in place.

Compliance Recommendations: None.

3. **Academic Control**
According to Kankakee Community College, all new programs, as well as dual credit courses, are developed according to college policy that requires review and oversight of units of instruction to be evaluated by college staff. The college stated that all courses and programs are reviewed and approved by the Curriculum and Academic Standards (CAS) committee. The CAS committee also establishes admission, course placement, and graduation requirements. The college stated that all of its courses, with a few exceptions listed in Standard 9, are taught by employees of the college. The college stated there is a clear policy in place for evaluation of faculty.

Upon internal review, the college stated that the process for evaluation of adjunct faculty was inconsistent with that of full-time faculty. The college stated that the vice president of instructional and student success will collaborate with Adjunct Faculty Association leadership to develop clear procedures for evaluation of adjunct faculty.

Additionally, in 2015 during internal review, the college found that they did not maintain academic control of a paramedic program offered in cooperation with a local hospital. The college attempted to redesign the program, but was unsuccessful. As a result, the college immediately curtailed the program and terminated the agreement.

Compliance Recommendation: None.

Advisory Recommendation: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.302(a)(2), Kankakee Community College must:

ensure the college maintains full academic control of the unit of instruction. If credit is awarded, the college must design, conduct, and evaluate the units of instruction under the direct and continuous control of the college's established processes for

academic planning and quality.

Moving forward, the ICCB recommends creating a policy and procedure to ensure that all cooperative agreements with outside entities are meeting the academic control requirements prior to establishing the program. This should also be made explicit in any Memorandum of Understanding (MOU) for the program. Additionally, all cooperative agreements must be approved by the ICCB, pursuant to Administrative Rule 23 Ill Adm. Code 1501.307.

College Response: Feedback from the ICCB recognition audit prompted a thorough review of the KCC Board Policy Manual. Results of this review revealed that KCC neglected to reference Board Policy 312.00 when writing to ICCB standard #3: Academic Control. KCC's Board Policy 312.02 addresses "Contracts for Instructional Services" and states that "[w]here credit is to be awarded for such contracted instruction, the requirements and standards of the college and the ICCB will be met by the contracting party." This statement ensures compliance with ICCB Administrative Rule 23 ILL Adm. Code 1501.302(a)(2). Further KCC is considering strengthening the policy statement by making specific reference to the above cited code; however, the College has reservations about this strategy because the policy statement is meant to be inclusive of <u>all</u> of ICCB's administrative rules and such a language revision may connote exclusivity for administrative rule 23. Though noted explicitly in ICCB's audit findings, it is worth noting here again that KCC has in place procedures for regular review of cooperative agreements and contractual arrangements to ensure that the college has approval to enter into these arrangements, that they continue to meet requirements of the administrative rules, and that they are curtailed when we deem the arrangement to be out of compliance.

4. **Curriculum**
   A comparison between Kankakee Community College's college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

   The college indicated that ten CTE programs held national accreditation. Furthermore, multiple CTE programs offer stackable credentials, from short-term and advanced certificates to an A.A.S., many of which lead to or incorporate industry-recognized credentials. The college also indicated the existence of articulation agreements with several university partners allowing students to enter baccalaureate programs throughout the state after completing their A.A.S.

   No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. **Dual Credit**

   As part of Kankakee Community College's 2018 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-G: 1) the college's self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2016 and 50 from fiscal year 2017. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant prerequisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2016 and 2017, including their credentials.

   Part A: State Laws and Regulations and Accreditation Standards

   Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Kankakee Community College. These apply to students as well as instructors and staff associated with dual credit courses at the college.

   Part B: Instructors

   During fiscal years 2016 and 2017, it was reported that 16 instructors taught transfer-level (1.1) dual credit courses and 16 instructors taught career and technical education (1.2) dual credit courses. From this review, it was reported that all instructors held the appropriate credentials and met the minimum standard set by the ICCB Administrative Rules 1501.507(b)(11)(B).

   Part C: Qualification of Students

   After a review of the college self-study report and the additional audit materials requested by the ICCB, no issues related to student qualifications were found.

   Part D: Course Offerings

   Courses were selected from transfer courses and career and technical education courses consistent with requirements for dual credit offerings.

   Part E: Course Requirements

   The course prerequisites (including placement policies), descriptions, outlines, and student outcomes utilized for these courses aligned with the courses offered on campus and at other off-campus sites.

   Compliance Recommendations: None.

6. **Assessment Plans**

    Kankakee Community College has a systematic, districtwide approach to the assessment of student learning and the college is committed to regular assessment of student learning outcomes. The college indicated that academic assessment of student learning is a top priority. Kankakee Community College joined the HLC Assessment Academy and created a curriculum and assessment manager position. Associate deans collaborate with faculty program coordinators to collect and analyze data as part of program review.

    The college indicated that the Student Learning Committee is working to change the faculty point of view on assessment of student learning from a required task to a process used to improve programs and learning. The college also noted a need to communicate the results and interpretations of assessment data across the institution

    Compliance Recommendation: None.

7. **Student Evaluation**

    Kankakee Community College has a well-defined system for evaluating and recording student performance in courses and programs. Kankakee Community College has established and published minimum standards of academic achievement, as defined by grade point average, credits completed in relation to credits attempted, and satisfactory academic progress. The college has Board policies governing its grading system, final examinations, incomplete grades, change of grades, and grade forgiveness.

    Compliance Recommendation: None.

8. **Faculty Qualifications/Policies.**

    Kankakee Community College reported that all full- and part-time faculty for transfer-level courses are required to obtain a master's degree in the discipline they are assigned to teach. Occupational faculty must have the appropriate level of experience in their field. According to the requisite Recognition standard, the college provided transcript and relevant work experience evidence for 25 of the 25 courses requested. Information regarding full- and part-time faculty who taught in the academic years 2015-2016 and 2016-2017, was also requested by the ICCB. The ICCB review of the faculty transcripts provided by the college showed that three faculty members were missing transcripts or did not appear to have the proper credentials to teach 1.1 transfer courses. The college indicated that emergency assignments were made in sociology due to unexpected faculty departures. The emergency sociology faculty assignments were temporary and short term.

    In fall of 2015, the vice president of instructional and student success ordered a comprehensive full-time faculty credential audit. By the spring of 2018, the faculty credential audit included all adjunct and dual credit faculty. The college indicated that the audit will be performed annually. In addition to reviewing faculty files, the college shows

that it offers faculty development through the Teaching and Learning Center, and the Faculty Growth Committee coordinates faculty in-service events.

Compliance Recommendation: In order to be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Kankakee Community College must:

ensure that all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies that states:

> *Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.*

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as 1.1 transfer courses must meet the master's degree requirement and must have a *minimum* of 18 graduate hours in the discipline. For career and technical education coursework, instructors must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: Of the 3 faculty identified by the ICCB, 2 were in the Humanities and Social Sciences Division, and 1 was in the Math, Science, and Engineering Division. Although their individual names have been removed in this report, the identified course numbers, sent by the ICCB to the college, are listed with the college's response next.

Humanities and Social Sciences:
In Spring 2017, the professor assigned to teach SOCY 2543 "Race and Ethnic Relations" was a result of KCC losing its sole full-time sociology faculty. While the professor holds a PhD in Educational Policy Studies, her dissertation focused on critical cultural studies and social policy, with extensive research on issues of race. In addition, the professor serves as the college's Multicultural Student Services Coordinator. This was a one-time assignment as the college conducted a search for another full-time sociologist. This search was successful, and as of Fall 2017, this class has been taught by a full-time sociology faculty who meets the degree and graduate hours requirements for teaching the course.

Unfortunately, mid-way through Spring 2017, the professor experienced a medical emergency which necessitated her requesting FMLA, and the college needing to find substitutes for all of her classes. As a consequence, another faculty member was assigned to complete the semester as faculty of record for SOCY 2543. Again, this was a onetime emergency assignment. Since Fall 2017, KCC has a full-time sociology faculty who teaches SOCY 2543.

Math, Science and Engineering:
The professor was initially qualified to teach COSC2613: Computer Programming for Science and Engineering based on a review of her doctoral dissertation that provided extensive examples of code she wrote while completing her degree in computational chemistry. The professor will not be teaching this course moving forward; KCC is actively searching for a qualified computer scientist to instruct future sections.

9. **Cooperative Agreements and Contracts**
   As part of Kankakee Community College's recognition review of cooperative agreements, the following items were reviewed: the college's self-assessment including accompanying documentation, a list of all current cooperative agreements including enactment dates, most recent revisions or amendments, other institutions entered into the agreement or contract, and the purpose. Kankakee Community College participates in the CAREER agreement which has been approved by the ICCB. Kankakee Community College also partners with the University of Illinois, Olivet Nazarene, and Elite Flight Training and Aircraft Management LLC.

   Compliance Recommendations: None.

10. **Academic Calendar**
    As part of the recognition review for standard 10, Academic Calendar, the following items of the college were reviewed: 2018-2019 Academic Calendar, college catalog and/or applicable policy handbook, college website, and the college's self-assessment. Kankakee Community College's Academic Calendar includes at least 16 weeks, with at least 75 full days of instruction, for both the fall and spring semesters excluding weekends, holidays, staff in-service, and final examinations. The current academic calendar and policies conform to ICCB Administrative Rules, Section 1501.303. In the event of a school day closure or cancellation (e.g., inclement weather, natural disaster), the district has developed Academic Continuity Procedures within their Campus Emergency Response Plan.

    Compliance Recommendation: None.

11. **Program Review/Results**
    After reviewing Kankakee Community College's program review process and submissions, it is apparent that all instructional programs have been reviewed utilizing a systematic, collegewide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. The college also included student and academic support services and administrative functions in their review cycle. Strengthening services for students, monitoring programs for student satisfaction, and incorporating changes into curricula also improved quality standards. No discrepancies between the college's program review process and schedule and the ICCB five-year program review manual were identified. Kankakee Community College should follow any identified action steps and continue to review and utilize the recommendations and

feedback given by the ICCB.

Compliance Recommendation: None.

STUDENT SERVICES/ACADEMIC SUPPORT

Part A: Advising and Counseling

Kankakee Community College's advising and counseling program is comprehensive and organized to address the academic planning and transitional needs of new students and the continued success of all students as they progress through their program. Campus advising hours are from 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. - 5:00 p.m. on Friday. According to administration, advisors frequently work with students to accommodate appointments that are needed with an advisor after 6 p.m.; this scheduling is made on an individual basis between advisors and students. Additionally, the college offers extended hours during the week leading up to the first week of each semester and throughout the first week of the semester. These extended hours include the Saturday before the semester begins.

Core advisors are trained to specialize in a particular program. The college offers two transfer advisors, two health career advisors, and 1.25 advisors for other occupational curricula and undecided students. In addition to regular advising duties, advisors also work closely with the instructional associate deans to develop course schedules that help promote student success.

Compliance Recommendation: None.

Advisory Recommendations: The college works to have an effective advising model in place. However, when contacted by ICCB, staff answering the phone in the advising department did not relay that students may access later hours by appointment. Staff indicated that the hours that are posted are the hours that they follow. Anything outside of that is the student's responsibility. The ICCB recommends faculty and staff be made aware of the hours and procedures when handling a request outside of the normal hours.

College Response: The advising staff makes every attempt accommodate students as needed by adjusting their normal 8-hour work day, on a case-by-case situation. For instance, if an advisor is scheduled to work until 4:30pm but a student cannot meet until 5pm, the advisor will adjust their schedule to help accommodate that student's schedule. However, advisors do not meet with students outside of the posted office hours of Monday-Thursday 8am-6pm and Friday 8am-5pm. Meeting with students outside of these hours pose various scheduling concerns with other offices on campus, as well as advisor/student safety. Knowing that our students have a variety of situations that may inhibit their ability to meet with an advisor during the posted hours, we offer extended hours during peak-registration periods, including Saturdays.

In order to alleviate any confusion regarding these scheduling accommodations, the advising team will communicate the hours of operations to all Student Services Department staff through an email as well as at our quarterly the divisional meeting. We will also inform the Kankakee Community College community, including faculty, staff, and students, through the portal. For our community constituents, we will post this information on the college's webpage.

Part B: Financial Aid
The financial aid program provides students with information about and access to available financial support. The office hours are listed as 8:00 a.m. – 6:00 p.m. Monday through Thursday and 8:00 a.m. – 5:00 p.m. Friday with appointments available. Kankakee Community College's new Financial Aid Self-Service module has all the financial aid details a student needs at any time including FAFSA status, next steps/processes, forms, links and download capability, and award information. Students also receive information regarding the application process for private scholarships and contact information for other institutional and private assistance programs. To keep the self-service model current and informative during the upcoming year the department plans to upload the loan application and respective status to provide the same level of information and access given for FAFSA applicants.

The college has a full-time coordinator of Veterans Services who oversees the benefits program and the new Veterans Resource Center. The coordinator explains services offered which include explanation and certification of military benefits, enrollment assistance, and general questions and concerns. The coordinator consults with members of the Veterans Association club and faculty sponsors to ensure services and resources are responsive to their needs.

Compliance Recommendation: None.

Part C: Placement
Collaboration with faculty has increased exposure to the Career Services Center. The college recently hired a new coordinator for the Career Services Center; placement assistance is a new responsibility assigned to this position. The college has also increased outreach efforts to alumni via College Central. Instructors teaching a Business Communications course, CNA course, and courses in the Paralegal program have implemented a career component into the curriculum. Students must complete at least one or more of the following: mock interview, job shadowing, or resume writing. These faculty also invite Career Services Center staff to conduct employability skills presentations in the classroom. Pre-employment skills training is also presented to students enrolled in Law Enforcement.

The college acknowledged the need to improve processes in this area. Within their report they outlined several action steps to bring more awareness and utilization from the Career

Services Center and relayed action steps, include continuing working with participating faculty to create additional initiatives, to involve students and staff in career planning and placement assistance. New forms will be created to keep track of students and employers utilizing services. The graduate follow-up survey will be reviewed for revisions and a formal analysis of the results will be done. All forms will be entered into an Access database.

Compliance Recommendation: None.

Part D: Support Services

Kankakee Community College provides support services to students through various offices which include the offices of Disability Services, Student Life, TRiO, and veteran's services.

Through the Office of Disability Services, accommodations are determined on a case-by-case basis. The student's interview, questionnaire process, supporting documentation, and essential elements of a course or program are considered when services are determined. To ensure one-on-one faculty support is provided throughout the semester, the coordinator is available to all faculty throughout the year and works with faculty to ensure accommodations are appropriate for specific coursework and are providing equal access.

In August 2016, the Embracing Diversity Committee was formed as part of continuous quality efforts at the college. The project officially ended in May 2018, however it had enough impact that it was decided the committee should continue its work. Presently, Embracing Diversity is one of five committee options given to college employees.

Compliance Recommendation: None.

FINANCE/FACILITIES

1. **Credit Hour Claim Verification**

   ICCB staff conducted a day and a half visit at the college in the middle of September 2018. During this visit, ICCB staff reviewed a sample of credit hours reported and certified by the college CFO and CEO in the Semester Unrestricted (SU) and Semester Restricted (SR) instructional credit hour submissions. The credit hour certifications are used by the ICCB annually to determine system funding calculations and college allocations.

   ICCB staff selected approximately 150 course sections from the summer 2016, fall 2016, and spring 2017 semesters. Staff also reviewed midterm class lists, final grade sheets, and transcripts. The ICCB uses this information to support student residency status and final grade postings. Staff is checking for supporting documentation for the college's classification between the SU and SR records, as well as supporting documentation for chargeback and cooperative agreement claims. College processes to determine student

residency, verification of residency, and course repeating were evaluated.

Compliance Recommendation: None.

Midterm Certification System
The college's credit hour submissions to the ICCB were made in a timely manner. Not all instructors for SU courses were funded with more than 50 percent unrestricted funds. The district had a small percentage of courses (Corporate Education Courses) that did not comply with 110 ILCS 805/2-16.02 which states the district must have 50% of the cost of a program to submit a course for state grants. The district will resubmit the fiscal year 2018 SU/SR to reclassify the Corporate Education Courses.

Compliance Recommendation: In order to be in compliance with 110 ILCS 805/2-16.02, Kankakee Community College must resubmit all fiscal year 2018 SU/SR claims after removing the Corporate Education Courses.

College Response: Kankakee Community College submitted revised SUSR claims for all of semesters of fiscal year 2018. To ensure Kankakee Community College reports SUSR claims appropriately, we took the following steps: developed guidance specific to course claims, revised the process for entering claims, and added a collaborative review process for the preparation of the SUSR report to ensure accuracy prior to submission. The Corporate Education Department developed a procedure manual indicating which courses are allowed to be claimed as SU courses. The procedure manual indicates the requirement of SU claims to have an instructor salary paid by 50 percent unrestricted costs. Additionally, the Vice President of Instruction has provided the guidance to the credit division regarding the requirement for instructional salaries to be paid by 50 percent unrestricted costs to be claimed as SU. Next, the Corporate Education Department revised the process for course setup to include a field to indicate courses that qualify as SR courses.

Finally, a collaborative review process for the preparation of the SUSR report was implemented across, the Information Technology Department, the Corporate Education Department, and the Director of Financial Affairs. Prior to submission of the SUSR report, the Information Technology Department sends a draft of the SUSR report to the Corporate Education Department and the Director of Financial Affairs to review accuracy of claims and verify each course claimed as SU was paid by 50 percent unrestricted costs. Once any changes are completed, Information Technology Department submits the SUSR report.

Student Residency
Based on the review of residency records, Kankakee Community College properly makes a distinction between the residency classification for tuition purposes and residency classification for state funding purposes. The college uses a list of all in-district cities/towns to verify residency. Students who reside in cross border cities/towns are asked to bring in tax documentation to verify residency. The college published the Certificate of Chargeback Reimbursement in the college's annual audit, and it was submitted in a timely and accurate

manner.

Compliance Recommendation: None.

Course Repeats
The selected sample of course sections was reviewed to determine the college's compliance with repeatability rules. The college's repeat check process is partially manual and partially automated using programming logic.

Compliance Recommendation: None.

2. **Financial Planning**
Annually, a three-year financial plan is created by the vice president of finance and administration and the director of financial affairs and is presented to the Board of Trustees. Projections have accurately identified future financial conditions for the subsequent years and have allowed the college to address these issues in the budget planning process. Long-term debt in the form of bonds payable ranged from $7.9 million to $18.4 million during the period reviewed, and the balance at the end of fiscal year 2017 was $15.8 million. The legal debt limit for the college is in excess of $65 million; the college is well within the limit for debt and there is no concerning trend in the level of debt. The Board of Trustees reviews the long-term financial plan and affirms the college mission at the annual Committee of the Whole meeting. The mission, "Enhancing quality of life through learning," endures due to evolving long-range financial planning by the college.

Compliance Recommendation: None.

3. **Financial Compliance**

The annual external audits for fiscal years 2013 through 2017 were reviewed. They were submitted to the ICCB in a timely manner with all of the required information.

Compliance Recommendation: None.

4. **Facilities**
Part A: Approval of Construction Projects
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded construction and remodeling projects.

Compliance Recommendation: None.

Part B: Protection, Health, or Safety Projects
P.A 99-0655 eliminates the requirement for prior ICCB approval of locally funded Protection, Health and Safety (PHS) projects. ICCB System Administrative Rule 1501.608j "…prior approval of the ICCB…" is being eliminated through the JCAR rules

process. In order for Kankakee Community College to remain in compliance with 110 ILCS 805/3-20.3.01, the college must continue to maintain accountability of the PHS funds and the nature of work done at the local level (fund 3 restricted fund accounting of those levy dollars).

Compliance Recommendation: None.

Part C: Facilities Data Submissions
Facility Data Records (ICCB F3, F6, B3, R3 records)
Based on ICCB staff review of the facilities data submissions, the fiscal year 2013 through fiscal year 2017 submissions were generally made in a timely or accurate manner. The college was still working to finalize the fiscal year 2016 data. During ICCB's review of the F3, F6, B3, & R3 records submitted, no errors appeared on the June 30th edit reports, which is an indication that the college's submission was accurate.

Compliance Recommendation: None.

Square Footage of Planned Construction and Owned Land
The fiscal year 2013 through 2017 submissions were reviewed. For the period reviewed, the college reported their Square Footage of Planned Construction and Owned Land reports in a timely and accurate manner.

Compliance Recommendation: None.

Project Status Reports
The fiscal year 2013 to 2017 submissions were reviewed. This report is submitted each year to show the relative progress toward completion on each ICCB approved project. The reports were submitted in a timely and accurate manner.

Compliance Recommendation: None.

Resource Allocation Management Plan (RAMP)
The submissions due in fiscal years 2013 through 2017 were reviewed. For the period examined, the college has submitted their state funded RAMP submissions in a timely and accurate manner.

Compliance Recommendation: None.

Course Resource Data (ICCB S6/S7 Reports)
The fiscal year 2012 through 2016 submissions were reviewed. All years reviewed were submitted on the due dates.

Compliance Recommendation: None.

INSTITUTIONAL RESEARCH/REPORTING

General Reporting Requirements

The latest five years of ICCB data submissions by Kankakee Community College were reviewed. Generally, this includes fiscal years 2014-2018 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are becoming increasingly important. ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are eleven IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2018 is up to $55,907 for each violation. The fine changes annually based on an inflation index. ICCB data are also used in federal Perkins Postsecondary and Adult Education and Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

Kankakee Community College officials have been successful in meeting federal submission timelines over the past five fiscal years. Over the last five years, Kankakee Community College officials have met ICCB deadlines for many submissions. Overall, Kankakee Community College's final data submissions have been accurate and complete. An Appendix Table contains additional details on actual submission dates.

Part A: Student Data Reporting

The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been satisfactory over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Kankakee Community College's A1 submission met the reporting deadline in one of the past five fiscal years. The fiscal year 2018 submission was finalized nearly seven weeks late, the fiscal year 2016 submission was about five weeks late, and the fiscal year 2015 and fiscal year 2014 submissions were finalized about one and a half months past the reporting deadline. The submissions took between four and seventeen submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. Coverage of Entry Intent and Current Intent was also excellent with no unknown

records for these variables in each of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was around 30 percent in each of the five years reviewed. The proportion of records with unknown High School Rank was around 35 percent in each of the three years studied. The variable was made optional in fiscal year 2017. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in two of five fiscal years reviewed. Fiscal year 2018 submission was finalized about three weeks late, the fiscal year 2016 submission was ten days late, and the fiscal year 2015 submission was finalized nearly one month past the reporting deadline.

The **Annual Completions (A2)** data submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Kankakee Community College met the reporting deadline in one of the four years reviewed. The fiscal year 2018 and fiscal year 2016 submissions were finalized two and a half weeks late, and the fiscal year 2015 submission was finalized five weeks past the reporting deadline. The number of submissions needed to finalize the data ranged from two to six, and there were no critical errors in the final submissions in the years reviewed. Coverage of Race/Ethnicity was excellent with less than three percent of records with unknown Race/Ethnicity across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Students with Disabilities (SD)** data submission began in fiscal year 2009 and was eliminated in fiscal year 2017, when the SD data was moved to the A1. Kankakee Community College met the reporting deadline in none of the three years reviewed. The fiscal year 2016 submission was finalized nine days late, the fiscal year 2015 submission was nearly one month late, and the fiscal year 2014 submission was finalized two months past the reporting deadline. The number of submissions needed to finalize the data ranged from one to three, and there were no critical errors in the final submissions.

The **Annual Course (AC)** data submission began in fiscal year 2011. Kankakee Community College met the reporting deadline in two of the five years reviewed. The fiscal year 2018 submission was finalized nearly seven weeks late and the fiscal year 2016 and fiscal year 2015 submissions were finalized about one month past the reporting deadline. The number of submissions needed to finalize the data ranged from three to thirteen. The final AC submissions did not contain any critical errors in one of the five years reviewed. The fiscal years 2018, 2017, 2016, and 2014 submissions each contained one critical error. The **AC** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194) and supports the production of some measures contained in Complete College America (CCA) by collecting information on dual credit and remedial and gatekeeper Math and English courses.

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in one of the past five years. The fiscal year 2018 submission was finalized two days late, the fiscal year 2016 submission was six days late, the fiscal year 2015 submission was one month late, and the fiscal year 2014 submission was finalized one and a half months past the reporting deadline. The number of submissions needed to finalize the data ranged from two to five during the five fiscal years reviewed. There were no critical errors in five of the five years reviewed. Kankakee Community College met the reporting deadline for the **Fall Enrollment Survey** in three of the five years reviewed. The fiscal year 2016 submission was finalized one week late and the fiscal year 2015 submission was finalized about three weeks late. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission in five of the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kankakee Community College data submissions met the reporting deadline in two of the last five fiscal years. The fiscal year 2018 submission was finalized one day late and the fiscal year 2017 and fiscal year 2016 submissions were finalized twelve days past the reporting deadline. The final submissions had no critical errors in each of the five years reviewed. Coverage of Age was excellent with less than three percent of records with unknown Age across the years reviewed. The proportion of records with unknown Race/Ethnicity ranged between nine and eighteen percent across the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned was about 55 percent in each of the three years reviewed. The variable was made optional in fiscal year 2017.

IPEDS Summer Graduate Reporting data collection began in fiscal year 2000. The final submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2015 submission was finalized about three weeks late. **Summer Graduate Reporting for the IPEDS Graduation Rate Survey (GRS)** provides colleges with an opportunity to raise their graduation rates by including those students who complete programs one summer beyond the end of the fiscal year in rate calculations.

The **Spring Semester Enrollment Survey** was submitted on time in each of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

The final **Career and Technical Education Follow-up Study (FS)** submission met the reporting deadline in two of the three years reviewed; the submission was eliminated in fiscal year 2017. Final FS submissions did not contain any critical errors in three of the three years reviewed. The response rate met the ICCB minimum standard in three of the three submissions reviewed: 2016 (51.39 percent), 2015 (51.02 percent), and 2014 (50.60 percent).

Part B: Faculty/Staff Data Submissions
The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline

in one of the past five fiscal years. The fiscal year 2018 submission was finalized ten days late, the fiscal year 2017 submission was six days late, the fiscal year 2016 submission was one week late, and the fiscal year 2014 submission was finalized about three months past the reporting deadline. The number of submissions required to finalize these data ranged from three to nine.

The **Faculty, Staff, and Salary (C2)** electronic data submission met the reporting deadline in one of the three years reviewed. The fiscal year 2016 submission was finalized eleven days late and the fiscal year 2015 submission was finalized nearly two months past the reporting deadline. The C2 submission was eliminated in fiscal year 2017 and some of the information previously captured on the C2 has been moved to the Faculty, Staff, and Salary Supplementary Information. Data items in these submissions are very important in generating the annual "Salary Report for Illinois Community Colleges" and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in two of the past five fiscal years. The fiscal year 2018 submission was finalized eight days late, the fiscal year 2016 submission was eleven days late, and the fiscal year 2015 submission was finalized nearly three months past the reporting deadline.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Kankakee Community College met the submission deadline in two of the past five years reviewed. The fiscal year 2017 submission was finalized four months late, the fiscal year 2015 submission was two and a half weeks late, and the fiscal year 2014 submission was finalized ten days past the reporting deadline. The number of submissions needed to finalize the data ranged from three to nine. The Annual Faculty, Staff, and Salary (C3) submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey**, **Bilingual Needs and Bilingual Pay Survey**, and **Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission began in fiscal year 2013. ICCB allows two years of data collection for new Research and Policy Studies submissions prior to being reviewed for Recognition. Kankakee Community College met the reporting deadline in all years reviewed for each of the four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C: Other Submissions
The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Compliance Recommendation: None

Advisory Recommendations: Many data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Kankakee Community College. Focused efforts are recommended to improve the timeliness of the Noncredit Course Enrollment Data (N1), the Annual Enrollment and Completion Data (A1), the Annual Student Identification Submission (ID), the Annual Completions Data (A2), the Annual Course Data (AC), the Fall Term Enrollment Data (E1), the Faculty Staff & Salary Data (C1), the Faculty, Staff, and Salary Supplementary Information, and the Annual Faculty, Staff, and Salary (C3).

College Response: Based on the deficiencies outlined regarding timeliness found in this response, KCC has taken the following steps to improve ICCB report submission timeliness. We have begun addressing report deadlines earlier with stakeholders, including more frequent follow-ups to ensure that report detail work is being completed and without issue. This allows proper time for remediation between initial and final submission should errors be returned by ICCB. We have also developed a tracking document, which allows for better visibility of report issues and their due dates. The result of these changes has seen a 35% increase in the timeliness of our report submittals for fiscal year 2019 over the prior fiscal year.

Going forward KCC is continuing to look for ways to streamline our ICCB reporting process. One of the ways we feel this could be done is through programmatic data verification, thus reducing the likelihood that ICCB reports are submitted with errors.

Kankakee (520) – Recognition Policy Studies Report Due Dates
(Attachment A)

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(07/15)***	07/18/17	7/27/16	07/27/15	07/14/14	07/11/13
# Submissions to Final	3	3	3	1	2
Timeliness	1 day late	12 days late	12 days late	on time	on time
Duplicated Head Count	5406	5878	4468	4090	3909
Unduplicated Head Count	3617	4305	3347	3235	3249
# Error Codes in Final Submission	3	2	2	2	2
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.76 percent	2.69 percent	2.15 percent	2.22 percent	1.71 percent
% Unknown Age in Final Submission no value or .	0.48 percent	2.62 percent	2.13 percent	2.18 percent	1.61 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.02 percent	0.00 percent	0.05 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	14.54 percent	17.64 percent	14.84 percent	14.30 percent	9.26 percent
% Unknown Highest Degree in Final no value or .**	N/C**	N/C**	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown**	N/C**	N/C**	50.56 percent	54.67 percent	56.97 percent

*Due 07/17 in FY 18
**Highest Degree Previously Earned became optional in FY 17

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(08/01)***	09/18/17	08/12/16	09/09/15	09/12/14	09/16/13

# Submissions to Final	17	8	4	5	7
Timeliness	48 days late	on time	37 days late	42 days late	46 days late
Head Count (total incl. 0 hrs enroll.)	6941	8428	7969	9355	9478
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	3	4	4	5	3
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.34 percent	1.37 percent	0.63 percent	1.27 percent	0.73 percent
% 0 Cumulative GPA in Final Sub.	31.67 percent	36.26 percent	33.68 percent	36.41 percent	34.05 percent
% 0 Cumulative Hours in Final Sub.	29.42 percent	34.22 percent	31.23 percent	33.83 percent	30.99 percent
% Unknown Entry Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Entry Intent in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Current Intent in Final unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	29.69 percent	31.10 percent	29.39 percent	30.68 percent	24.87 percent
% Unknown HS Rank in Final Sub.**	N/C**	N/C**	37.11 percent	38.45 percent	32.24 percent

*Adjusted to 09/01 due to ICCB internal technology update in FY 17; Due 08/03 in FY 16
**High School Percentile Rank became optional in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013

Final Submission – **(09/01)****	09/18/17	08/24/16	09/18/15	10/08/14	N/A*
# Submissions to Final	6	3	2	4	N/A*
Timeliness	17 days late	on time	17 days late	36 days late	N/A*
Record Count (duplicate completions)	910	881	1368	1171	N/A*
Total Number of Completions from A1	739	736	1156	1038	N/A*
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	N/A*
# Error Codes in Final Submission	0	0	1	0	N/A*
# Critical Errors in Final Submission	0	0	0	0	N/A*
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.07 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/A*
% Unknown Ethnicity in Final unknown	2.75 percent	1.59 percent	2.41 percent	1.11 percent	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15

Annual Student ID Submission (ID)

Fiscal Year Collected	**2018**	**2017**	**2016**	**2015**	**2014**
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission **(09/01)***	09/21/17	08/16/16	09/11/15	09/29/14	09/03/13
# Submissions to Final	8	1	2	1	2
Timeliness – Data Due	20 days late	on time	10 days late	27 days late	on time
Head Count in Final Submission	6941	8428	7969	9355	9478
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	5	5	5	6	5
# Critical Errors in Final Submission	0	0	0	0	0

*Adjusted to 09/15 due to ICCB internal technology update in FY 17; Due 09/02 in FY 15; 09/03 in FY 14

Annual Students with Disabilities Submission (SD)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission (09/01)**	N/C*	N/C*	09/10/15	09/29/14	11/04/13
# Submissions to Final	N/C*	N/C*	1	1	3
Timeliness – Data Due	N/C*	N/C*	9 days late	27 days late	62 days late
Head Count in Final Submission	N/C*	N/C*	148	148	149
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent

*The SD submission was eliminated in FY17
**Due 09/02 in FY 15; 09/03 in FY 14

Annual Course Data (AC)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – (09/01)*	10/18/17	09/02/16	10/05/15	12/16/14	11/08/13
# Submissions to Final	13	3	3	3	3
Timeliness	47 days late	on time	34 days late	29 days late	on time
# Error Codes in Final Submission	3	2	3	2	3
# Critical Errors in Final Submission	1	1	1	0	1
% Records with Errors in Final Sub.	0.23 percent	0.67 percent	0.50 percent	0.13 percent	0.09 percent
% Dual Credit in Final	4.26 percent	3.95 percent	2.56 percent	2.35 percent	1.93 percent
% Remedial (PCS 14) in Final	6.53 percent	7.02 percent	8.23 percent	7.71 percent	8.91 percent

*Adjusted to 09/22 due to ICCB internal technology update in FY 17; Due 11/17 in FY 15; 11/15 in FY 14

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2018	2017	2016	2015	2014

Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	10/04/17	09/30/16	10/07/15	10/30/14	11/18/13
# Submissions to Final	5	2	2	2	3
Timeliness	2 days late	on time	6 days late	29 days late	48 days late
Head Count in Final Submission	3025	3078	3306	3378	3825
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	2	1	3	5	4
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.26 percent	0.12 percent	1.11 percent	0.20 percent	0.60 percent
Current Intent Coverage in Final Sub % coded as unknown	1.55 percent	2.92 percent	0.85 percent	1.60 percent	1.12 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.09 percent	97.21 percent	97.25 percent	97.31 percent	97.52 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	**2018**	**2017**	**2016**	**2015**	**2014**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/01)***	10/02/17	09/29/16	10/08/15	10/21/14	09/30/13
Timeliness	on time	on time	7 days late	20 days late	on time
Head Count	3025	3078	3306	3378	3825
Discrepancy between E1 & Survey	0	0	0	0	0

*Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	**2018**	**2017**	**2016**	**2015**	**2014**
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)***	10/26/17	11/01/16	10/22/15	10/14/14	01/10/14

# Submissions to Final	9	7	3	3	5
Timeliness	10 days late	6 days late	7 days late	on time	87 days late
# Error Codes in Final Submission	3	3	3	3	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	5.67 percent	6.07 percent	5.77 percent	6.18 percent	5.67 percent
% Unknown Employment Class (8)	1.01 percent	1.05 percent	0.00 percent	0.00 percent	0.00 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Data (C2)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)**	N/C*	N/C*	10/26/15	12/08/14	10/15/13
# Submissions to Final	N/C*	N/C*	2	2	1
Timeliness	N/C*	N/C*	11 days late	54 days late	on time

* The C2 submission was eliminated in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(10/15)***	11/01/17	11/02/16	10/26/15	01/07/15	10/15/13
# Submissions to Final	1	1	1	1	1
Timeliness	8 days late	on time	11 days late	84 days late	on time

*Adjusted to 10/24 in FY 18 due to ICCB survey update and to 11/08 in FY 17 due to internal technology update

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission **(11/01)***	10/27/17	10/24/16	10/30/15	11/26/14	11/12/13

Timeliness	on time	on time	on time	23 days late	on time

*Due 11/02 in FY 16; 11/03 in FY 15; 12/02 in FY 14

Spring Semester Enrollment Survey*

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission **(02/15)***	01/30/18	02/10/17	01/26/16	02/16/15	02/10/14
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey in FY 17 and prior
**Due 02/09 in FY 18; 02/17 in FY 15; 02/17 in FY 14

African American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/08/17	01/13/16	01/21/15	03/04/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Asian American Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note**	02/02/18	03/08/17	01/13/16	01/21/15	N/A*
Timeliness	on time	on time	on time	on time	N/A*

*ICCB allows two years of collection for new Research and Policy Studies submissions prior to being reviewed for Recognition.
**Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/08/17	01/13/16	01/21/15	03/04/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Hispanic Employment Plan Survey

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/02/18	03/08/17	01/13/16	01/21/15	03/04/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/02 in FY 18; 03/08 in FY 17; 02/05 in FY 16; 02/02 in FY 15; 03/05 in FY 14

Underrepresented Groups Report

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission Varies See Note*	02/01/18	02/08/17	03/03/16	01/27/15	02/17/14
Timeliness	on time	on time	on time	on time	on time

*Due 02/16 in FY 18; 02/08 in FY 17; 03/11 in FY 16; 02/02 in FY 15; 02/21 in FY 14

Occupational Follow-up Study Data (FS)

Fiscal Year Collected	2018	2017	2016	2015	2014
Fiscal Year *of Data*	2017	2016	2015	2014	2013
Final Submission – **(5/30)****	N/C*	N/C*	05/04/16	06/04/15	05/30/14
# Submissions to Final	N/C*	N/C*	2	3	1
Timeliness	N/C*	N/C*	on time	3 days late	on time
# Error Codes in Final Submission	N/C*	N/C*	0	0	0
# Critical Errors in Final Submission	N/C*	N/C*	0	0	0
% Records with Errors in Final Sub.	N/C*	N/C*	0.00 percent	0.00 percent	0.00 percent
Response Rate (PBIS)	N/C*	N/C*	51.39 percent	51.02 percent	50.60 percent
Met Minimum Response Rate***	N/C*	N/C*	Yes	Yes	Yes

*The FS submission was eliminated in FY 17
**Due 5/31 in FY 16; 06/01 in FY 15
***50% when N>= 30 & 60% when N<30

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2018	2017	2016	2015	2014

Fiscal Year *of Data*	2018	2017	2016	2015	2014
Final Submission – **(6/15)***	06/15/18	10/10/17	06/15/16	07/02/15	06/26/14
# Submissions to Final	3	9	3	5	6
Timeliness	on time	117 days late	on time	17 days late	10 days late
# Error Codes in Final Submission	1	3	2	2	1
# Critical Errors in Final Submission	1	2	1	1	1
% Records with Errors in Final Sub.	0.79 percent	4.08 percent	3.57 percent	4.24 percent	5.03 percent
% Unknown Ethnicity in Final no value or .	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity in Final unknown	2.78 percent	4.08 percent	3.23 percent	3.10 percent	3.02 percent

*Due 06/16 in FY 14

UNAPPROVED

Minutes of the 434th
Meeting of the
Illinois Community College Board

Harry L. Crisp II Community College Center
Second Floor Conference Room
401 East Capitol Avenue
Springfield, IL

January 18, 2019

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the minutes of the January 18, 2019 Board meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Lopez called the Board meeting to order at 9:02 a.m. and asked Ann Knoedler to call roll. The following Board members were present at this time; Terry Bruce, Paige Ponder, John Bambanek, and Nick Kachiroubas. There was a quorum present. Board members Jim Ayres, Teresa Garate, Suzanne Morris, Doug Mraz and student Board member Oscar Sanchez were absent.

Item #2 - Announcements and Remarks by Dr. Laz Lopez, Board Chair
Chair Lopez reported he attended the inauguration this week. During which the new Governor gave a moving speech on the many strengths of our state. Chair Lopez stated the importance of Illinois to support the community colleges which support students. Governor Pritzker's focus on vocational education is on target and the Illinois community colleges and ICCB Board is ready to deliver. Chair Lopez went on to say Illinois community colleges can reach 70 to 80 percent college ready rates from full implementation of the transition math and English efforts and can double college completion rates through early college access with as little as 15 semester hours. The Board and agency staff will prioritize cross agency partnerships with Illinois State Board of Education, Illinois Board of Higher Education, Department of Commerce and Economic Opportunity and the Governor's Office to focus on in demand industries with job opportunities by smoothing transitions between systems, career pathway articulation across institutions, support for dual credit and a focus on equity. The ICCB Board could not be more proud of the agency staff, leaders and educators within the system, and the adult education program staff throughout Illinois. He concluded by stating the Illinois community college system is ready to lead.

Item #2.1 - Attendance by Means other than Physical Presence
There was no action taken.

Item #3 - Board Member Comments
There were no Board comments.

Item #3.1 - Illinois Board of Higher Education Report
There was no report given.

Item #4 - Executive Director Report
As Dr. Brian Durham's first Board meeting as Executive Director, he began by giving a few preliminary comments; then will begin the mid-year update on the board goals.

As everyone knows there is a new Governor in Illinois. The new administration is putting itself together and beginning to form up. Dr. Durham had his first conversation with Deputy Governor Jesse Ruiz yesterday. Plans for having a meeting in the next few weeks were discussed. Also, discussed was the ICCB's request for funding in the new budget and how the Board's goals align with Governor Pritzker's vision for higher education. Also, Dr. Durham shared with him the power point that will be given to the Board today to help him begin to see the good work that is done in the agency. The ICCB has an engagement plan going forward with the new administration and the new general assembly that ICCB staff have been working on. There will be meetings set up in the future with the General Assembly.

The new administration is looking to do the following things for higher education:

➢ Increase financial aid for low-income college students, known as Monetary Award Program or MAP grants, by 50 percent.

➢ Create a state-run program to help people refinance student loan debt.

➢ Restore funding for state universities and community colleges.

➢ Expand technical education and apprenticeships.

Governor Pritzker recently signed three Executive Orders:

1) **Executive order strengthening the state's commitment to an effective and transparent government in compliance with the laws**

   ➢ This EO calls for a review to be conducted of (a) all statutory obligations, and (b) all audit findings within the last four years and provide a plan to the Office of the Governor detailing steps to ensure statutory compliance and to address audit findings.

   ➢ Every State Agency, shall, within 30 days of the effective date of this Executive Order, conduct a comprehensive review of laws and regulations requiring the publication of data and take action to ensure compliance with these laws and regulations.

      o The first focuses **on audits and data transparency.** ICCB staff discussed how to go forward with this EO yesterday and are currently waiting on information from GOMB about more specifics. The process of compiling this information is just beginning.

      o Regarding statutes and audits, the information being requested is already in the ICCB audit each years, so the staff will need to compile what has been found and what ICCB has done.

      o Regarding data transparency, staff believes ICCB has met this standard already, through the website, where countless reports and access to all the data generated by the system can be found.

- ICCB is working to enhance this transparency through the development and implementation of dashboards and through the Illinois Postsecondary Profile.

2) Executive order strengthening working families

➢ The second is about **pay equity** and ensuring state agencies do not ask job candidates their salary history to prevent artificially low salaries for women.

3) Executive order strengthening the state's commitment to workforce development and job creation

➢ The third EO focuses on workforce and economic development. This is about alignment of workforce resources to the needs of the workforce and industry.
  - In many ways, this mirrors what ICCB has already done in the Workforce Education Strategic Plan and the Unified Plan through WIOA.

  - DCEO is working on the framework. ICCB staff are working with them on the reporting required.

  - Governor Pritzker Signed this EO at Southwestern Illinois College.

Dr. Durham introduce ICCB's newest staff member, Nicole Joerger who started at the beginning of December as the Associate Director for Career and Technical Education. Dr. Durham went on to announce Ellen Andres, a veteran of the ICCB for 29 years, will be stepping down as the ICCB Chief of Staff/Chief Financial Officer and taking a position at the Comptroller's office. This represents a huge loss of institutional memory. On behalf of ICCB, Dr. Durham thanked Ellen for all her work over the years.

Dr. Durham concluded his report by congratulating City Colleges of Chicago and Chancellor Salgado for the $45 million manufacturing and engineering center at Daley College which will replace mobile classrooms put in place nearly five decades ago.

Item #4.1 - Illinois Community College Board Goals Update
Dr. Durham began his presentation by stating there were extra slides with more in depth information in each of the Board's folders. The content being presented on is not generally inclusive of staff's "day to day" work, with a couple of exceptions that seemed important to highlight and were directly pertinent to the goals. Some of that day to day work includes:

- Recognition
- Finance and Operations
- IPEDS reporting and accountability more generally, including mandates from state and fed government
- GED testing
- Program Review and Approvals

Illinois Community College Board staff periodically update the Board on the agency's progress toward the three goals listed below, most recently revised and adopted at the November 30, 2018 Board meeting.

➢ Smooth the transition for all students into and through postsecondary education.

➢ Contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management, and addressing the future needs of the workforce.

> Engage with all stakeholders to align policies to improve outcomes and increase access to public information on system effectiveness.

The January Board meeting provides an opportunity to share a midyear update on the progress of the goals and the various initiatives and agency efforts to achieve the goals. Dr. Durham presented a table outlining related initiatives, both process and outcome measures, and the specific divisions of the agency that lead the efforts. A timeline for completion, as appropriate, has also been included.

Mr. Terry Bruce requested that Dr. Durham present this to the Council of Illinois Community College Presidents at their meeting in March. Mr. John Bambenek suggested putting the table on the ICCB website. Mr. Nick Kachiroubas suggested adding a fourth goal which focuses on the "day to day" operational priorities. Ms. Paige Ponder suggested adding a column to the table that lists the objective statement for each project. All in all the Board agreed the presentation was very helpful.

Item #5 - Committee Reports
Item #5.1 - Academic, Workforce, and Student Support
The committee met on Friday, January 18th at 8:00a and discussed the following topics:

A National Adult Education and Literacy report was recently submitted to the Federal Departments of Education and Labor outlining the data and performance outcomes as well as the accomplished activities during FY2018. Overall, Adult Education met the negotiated federal outcomes and reported on the accomplished goals in Standards Based Curriculum and Instruction training, Integrated Education and Training, Data Quality, participation in the Illinois One-Stop Centers, and others areas.

Under High School Equivalency, the Alternative Methods of Credentialing program is up and running and local centers are getting the word out to those without a high school diploma. These individuals will have the opportunity to have their transcripts evaluated to determine what additional course work is needed in order to receive a High School Equivalency Certificate. Individuals had to have earned a minimum of 13 credits while in high school to be considered for this program.

Staff have begun working on the development of a new Illinois Unified State Plan. Adult Education, Career Technical Education and Workforce staff have worked in concert with other core, required, and state agency partners to outline a comprehensive approach in the delivery of workforce, education and training statewide. The new State Plan is due to the Departments of Education and Labor in April 2020.

The P-20 Council's College and Career Readiness Committee has divided the equity targets of the 60 x 25 goals into four main areas: data analysis & projections, target development, strategy development, and stakeholder engagement. The Illinois P-20 Council formally established the 60 X 2025 goal in 2009 to increase the proportion of adults in Illinois with high-quality postsecondary degrees and credentials to 60% by the year 2025. Recent legislation is re-focusing the goal to examine statewide racial and socioeconomic certificate and degree completion gaps as well as institutional achievement gaps. New 60 X 2025 certificate and degree targets will be formed based on progress since 2009. The final workgroup targets and strategy proposal are planned to be shared with the P-20 Council for approval in March 2019.

Two new programs are on the agenda for approval: Illinois Valley Community College seeking approval for Cybersecurity Associate in Applied Science (60 credits) and Prairie State College seeking approval for Dental Assisting Certificate (41 credits)

Two summits were held in November on Open Education Resources (OER). Over 200 community college faculty and staff attended an Illinois Community College OER Summit on November 30 at the College of DuPage. The Midwestern Higher Education Compact (MHEC) hosted an OER Policy and Implementation Summit for the MHEC States on November 28 – 30 in Chicago.

Item #5.1a - Adult High School Diploma Presentation

Public Act 100-0514 was enacted by the General assembly allowing for the establishment of an Adult High School Diploma Program in areas in which eligible applicants have been unable to establish agreements with secondary or unit school districts. This legislation also provides the authority to the Illinois Community College Board (ICCB) to review and grant approval of applications that are submitted by eligible applicants and meets the established criteria. The ICCB staff have developed rules through the Joint Commission on Administrative Rules (JCAR). These rules were effective beginning November 21, 2018. Staff provided an oral presentation on the guidelines and the process for the establishment and administration of an Adult High School Diploma Program in Illinois.

Under High School Equivalency, the Alternative Methods of Credentialing program is up and running and local centers are getting the word out to those without a high school diploma. These individuals will have the opportunity to have their transcripts evaluated to determine what additional course work is needed in order to receive a High School Equivalency Certificate. Individuals had to have earned a minimum of 13 credits while in high school to be considered for this program.

Eligible applicants are those who have been unable to establish an agreement with a secondary or unit school district in which the eligible applicant is located to provide a program to issue a high school diploma program. They are the following:

- ➢ Community colleges under the Public Community College Act
- ➢ Non profit entity in partnership with the regional superintendent of schools
- ➢ Chief administrator of an Intermediate Service Center that has the authority, under rules adopted by ISBE, to issue a high school diploma
- ➢ School district organized under Article 34 of the Illinois School Code

Initial approval is for a period two school years. After initial approval, a period of four school years and shall be contingent upon submission of a renewal application. As one of the requirements, the applicant must provide quarterly reports. These reports shall include, at a minimum:

- ➢ Student enrollment and progression data.
- ➢ Program recruitment, enrollment, and retention data
- ➢ Attendance hours
- ➢ Program outcomes data
- ➢ Graduation rates
- ➢ Earning of high school diplomas
- ➢ Earning of industry-recognized credentials
- ➢ Program goals and metrics for evaluation

Failure to meet requirements of the program will result in the program being placed on a probationary review and completion of a corrective action plan. Continued failure will result in revocation of the program. The applicant may go through the appeals process which must be in writing in the form of a letter delivered by certified mail. All decisions by the Board that result in a non-approval or revocation may be appealed within 30 days after receipt of the written notification by submitting a written request for reconsideration of the decision to the ICCB Chair. The ICCB Chair shall review the request and place it on the next regularly scheduled meeting of the Board. The appellant may make oral and written presentations to ICCB at the time the decision is reconsidered.

Item #5.2 - Finance, Operations, and External Affairs

The committee met on Friday, January 18th at 8:00a and discussed the following topics:

- Financial Statements: Fiscal Year 2019

  o State General Funds
  o Special State Funds
  o Federal Funds
  o Bond Financed Funds

- Timeliness of State Payments

- Spring 2019 Legislative Agenda

- Spring 2019 Legislative Update

- Administrative Rules – which will be voted on during the consent agenda at today's meeting.

  o Implementation of P.A. 100-0884 (Trustee Training)

- ICCB will be submitting two budgets to the Governor's Office.

- In February the Governor will give the budget address:

  o There will be many appropriation hearings in both the House and Senate
  o March/April - advocacy time
  o May – possible new budget

- A third of the General Assembly is new

Matt Berry stated the deadline to file bills is February 15th. The general assembly was recently in session for two days. March and April look to be a full schedule for session. Ellen Andres announced January 31st is her last day at ICCB.

* * * * * * * * *
BREAK at 10:18 a.m.
RETURNED at 10:25 a.m.
* * * * * * * * *

Item #5.2a - Spring 2019 Legislative Agenda

Terry Bruce made a motion, which was seconded by John Bambanek, to approve the following items:

The Illinois Community College Board hereby approves the following Spring 2019 Legislative Agenda and authorizes board staff to introduce legislation to enact Agenda:

1. Adult Education Statutory Revisions
2. Apprenticeships Grant Program
3. Business Enterprise Program for Community Colleges
4. Community College Joint Purchasing Authority

The motion was approved via unanimous voice vote.

Item #6 - New Units of Instruction

Item #6.1 - Illinois Valley Community College and Prairie State College

Nick Kachiroubas made a motion, which was seconded by John Bambanek, 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
Illinois Valley Community College
➢ Cybersecurity Associate of Applied Science (A.A.S.) degree (60 credit hours)

Prairie State College
➢ Dental Assisting Certificate (41 credit hours)

The motion was approved via unanimous voice vote.

Item #7 - Adoption of Minutes

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

Item #7.1 - Minutes of the November 30, 2018 Board Meeting

The Illinois Community College Board hereby approves the minutes of the November 30, 2018 Board meeting as recorded.

Item #7.2 - Minutes of the November 30, 2018 Executive Session Meeting

The Illinois Community College Board hereby approves the Executive Session minutes of the November 30, 2018 meeting as recorded.

The motion was approved via unanimous voice vote.

Item #8 - Consent Agenda

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

Item #8.1 - Amendments to the Illinois Community College Board Administrative Rules

Item #8.1a - Implementation of Public Act 99-0692 (Trustee Training)

The Illinois Community College Board hereby approves the following amendment 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.

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD

PART 1501
ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT

SUBPART A: ILLINOIS COMMUNITY COLLEGE BOARD ADMINISTRATION

SUBPART B: LOCAL DISTRICT ADMINISTRATION

SUBPART C: PROGRAMS

SUBPART D: STUDENTS

SUBPART E: FINANCE

1501.523   Foundation Matching Grants (Repealed)

SUBPART F: CAPITAL PROJECTS

Section
1501.601   Definition of Terms
1501.602   Approval of Capital Projects
1501.603   State Funded Capital Projects
1501.604   Locally Funded Capital Projects
1501.605   Project Changes (Repealed)
1501.606   Progress Reports (Repealed)
1501.607   Reporting Requirements
1501.608   Approval of Projects from 110 ILCS 805/3-20.3.01
1501.609   Completion of Projects from 110 ILCS 805/3-20.3.01
1501.610   Demolition of Facilities

SUBPART G: STATE COMMUNITY COLLEGE

Section
1501.701   Definition of Terms (Repealed)
1501.702   Applicability (Repealed)
1501.703   Recognition (Repealed)
1501.704   Programs (Repealed)
1501.705   Finance (Repealed)
1501.706   Personnel (Repealed)
1501.707   Facilities (Repealed)

SUBPART H: PERSONNEL

Section
1501.801   Definition of Terms
1501.802   Sabbatical Leave

1501.APPENDIX A   Fee Schedule for Data Matching

AUTHORITY: Implementing and authorized by Articles II and III and Section 6-5.3 of the Public Community College Act [110 ILCS 805/Arts. II and III and 6-5.3].

SOURCE: Adopted at 6 Ill. Reg. 14262, effective November 3, 1982; codified at 7 Ill. Reg. 2332; amended at 7 Ill. Reg. 16118, effective November 22, 1983; Sections 1501.103, 1501.107 and 1501.108 recodified to 2 Ill. Adm. Code 5175 at 8 Ill. Reg. 6032; amended at 8 Ill. Reg. 14262, effective July 25, 1984; amended at 8 Ill. Reg. 19383, effective September 28, 1984; emergency amendment at 8 Ill. Reg. 22603, effective November 7, 1984, for a maximum of 150 days; emergency amendment at 8 Ill. Reg. 24299, effective December 5, 1984, for a maximum of 150 days; amended at 9 Ill. Reg. 3691, effective March 13, 1985; amended at 9 Ill. Reg. 9470, effective June 11, 1985; amended at 9 Ill. Reg. 16813, effective October 21, 1985; amended at

10 Ill. Reg. 3612, effective January 31, 1986; amended at 10 Ill. Reg. 14658, effective August 22, 1986; amended at 11 Ill. Reg. 7606, effective April 8, 1987; amended at 11 Ill. Reg. 18150, effective October 27, 1987; amended at 12 Ill. Reg. 6660, effective March 25, 1988; amended at 12 Ill. Reg. 15973, effective September 23, 1988; amended at 12 Ill. Reg. 16699, effective September 23, 1988; amended at 12 Ill. Reg. 19691, effective November 15, 1988; amended at 13 Ill. Reg. 1182, effective January 13, 1989; amended at 13 Ill. Reg. 14904, effective September 12, 1989; emergency amendment at 14 Ill. Reg. 299, effective November 9, 1989, for a maximum of 150 days; emergency amendment expired on April 9, 1990; amended at 14 Ill. Reg. 4126, effective March 1, 1990; amended at 14 Ill. Reg. 10762, effective June 25, 1990; amended at 14 Ill. Reg. 11771, effective July 9, 1990; amended at 14 Ill. Reg. 13997, effective August 20, 1990; expedited correction at 18 Ill. Reg. 3027, effective August 20, 1990; amended at 15 Ill. Reg. 10929, effective July 11, 1991; amended at 16 Ill. Reg. 12445, effective July 24, 1992; amended at 16 Ill. Reg. 17621, effective November 6, 1992; amended at 17 Ill. Reg. 1853, effective February 2, 1993; amended at 18 Ill. Reg. 4635, effective March 9, 1994; amended at 18 Ill. Reg. 8906, effective June 1, 1994; amended at 19 Ill. Reg. 2299, effective February 14, 1995; amended at 19 Ill. Reg. 2816, effective February 21, 1995; amended at 19 Ill. Reg. 7515, effective May 26, 1995; amended at 21 Ill. Reg. 5891, effective April 22, 1997; amended at 22 Ill. Reg. 2087, effective January 12, 1998; amended at 22 Ill. Reg. 17472, effective July 10, 1998; amended at 24 Ill. Reg. 249, effective December 21, 1999; amended at 24 Ill. Reg. 17522, effective November 20, 2000; amended at 25 Ill. Reg. 7161, effective May 18, 2001; emergency amendment at 25 Ill. Reg. 12863, effective September 28, 2001, for a maximum of 150 days; emergency expired February 24, 2002; amended at 26 Ill. Reg. 646, effective January 7, 2002; amended at 27 Ill. Reg. 17204, effective October 31, 2003; amended at 28 Ill. Reg. 14092, effective October 18, 2004; amended at 29 Ill. Reg. 6239, effective April 25, 2005; amended at 30 Ill. Reg. 2755, effective February 21, 2006; amended at 32 Ill. Reg. 16396, effective September 23, 2008; amended at 40 Ill. Reg. 14054, effective September 29, 2016; amended at 41 Ill. Reg. 11274, effective August 28, 2017; amended at 41 Ill. Reg. 15723, effective December 18, 2017; amended at 42 Ill. Reg. 2819, effective January 24, 2018; amended at 42 Ill. Reg. 18869, effective October 3, 2018; amended at 42 Ill. Reg. 24855, effective December 17, 2018, amended at 43 Ill. Reg. _____, effective _____.

SUBPART B: LOCAL DISTRICT ADMINISTRATION

Section 1501.206 Approval of Providers of Training for Trustee Leadership Training

Entities that offer professional development activities, such as training organizations, institutions, firms, professional associations, and colleges and universities, may apply to the State Board for approval to conduct leadership training activities for members of the board of trustees of an Illinois public community college district in each of the topics specified in Section 3-8.5 of the Act.

a) Except as provided in subsections (b), each entity wishing to receive approval to offer the leadership training required under Section 3-8.5 of the Act shall submit an application on a form supplied by the State Board. Each entity shall provide:

1)   a description of the intended offerings in any of the required areas;

2)   the qualifications and experience of the entity and of each presenter to be assigned to provide the leadership training, which shall include evidence of a presenter's specific skills and knowledge in the area or areas in which he or she will be assigned;

3)   the mode of delivery of the professional development (e.g., in-person instruction, online learning);

4)   a sample course schedule or syllabi; and

5)   a schedule of fees the entity intends to charge for each mode of delivery of training.

b)   An entity that meets any of the following criteria will be pre-approved by the State Board to provide leadership training:

1)   The leadership training course or course provider is accredited by the Illinois Minimum Continuing Legal Education Board;

2)   The leadership training provider is an Illinois Department of Financial and Professional Regulation registered public accountant continuing professional education sponsor;

3)   The leadership training course is provided by an Illinois public community college using the college's own qualified faculty or staff; or

4)   The leadership training course is provided by the Illinois Office of the Attorney General.

c)   All pre-approved entities, except the Illinois Office of the Attorney General, shall submit notification of intent to provide leadership training and verification of status as a pre-approved provider on forms provided by the State Board. The State Board may request reverification of pre-approved status at any time.

d)   Applicants may be asked to clarify particular aspects of their materials.

e)   The State Board shall consider each application for approval at its next regularly scheduled meeting. Applications submitted within 30 days prior to a regularly scheduled State Board meeting shall be considered at the next regularly scheduled meeting.

f)   An entity shall be approved to offer leadership training if the entity's application presents evidence that:

1)   the leadership training that it sponsors or conducts will be developed and presented by persons with education and experience in the applicable areas to which they will be assigned; and

2)   the proposed training meets the requirements of Section 3-8.5 of the Act.

g)   The State Board will post on its website the list of all approved providers. The website also will indicate that the Illinois Community College Trustees Association is authorized under Section 3-8.5(c) of the Act to provide leadership training.

h)   Approval as a provider shall be valid for two years commencing on the date of initial approval or renewal. To request renewal of approval, a provider shall submit a renewal application on a form supplied by the State Board containing:

1)   a description of any significant changes in the material submitted as part of its approved application or a certification that no such changes have occurred;

2)   evidence that the material to be used in the renewal cycle conforms to current statute, rules and procedures of the State Board; and

3)   a listing of trainings provided during the last approval period.

i)   A provider's approval shall be renewed if the application conforms to the requirements of subsection (h), provided that the Executive Director has received no evidence of noncompliance with the requirements of this Section.

j)   The State Board may evaluate an approved provider at any time to ensure compliance with the requirements of this Section. Upon request by the State Board, a provider shall supply information regarding its schedule of leadership training, which the State Board may, at its discretion, monitor at any time. In the event an evaluation indicates that the requirements have not been met, the State Board may withdraw approval of the provider.

(Source: Added at 43 Ill. Reg. _____, effective _____)

Item #8.2 - Illinois Community College Board Cooperative Agreements

Item #8.2a - South Suburban College and Ingalls Memorial Hospital
The Illinois Community College Board hereby approves the Cooperative Education Agreement between South Suburban College and Ingalls Memorial Hospital, which thereby allows the Paramedic Training Program to be taught at South Suburban College.

The motion was approved via unanimous voice vote.

Item #9 - Information Items
There was no discussion

      Item #9.1 - Fiscal Year 2019 Financial Statements

      Item #9.2 - FY2018 Federal Adult Education and Literacy Narrative and Performance Report

      Item #9.3 - Spring 2019 Legislative Update

Item #10 - Other Business
There was no other business.

Item #11 - Public Comment
There was no public comment.

Item #12 - Executive Session
The Board did not go in to Executive Session.

      Item #12.1 - Employment/Appointment Matters

Item #13 – Adjournment
John Bambanek made a motion, which was seconded by Paige Ponder, to adjourn the meeting at 10:38 a.m.

A roll call vote was taken with the following results:

John Bambenek	Yea	Paige Ponder	Yea
Terry Bruce	Yea	Laz Lopez	Yea
Nick Kachiroubas	Yea		

 The motion was approved.

Illinois Community College Board

EMPLOYEE GUIDEBOOK MODIFICATIONS

The ICCB Employee Guidebook is revised to include necessary changes required by audit recommendations.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following additions and modifications to the employee guidebook:

Confidentiality Policy

The Illinois Community College Board maintains files for research and reporting purposes. Some files contain information used to uniquely identify an individual. Because they also may contain information of a sensitive nature, it is imperative that the confidentiality of these files be maintained.

Data of a sensitive nature must be stored securely and access limited to only those individuals with a demonstrated need.

Data of a sensitive nature will not be shared with or provided to outside individuals or entities without the approval of the ICCB Executive Director. Any sensitive data to be shared with outside parties must be done under the terms of a written, non-disclosure agreement signed by all parties.

Further, in accordance with the Data Security on State Computers Act, [20 ILCS 450], the agency has the responsibility to ensure that prior to the disposal by sale, donation, or transfer of any electronic data processing equipment that the hard drives be erased, wiped, sanitized, or destroyed in a manner that prevents the retrieval of any sensitive data or software. all data processing equipment must be cleared of all data and software before removal from service. The ICCB will overwrite stored data at least 3 times or physically destroy hard drives prior to disposal. The ICCB will document the completion of the process using Disk Wiping and Physical Destruction logs, identifying, as applicable, the serial number of the equipment or hard drive, the agency inventory tag, the process used (disk wiping software or physical destruction), and the name, date, and signature of the person performing the overwriting or destruction process. When an outside vendor is used, certification of the completion of the process will be documented.

BACKGROUND
These changes were made based on audit recommendations.

Illinois Community College Board

FISCAL YEAR 2019 FINANCIAL STATEMENTS

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
July 1, 2018 - February 28, 2019

		FY2019 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 26,973,100	$ 11,822,977	43.8%
ADULT EDUCATION		32,274,000	19,130,485	59.3%
GED TESTING PROGRAM		1,080,000	317,464	29.4%
CAREER & TECH EDUCATION		18,069,400	17,305,609	95.8%
OFFICE ADMINISTRATION		1,853,200	1,358,964	73.3%
	TOTAL	$ 80,249,700	$ 49,935,499	62.2%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 133,880,100	$ 86,446,459	64.6%
	TOTAL	$ 133,880,100	$ 86,446,459	64.6%
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 12,500,000	$ 37,046	0.3%
GED TESTING FUND		200,000	54,508	27.3%
IDEA REVOLVING FUND		100,000	0	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	79,177,500	75.0%
	TOTAL	$ 118,370,000	$ 91,554	0.1%
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 24,767,465	$ 7,328,275	29.6%
FEDERAL CAREER & TECH ED FUND		19,472,902	4,835,297	24.8%
ICCB FEDERAL TRUST FUND		525,000	52,468	10.0%
	TOTAL	$ 44,765,367	$ 12,216,039	27.3%
	GRAND TOTAL, ALL FUNDS	$ 377,265,167	$ 148,689,551	39.4%

* See detail on following pages

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2018 - February 28, 2019

		FY2019 Appropriation	Year-to-Date Expenditures	% Expended
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
City Colleges of Chicago		$ 12,633,700	$ 8,422,464	66.7%
P-20 Council Support		$ 150,000	$ 150,000	100.0%
Pre-Apprenticeship Training		$ 265,000	$ 132,500	50.0%
East St. Louis Educational Center		1,457,900	337,577	23.2%
Illinois Veterans Grant		4,264,600	0	0.0%
IL Longitudinal Data System		$ 439,900	228,194	51.9%
Lincoln's Challenge Program		60,200	3,843	6.4%
Performance Grants		359,000	0	0.0%
Small College		548,400	548,400	100.0%
Alternative Schools Student Re-enrollment		6,794,400	2,000,000	29.4%
	TOTAL	S 26,973,100	S 11,822,977	43.8%
OFFICE ADMINISTRATION		$1,853,200	$1,358,964	73.3%
	TOTAL	S1,853,200	S1,358,964	73.3%
ADULT EDUCATION				
Adult Education Basic Grants		$ 21,572,400	$ 12,891,175	59.8%
Adult Education Performance Grants		10,701,600	6,239,310	58.3%
	TOTAL	S 32,274,000	S 19,130,485	59.28%
GED TESTING PROGRAM		$ 1,080,000	$ 317,464	29.4%
	TOTAL	S 1,080,000	S 317,464	29.4%
CAREER & TECHNICAL EDUCATION		$ 18,069,400		
CTE LPN RN		$ 500,000	250,000	50.0%
CTE Administration		375,000	$ 246,891	65.8%
CTE Formula		15,600,000	15,600,000	100.0%
CTE Early School Leavers Grants		615,000	612,418	99.6%
CTE Early School Leavers Administration		84,950	0	0.0%
CTE Corrections		894,450	596,300	66.7%
	TOTAL	S 18,069,400	S 17,305,609	95.8%
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS				
Base Operating		$ 66,066,900	$ 41,305,557	62.5%
Equalization		$ 67,813,200	$ 45,140,902	66.6%
	TOTAL	S 133,880,100	S 86,446,459	64.6%
	GRAND TOTAL	S 214,129,800	S 136,381,958	63.7%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2018 - February 28, 2019

SPECIAL STATE FUNDS*

		FY2019 Spending Auth.	Year-to-Date Expenditures	% Expended
CONTRACTS AND GRANTS FUND		$ 12,500,000		
GRANTS				
Bridging the Gap			$ 0	
NGA			0	
ILCCO			$ 0	
Research Foundation of CUNY			$ 0	
Tollway			$ 0	
	TOTAL		$ 0	0.0%
ADMINISTRATION				
Bridging the Gap			$ 0	
NGA			27,766	
ILCCO			9,280	
Research Foundation of CUNY			0	
Tollway			0	
	TOTAL		$ 37,046	0.3%
GED TESTING FUND		$ 200,000	$ 54,508	27.3%
IDEA REVOLVING FUND		$ 100,000	$ 0	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		$105,570,000.00	$79,177,500	75.0%
	GRAND TOTAL, SPECIAL FUNDS	$ 12,800,000	$ 91,554	0.7%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2019 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2018 - February 28, 2019

FEDERAL FUNDS*

		FY2019 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic		$ 15,241,712	$2,320,378.90	$ 5,018,723	32.9%
Federal Basic Leadership		$ 2,209,350	$115,012.12	703,154	31.8%
EL Civics Grants		$ 2,618,314	$1,101,152.14	991,627	37.9%
		$ 20,069,376	$ 3,536,543	$ 6,713,504	33.5%
ADMINISTRATION					
Federal Basic		$ 923,740		$ 614,771	66.6%
EL Civics		$ 137,806		0	0.0%
Leadership		$ 100,000		0	0.0%
		$ 1,161,546		$ 614,771	52.9%
	TOTAL	$ 21,230,922	$ 3,536,543	$ 7,328,275	34.5%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants		$ 14,371,919	$1,181,106.28	$ 4,395,541	30.6%
Perkins Leadership		1,461,733	$1,153,278.57	368,724	25.2%
Perkins Corrections		240,941	$85,149.68	0	0.0%
	TOTAL	$ 16,074,593	$ 2,419,535	$ 4,764,265	29.6%
ADMINISTRATION					
CTE Federal		$ 845,407	$133,367.52	$ 71,032	8.4%
	TOTAL	$ 16,920,000	$ 2,552,902	$ 4,835,297	28.6%
ICCB FEDERAL TRUST FUND					
ADMINISTRATION		$ 525,000	$0.00	$ 52,468	10.0%
	TOTAL	$ 525,000	$ 0	$ 52,468	10.0%
GRAND TOTAL, FEDERAL FUNDS		$ 38,675,922		$ 12,216,039	31.6%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

SPRING 2019 LEGISLATIVE UPDATE 101st GENERAL ASSEMBLY

Matt Berry will provide a complete legislative report covering significant action taken by the newly seated 101st General Assembly.

Illinois Community College Board

ADULT EDUCATION REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY

The ICCB staff is submitting to the Board the annual FY2018 Adult Education and Literacy Report to the Governor and General Assembly.

The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted each March 1st in compliance with Public Act 91-0830, 105 ILCS 405/2-4 and contains an overview of Adult Education and Literacy activities during fiscal year 2018. These activities include:

- a summary of Adult Education needs and programs,

- federal WIOA activities under Title II Adult Education,

- the number of students served,

- High School Equivalency (HSE) information,

- the credit hours or units of instruction delivered,

- total adult education allocations,

- performance data,

- State reimbursement for adult basic education, adult secondary education, English as a Second Language and vocational skills program,

- the criteria for program approval, and

- other recommendations or pertinent information.

An electronic version of this report is available at: https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/FY18_Report_to_Gov_and_Gen_Assembly.pdf.

March 1, 2019

TO THE GOVERNOR AND MEMBERS OF THE 101st GENERAL ASSEMBLY

It is an honor to submit the Illinois Community College Board Fiscal Year 2018 Adult Education and Family Literacy Annual Report. The Illinois Community College Board is committed to preparing adult learners for transitions into career pathway education and training programs that leads to sustainable employment. The adults in need of literacy and education services are massive. Millions of Illinois residents lack the level of literacy skills necessary to enter occupational post-secondary education and training programs as well as high demand pathway employment. These skills are needed in order to access current and future high demand occupations. As the administrator of the federal Adult Education and Literacy Act – Title II of the Workforce Innovation & Opportunity Act (WIOA) and the Illinois Adult Education Act, the agency works closely with eighty-one programs statewide to provide instruction and services necessary for individuals and families to have a high quality work experience and life in Illinois.

The Annual Report represents a summary of the Adult Education and Literacy System and the services it provides. This report is submitted in compliance with Public Act 91-0830, 105 ILCS 405/2-4 and contains an overview of Adult Education activities during fiscal year 2018, including:

- a summary of Adult Education needs and programs
- federal WIOA activities under Title II Adult Education
- the number of students served
- High School Equivalency(HSE)
- the credit hours or units of instruction delivered
- total adult education allocations
- performance data
- state reimbursement for adult basic education, adult secondary education, English as a Second Language and vocational skills program
- the criteria for program approval
- other recommendations or pertinent information

We are proud of the Adult Education System in Illinois and the services it provides to adult education learners. We also recognize the dedication of the Governor and the Illinois General Assembly in serving those most in need of adult literacy services.

RESPECTFULLY SUBMITTED,

Dr. Brian Durham, Executive Director

Illinois Community College Board

2018 ICCB ANNUAL ENROLLMENT AND COMPLETIONS REPORT

ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Fiscal Year 2018 Annual Enrollment and Completion Report derive from ICCB's Centralized Data System. This year's Annual Enrollment and Completion Report is based on fiscal year 2018 student enrollments and completions and provides comparative information from the four previous fiscal years (2014-2017). Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2018) and the four previous fiscal years (2014-2017).

4

STUDENT ENROLLMENTS AND COMPLETIONS IN THE ILLINOIS COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 2018

January 2019

ICCB Research & Policy Studies Division

Nathan R. Wilson, Associate Deputy Director
Jay Brooks, Director
Michelle Dufour, Associate Director
Jana Ferguson, Associate Director

Assistance provided by ICCB Information Technology Division

TABLE OF CONTENTS

INTRODUCTION

The Illinois Community College System meets both local and statewide needs for education and workforce development by providing high-quality, accessible, cost-effective educational opportunities, programs, and services for traditional and non-traditional students. The system provides students with smooth transitions into and across higher education and training for in-demand occupations with economic value. Community colleges contribute to the economic development of Illinois by providing robust workforce training, increasing credential attainment, closing the skills gap through talent pipeline management initiatives, and addressing the future needs of the workforce.

With 64,671 earned collegiate-level degrees and certificates, fiscal year 2018 had the sixth highest annual number of graduates ever recorded for the Illinois Community College System. As illustrated in Figure 1, the annual Illinois Community College System number of program graduates increased substantially at nearly 22 percent from fiscal year 2009 to 2018. During the same timeframe, enrollments decreased by nearly 26 percent statewide.

Figure 1. Illinois Community College System Credit Enrollments and Graduates, FY 2009-2018
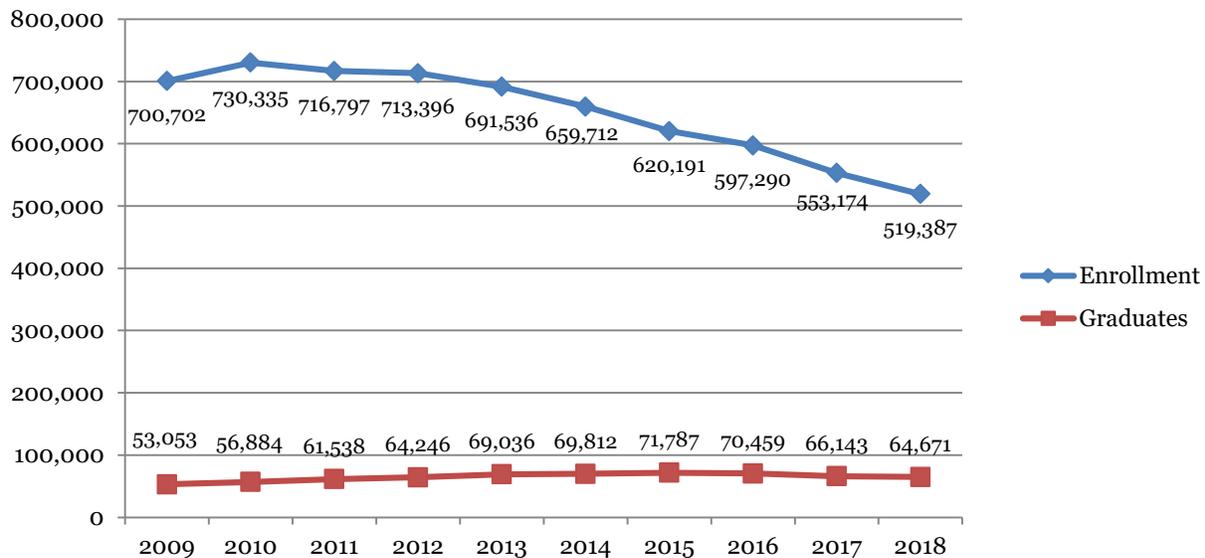
Under the authority of the P-20 Longitudinal Education Data System Act (105 ILCS 13/1 et seq.) (the "LDS Act"), ICCB is the State Education Authority responsible for collecting and maintaining enrollment, completion, and student characteristic information on community college students. The data within the Annual Enrollment and Completion Report derive from ICCB's Centralized Data System. Illinois Community Colleges submit

Annual Enrollment (A1) microdata for individuals who are officially enrolled at the college in credit coursework at any time during the specified fiscal year. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the microdata source of student completions. This year's Annual Enrollment and Completion Report is based on fiscal year 2018 enrollments and completions. Comparative information is supplied from four previous fiscal years (2014-2017). Detailed tables comparing fiscal year 2017 and fiscal year 2018 credit headcount, full-time equivalent (FTE) enrollments, and graduates by college are included. FTE enrollments in this report are based on all credit hours attempted. Thirty credit hours equal one FTE.

Also included in the Annual Enrollment and Completion Report is information about noncredit offerings for the current year (2018) and the four previous fiscal years (2014-2017). Noncredit courses provide another delivery method of education, training, and public service by community colleges to the communities they serve. Since fiscal year 1999, the Illinois community colleges have submitted Noncredit Enrollment (N1) annual microdata for students containing demographic and course information on the wide range of noncredit instruction.

HIGHLIGHTS OF FISCAL YEAR 2018 ANNUAL REPORT

Student Enrollments

- The Illinois Community College System served 689,289 students in credit and noncredit courses during fiscal year 2018. Overall combined enrollments decreased compared to last year (-4.4 percent, N = -31,843).

- Credit-generating students accounted for 75.4 percent of the overall fiscal year 2018 headcount.

- During fiscal year 2018, the 48 public community colleges in Illinois enrolled 519,387 students in instructional credit courses. This is lower than the previous year (553,174). The full-time equivalent (FTE) enrollment was 199,266, a decrease of 4.0 percent since fiscal year 2017.

- Statewide, 19,204 of 689,289 total students enrolled in both credit and noncredit courses during fiscal year 2018 (A1 and N1). While there is some overlap, these data suggest that credit and noncredit courses are meeting largely different student and community needs.

- Females comprised 54.0 percent of the fiscal year 2018 student population enrolled in credit-generating programs.

- Minority (non-white) students accounted for four in ten (45.4 percent) of the credit students enrolled. African American student representation decreased (7.0 percent) and accounted for 13.5 percent of all credit students. Latino student representation decreased (1.3 percent) and accounted for 23.4 percent of all credit students. Asian (4.9 percent) and Nonresident Alien (0.8 percent) student representation was unchanged from the previous year, while Two or More Races increased to 2.4 percent.

- The median age of credit-generating students was 23.0 during fiscal year 2018, a slight decrease from the previous year. The average age also decreased from the previous year to 28.2 years in fiscal year 2018.

- Transfer remained the largest credit instructional program area enrolling 51.1 percent of fiscal year 2018 Illinois Community College System students. Enrollments in Transfer programs decreased 1.2 percent compared to the previous year.

- Statewide, Career and Technical Education credit program enrollments accounted for more than one-quarter of all credit students (25.2 percent). Enrollments in Career and Technical Education programs decreased 6.3 percent from last year.

- Students enrolled in Adult Education courses in community colleges comprised 10.9 percent of the credit-generating students. Enrollments in Adult Education decreased by 6.3 percent versus fiscal year 2017.

- Of the students in Adult Education, approximately 52.5 percent were enrolled in English as a Second Language (ESL) courses.

- Although 51.1 percent of the fiscal year 2018 credit student population was enrolled in the Transfer area, only 37.0 percent of all students indicated intent to transfer.

- One-half (47.2 percent) of the fiscal year 2018 credit students enrolled in the colleges indicated that they were not pursuing a degree, but attending to complete one or several courses. Participation in college to take courses instead of pursuing a degree or certificate remained similar compared to the previous year.

- More than two out of three credit students attended on a part-time basis during both the fall (67.9 percent) and spring (71.4 percent) semesters in fiscal year 2018.

- Twenty-one percent of the credit-generating students are known to already have earned some type of college certificate or degree. This includes 26,072 who earned a bachelor's degree or higher.

- Illinois community college students were enrolled in 5,977,978 credit hours throughout fiscal year 2018 and earned 79.2 percent of those hours.

- Accumulated credit hours were available for 79.4 percent of the fiscal year 2018 student population. Just over one-third of them (38.6 percent) attained sophomore-level status by accumulating 30 or more college-level hours.

- Cumulative grade point average data was reported for 76.6 percent of the fiscal year 2018 students. One-half (49.7 percent) held an A-B average.

- In fiscal year 2018, Illinois community college students earned 67.5 percent of the developmental credits they attempted. This percentage is up from 67.1 percent in fiscal year 2017.

- In fiscal year 2018, one in seven (15.1 percent) Illinois community college students (not enrolled in ABE/ASE/ESL, Vocational Skills, and General Studies) were enrolled in at least one developmental course–a decrease from fiscal year 2017.

- Fiscal year 2018 unduplicated noncredit headcount increased 1.2 percent over last year to 169,902 students. The duplicated headcount or "seatcount" was 1.8 percent higher than the previous year.

- Statewide, 19,222 noncredit course sections were conducted during fiscal year 2018.

- Female students accounted for 54.2 percent of 2018 noncredit enrollments for which gender data were reported.

- Minority students accounted for more than one-fourth (29.1 percent) of the individuals enrolled in noncredit courses who supplied racial/ethnic data.

- The median age of noncredit students was 37.6 during fiscal year 2018. The average age was 40.4 years.

- Just under one-half (46.7 percent) of the noncredit students was 40 years of age or above among the individuals who supplied this information.

- Sixty-two percent of the noncredit offerings (duplicated) were in the Personal and Social Development category of activity. Nearly one-quarter of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (17.4 percent) and Business and Industry Contractual training (4.9 percent).

- Across all categories of activity, eight broad course enrollments (two-digit CIP) had over 5,000 noncredit students enrolled. These eight areas accounted for more than two-thirds of the students enrolled in noncredit courses with CIP data (68.5 percent). Approximately four out of ten enrollments in these large CIPs were in work-related courses: Business Management (10.0 percent), Health Professions and Related Programs (8.7 percent), Education (8.6 percent), Transportation and Materials Moving (8.1 percent), and Security and Protective Services (4.5 percent).

- Noncredit enrollments by term were 40.9 percent in Spring, 32.4 percent in Fall, and 26.7 percent in Summer in fiscal year 2018.

- Over one-half of the 2018 noncredit courses were held on main college campuses (61.4 percent).

Student Completions

- A total of 64,671 collegiate-level degrees and certificates were awarded to Illinois community college students in fiscal year 2018.

- Despite decreasing from last year, the number of community college completions in fiscal year 2018 is the sixth highest count ever reported.

- The number of degrees and certificates awarded decreased 2.2 percent from fiscal year 2017 (-1,472 completers). Taking a longer view–compared to fiscal year 2014–the total number of fiscal year 2018 completions decreased 7.4 percent.

- Career and Technical Education accounted for the largest number of graduates (N = 40,913) in fiscal year 2018. Nearly two-thirds of the earned degrees and certificates were in Career and Technical Education programs during fiscal year 2018 (63.3 percent). Career completions decreased 0.5 percent from last year.

- Transfer degrees accounted for the second largest group of completers in fiscal year 2018 (N = 20,648). Three out of every ten graduates earned Transfer degrees (31.9 percent). The number of Transfer degrees decreased 2.6 percent (-544) from last year.

- Twenty-six percent of the Career and Technical Education awards in fiscal year 2018 were AAS degrees.

- Females accounted for 53.3 percent of all 2018 completions.

- Career and Technical Education Certificates of Less Than One Year accounted for the largest number of male (N = 12,721) and female (N = 11,245) completers of a specific degree or certificate.

- Although small in number, the Associate in Engineering Science (N = 325) had the highest proportion of male graduates (87.7 percent, N = 285).

- Minority students earned 36.8 percent of the collegiate-level degrees and certificates awarded in the Illinois Community College System during fiscal year 2018. Latino students earned 18.8 percent, African American students earned 11.0 percent, and Asian students earned 3.9 percent of all degrees and certificates.

- Minorities accounted for 39.5 percent of total Transfer degree recipients.

- Nearly twice as many minority graduates completed Career and Technical Education degrees and certificates (N = 14,216) compared to Transfer degrees (N = 8,165).

- Among the largest minority groups, Latino students completed 5,052 more collegiate-level awards than African American students.

- Twenty-one percent of the students who were awarded degrees and certificates during fiscal year 2018 were less than 21 years of age. The other age groups with the largest percentages of graduates were 21 to 24 (34.9 percent), 25 to 30 (18.9 percent), 31 to 39 years of age (13.3 percent), and 40 to 55 years of age (10.3 percent).

- Seven out of ten Transfer degree completers in 2018 indicated intent to transfer to a four-year institution.

- Approximately 16.6 percent of fiscal year 2018 Associate in Applied Science degree graduates indicated goals to complete some courses or finish a certificate.

OVERALL FISCAL YEAR 2018 STUDENT ENROLLMENTS

The Illinois Community College System had 689,289 students in credit and noncredit courses during fiscal year 2018. Overall combined enrollments decreased compared to last year (-4.4 percent, N = -31,843).

Table 1 provides a summary comparison of fiscal year 2014 through fiscal year 2018 credit and noncredit unduplicated enrollments. Total enrollments reflect those students who may be concurrently enrolled in credit-generating and noncredit courses during the fiscal year.

Table 1
SUMMARY COMPARISON OF ANNUAL ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2014-2018

Unduplicated Headcount	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Credit	659,712	620,191	597,290	553,174	519,387
% Change	*-4.6%*	*-6.0%*	*-3.7%*	*-7.4%*	*-6.1%*
Noncredit	193,812	182,375	178,103	167,958	169,902
% Change	*-4.3%*	*-5.9%*	*-2.3%*	*-5.7%*	*1.2%*
Total*	853,524	802,566	775,393	721,132	689,289
% Change	*-4.5%*	*-6.0%*	*-3.4%*	*-7.0%*	*-4.4%*

*Individuals may be concurrently enrolled in credit and noncredit courses

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records and Annual Noncredit Course Enrollment (N1) Records

Detailed comparisons of fiscal year 2014 through fiscal year 2018 unduplicated credit and noncredit headcount enrollments for each community college are provided in Appendix tables A-1 and B-1, respectively.

As depicted in Figure 2, credit-generating students account for 75.4 percent of the overall fiscal year 2018 headcount. Enrollments had been growing in recent years through fiscal year 2010, but have decreased each year since then. Fiscal year 2018 credit-generating enrollments and non-credit enrollments are the lowest and the second lowest of the most recent 5 years, respectively.

Figure 2. Overall Annual Enrollments, FY 2014-2018
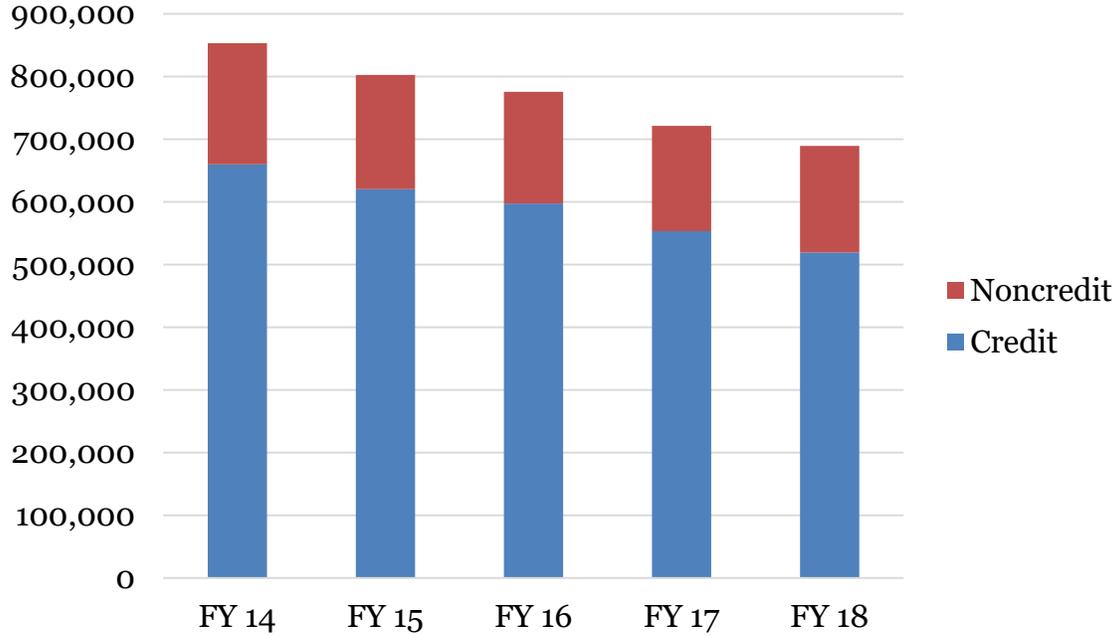
Statewide, 19,204 of 689,289 total enrolled in both credit and noncredit courses during fiscal year 2018 (A1 and N1). While there is some minimal overlap (2.8 percent), credit and noncredit courses are meeting largely different student and community needs.

FISCAL YEAR 2018 STUDENT CREDIT ENROLLMENTS

Student Credit Enrollment by Community College

Annual credit enrollment for fiscal year 2018 was 519,387, and full-time equivalent (FTE) students totaled 199,266. Table 2 contains comparative enrollment data for the last five years. Fiscal year 2018 saw a decrease of 6.1 percent in credit headcount enrollment from the previous year. Fiscal year 2018 FTE enrollment decreased by about 4.0 percent compared to last year. Compared to five years ago, fiscal year 2018 credit headcount enrollments decreased by 21.3 percent. FTE enrollments have decreased 18.6 percent since 2014. Historically, for the second straight year credit headcount enrollments in fiscal year 2018 were at the lowest level since annual headcount enrollments were collected beginning in 1979 (N = 562,213).

Table 2
COMPARISON OF ANNUAL CREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2014-2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Headcount	659,712	620,191	597,290	553,174	519,387
% Change	*-4.6%*	*-6.0%*	*-3.7%*	*-7.4%*	*-6.1%*
FTE	244,860	230,964	219,015	207,498	199,266
% Change	*-4.5%*	*-5.7%*	*-5.2%*	*-5.3%*	*-4.0%*

SOURCE OF DATA: ICCB Centralized Data System—Annual Enrollment (A1) Records

Table A-1 in the Appendix provides a comparison of fiscal year 2014 through fiscal year 2018 headcount enrollments for each community college. Among Illinois' 48 community colleges, only five colleges reported increases in headcount while 41 exhibited decreases compared to fiscal year 2017. Two colleges experienced little or no change (1.0 percent or less) during fiscal year 2018. Table A-2 contains a comparison of full-time equivalent (FTE) enrollments for fiscal years 2014 through 2018. FTE calculations convert the substantial part-time enrollment into the number of students there would be if everyone attended on a full-time basis. Over the last year, three colleges experienced increases in FTE, 42 reported decreases, and three colleges experienced little or no FTE change versus fiscal year 2017.

Male/Female Distribution

The male/female distribution of credit students typically fluctuates little from year to year with female students consistently constituting a slight majority. Females comprised 54.0

percent of the student population in fiscal year 2018. The percentage of male students has averaged 46.7 percent over the past five years (see Table A-3).

Ethnic Origin

In fiscal year 2018, four in ten (45.4 percent) of those participating in credit coursework in community colleges were minority (non-white) students (among those whose ethnicity was known). Race/ethnicity classifications are aligned with U.S. Department of Education collection and reporting standards. The number of minority students decreased 3.3 percent from fiscal year 2017 to fiscal year 2018. Similarly, during the past five years, students from minority groups comprised an average of four in ten (43.0 percent) of the student population. Latino students (now numbering 116,866) became the largest minority group in 2000, but became the second largest minority group in fiscal year 2012 behind African American students (now numbering 67,101). In fiscal years 2014 through 2018, Latino students were again the largest minority group. Compared to last year, a decrease was noted in credit headcount enrollments among African Americans and among Latinos. In fiscal year 2018, the number of Latino credit students enrolled decreased by 1.3 percent, and the number of African American students enrolled in Illinois community college credit courses decreased by 7.0 percent (see Table A-4).

Student Age

In fiscal year 2018, the average age of Illinois community college students in credit courses was 28.2 years which is a decrease from fiscal year 2017 (28.7 years). The median age was 23.0 years which is also lower than last year (23.4 years). Available age data are depicted in Figure 3. The largest proportion of students–nearly one-third (33.2 percent)–was ages 17 and 20, a decrease of 1.4 percent over fiscal year 2017. The second largest proportion of students–just over one-fifth (22.6 percent)–was ages 21 through 24, a decrease of 4.7 percent over fiscal year 2017. The third largest proportion of students (13.9 percent) was 25 through 30 years of age, a decrease of 8.2 percent over fiscal year 2017. During fiscal year 2018, 11.6 percent of students was age 31 through 39, 11.5 percent was age 40 through 55, and 4.7 percent of students was over 55. Always the smallest in size, the 16 and under age group represented only 2.5 percent of the student population and decreased 2.4 percent in fiscal year 2018. Dual credit and dual enrollment arrangements where high achieving high school students are allowed to enroll in college-level courses are contributing to enrollment among the younger student populations (see Table A-5).

Figure 3. Age Distribution of Credit Students, FY 2018
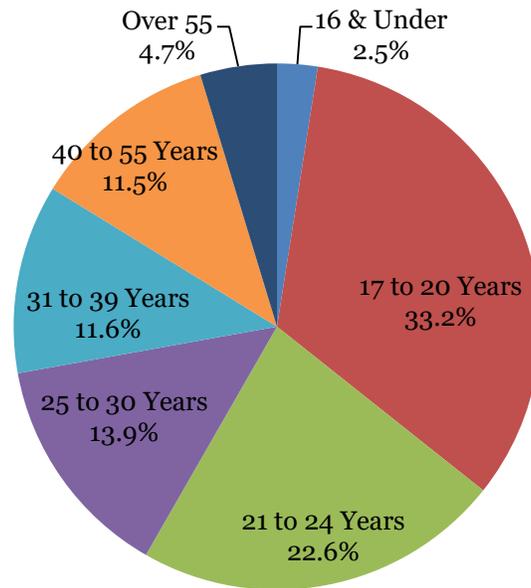
Summary of Enrollments by Instructional Program Area

Short-term, fiscal year 2018 enrollment decreased in all of the instructional program areas except General Studies Certificate, which increased 1.7 percent from fiscal year 2017. Decreases ranged from 1.2 percent in Transfer to 28.7 percent in Vocational Skills. Career and Technical Education (-6.3 percent), Adult Education [Adult Basic Education (ABE) and Adult Secondary Education (ASE)] and English as a Second Language (-6.3 percent), and General Associate (-11.0 percent) all decreased from fiscal year 2017. Longer term, between fiscal years 2014 and 2018, decreases were seen in all of the instructional program areas–General Associate, Vocational Skills, Transfer, Career and Technical Education, General Studies Certificate, and Adult Education including English as a Second Language (ESL).

Transfer was the largest instructional program offered in the Illinois Community College System accounting for five out every ten credit students. This program is designed to provide individuals with the equivalent of the initial two years of a bachelor's degree. Statewide, enrollment in this program area has decreased over the past year (-1.2 percent) and was down 7.5 percent between fiscal years 2014 and 2018.

Career and Technical Education programs were the second largest credit program in the Illinois Community College System accounting for over one-quarter of all credit enrollments. Career and Technical Education enrollments decreased 6.3 percent compared to last year and were down 24.1 percent since 2014. Between fiscal years 2014 and 2018, enrollment in **Vocational Skills** programs decreased by 49.1 percent, enrollment in **General Associate Degree** programs decreased by 43.9 percent, and

enrollment in **General Studies Certificates** programs decreased by 34.1 percent (see Table A-6a).

Students enrolled in community college **Adult Education** (ABE, ASE, and ESL) courses comprised 10.9 percent of the credit generating students in fiscal year 2018. Hence, about one out of ten community college students was enrolled in Adult Education skills building coursework. Statewide, there was a 6.3 percent decrease in Adult Education enrollments over the previous year, and community college Adult Education enrollments were down 25.4 percent since fiscal year 2014. In fiscal year 2018, 52.5 percent of the students in Adult Education were enrolled in English as a Second Language (ESL) courses.

The City Colleges of Chicago accounted for over one-third (41.8 percent) of statewide community college Adult Education enrollments in fiscal year 2018. Adult Education enrollment at the City Colleges of Chicago decreased 8.9 percent over last year compared to the decrease in overall enrollment of 4.7 percent at the City Colleges of Chicago. Excluding the City Colleges of Chicago, there was a 4.3 percent decrease in Adult Education enrollment in fiscal year 2018 compared to last year (see Table A-6a and A-6b).

Longer term, excluding the City Colleges of Chicago, the rest of the system experienced an overall decrease in enrollments (-20.4 percent) between 2014 and 2018. Looking back across five years, analysis of instructional program area information and excluding City Colleges of Chicago data showed similar declines for the rest of the system. The small General Studies Certificate programs recorded a 30.9 percent decline excluding the City Colleges of Chicago. Decreases were also exhibited in Transfer (-10.6 percent), Career and Technical Education (-21.9 percent), General Associate (-24.0 percent), and Vocational Skills (-48.3 percent) program enrollments between fiscal years 2014 and 2018 without the City Colleges. Long-term results in Adult Education were down significantly across the rest of the system (-25.4 percent) (see Table A-6b).

Instructional Program Enrollments by Gender
During fiscal year 2018, females outnumbered males in nearly all instructional areas; only Career and Technical Education (53.5 percent) programs contained a higher proportion of male students. The highest proportion of female students was enrolled in General Associate degree programs (65.2 percent), followed by General Studies Certificate programs (65.0 percent) and English as a Second Language programs (64.9 percent). Adult Education (ABE and ASE) programs consisted of 57.3 percent female students, while 55.3 percent of those enrolled in Transfer programs were female (see Table A-7).

Instructional Program Enrollments by Racial/Ethnic Origin
Figure 4 illustrates the distribution of minorities in the two largest program areas, Transfer and Career and Technical Education. An examination of each racial/ethnic group's representation across program areas in fiscal year 2018 indicated that the largest percentage of students in each racial/ethnic group was enrolled in Transfer programs: Two or More Races (66.8 percent), Nonresident Alien (62.2 percent), Asian (56.1

percent), White (51.6 percent), African American (49.9 percent), Pacific Islander (49.2 percent), Latino (49.1 percent), and Native American (47.3 percent). Latino students were enrolled in a larger proportion of Transfer (49.1 percent) than English as a Second Language (15.9 percent) programs. Overall, minority students (nonwhite including unknown) were least represented in the General Studies Certificate (22.0 percent), Vocational Skills (25.7 percent), Career and Technical Education (39.3 percent), and Transfer (47.1 percent) areas (see Table A-8).

Figure 4. Minority Enrollments in Transfer and Career and Technical Education Programs, FY 2018
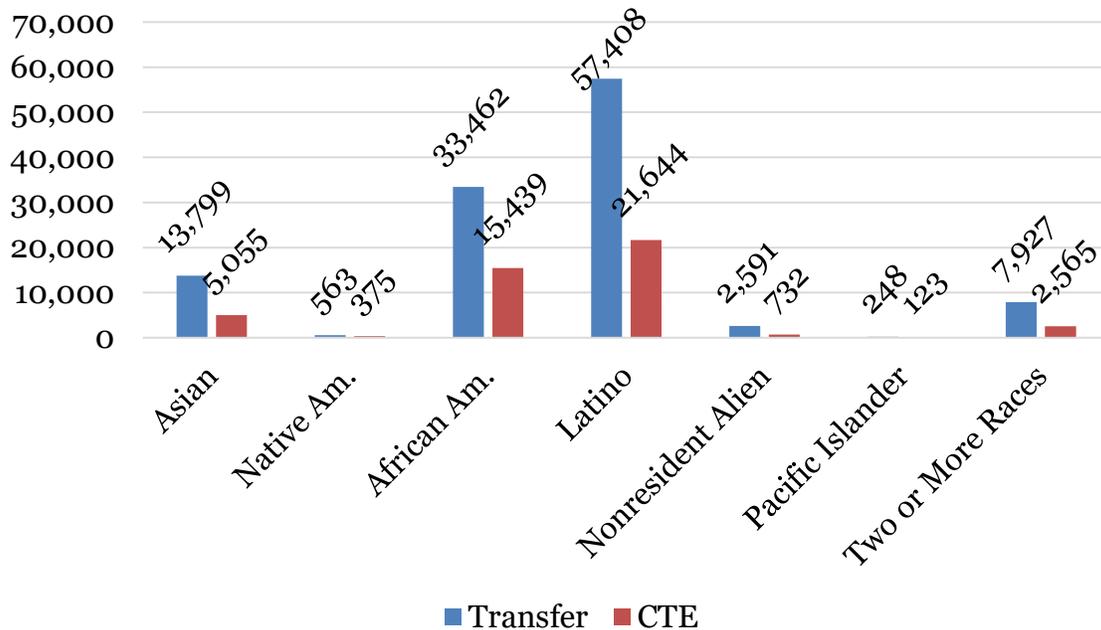
Instructional Program Enrollments by Age

During fiscal year 2018, more than one-half of community college credit students was under 25 years of age (58.2 percent). About two-thirds of the students under 25 was enrolled in Transfer programs (67.1 percent). One out of every four (25.5 percent) credit students was between 25 and 39 years of age. Two program areas account for the largest portion of students between 25 and 39 years of age: Transfer (34.8 percent) and Career and Technical Education (32.0 percent). Overall, one in six Illinois community college credit students was at least 40 years of age (16.2 percent). Among students 40 years of age and above, most were primarily enrolled in workforce related courses (53.2 percent) which includes Career and Technical Education (30.7 percent) and short-term intensive Vocational Skills (22.5 percent) courses. One in five students aged 40 and above was pursuing a transfer program (19.4 percent) (see Table A-9).

Largest Career and Technical Education Programs

The largest Career and Technical Education curricula in fiscal year 2018 included Engineering Technologies; Associate Degree in Nursing; Business, Management,

Marketing and Related Supportive Services, Other; Business Administration and Management; Child Care Provider/Assistant; and Criminal Justice Technology. All of these programs had decreases in enrollment compared to the previous year. Engineering Technologies was again the largest program in fiscal year 2018, with 15,417 enrollments, a decrease of 7.1 percent (-1,174 students) from fiscal year 2017. With 11,439 students in fiscal year 2018, Associate Degree Nursing/Registered Nursing (ADN/RN) was still the second largest program, and enrollment decreased by 4.6 percent (-549 students) over last year. ADN/RN program enrollments represent individuals who are pursuing the program but are not limited to individuals who have been formally admitted to the program. The third largest program (Business, Management, Marketing and Related Supportive Services, Other) saw a 6.3 percent decrease over the previous year (-652 students). Business Administration and Management decreased 1.0 percent (-42 students) and was the fourth largest program in fiscal year 2018. Child Care Provider/Assistant decreased 12.6 percent (-518 students) and Criminal Justice decreased (-14.5 percent; -606 students) in fiscal year 2018 (see Table A-10).

Instructional Program Enrollments by Intent
Intent data provide the primary goals that students plan to achieve as a result of their studies. Initial intent data are self-reported by students when they first enroll at the college. College staff is asked to require each student to update goal information each semester and provide a current intent, as well as to retain the student's original entry intent. Three out of ten students reported a workforce goal, which includes preparing for a job immediately after community college program completion (17.9 percent) and improving skills for a current position (12.0 percent). Slightly more students reported a goal of preparing for transfer to a four-year institution (37.0 percent). High school equivalency preparation was the goal for 10.1 percent of the students.

In an examination of student intent by program area, over one-half of the students in Adult Education (ABE and ASE), English as a Second Language, Career and Technical Education, Transfer and Vocational Skills programs reported the goal that is most often associated with a given major. At least three-quarters of the ABE/ASE and ESL students listed a desire to remedy basic skills deficiencies or to prepare for the high school equivalency test as their reason for enrolling in these programs. Fifty-eight percent of students in Career and Technical Education programs enrolled with the intent of preparing for a job after community college or improving their job skills for their current position. Fifty-seven percent of the students enrolled in Transfer programs indicated the intent to transfer to a four-year institution. Sixty-eight percent of the Vocational students enrolled with the intent of preparing for a job after community college or improving job skills for their present position (see Table A-11).

Instructional Program Enrollments by Degree Objective
Degree objective data are also self-reported and are designed to assist colleges in classifying students by curriculum or course enrollee category. The objectives convey the students' expected outcomes from attending the community college. In fiscal year 2018, 47.2 percent of all students indicated that they were enrolling with no intention of

pursuing a degree—only to complete one or several courses. Figure 5 contains information on degree objective for the two largest community college programs. Transfer students were split between degree-seekers (54.7 percent) and course takers (43.5 percent). A small contingent of students in Transfer programs indicated an interest in completing a certificate which would entail changing to a career or general studies major. Half (51.8 percent) of the Career and Technical Education students indicated they expected to complete an Associate degree, while 27.7 percent expected to complete one or several courses. One in five planned to complete a certificate. Many Career and Technical students planned to complete an entire program, while others simply wanted to improve their current skills or obtain new skills to enter a different career. Approximately nine out of ten students in the following program areas planned to only complete one or several courses: Vocational Skills, English as a Second Language, ABE/ASE, and General Studies Certificate (97.3; 94.8; 94.6; and 92.3 percent, respectively) (see Table A-12).

Figure 5. Degree Objective for Transfer and Career and Technical Education, FY 2018
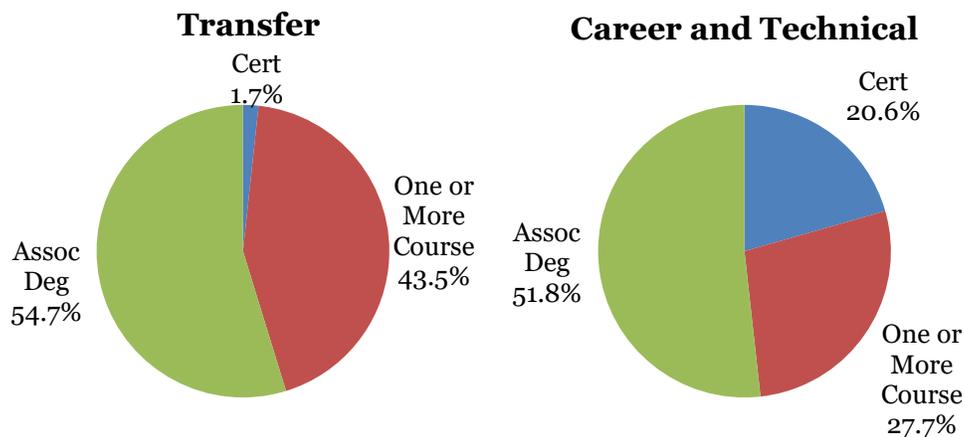
Enrollment Hours by Term and Type of Attendance

Part-time attendance is prevalent among community college students who are often simultaneously engaged with college coursework, careers, and family responsibilities. During the fall semester, two-thirds (67.9 percent) of the students attended on a part-time basis (less than 12 credit hours). The part-time proportion was slightly higher (71.4 percent) in the spring. In a pattern not typical among higher education institutions, Illinois community college enrollment during the spring semester (328,070) is usually slightly higher than in the fall (328,174). Enrollment was higher for part-time in spring (234,267) than in fall (222,817), but not for full-time (spring = 93,803 and fall = 105,357). More than nine out of ten students (91.5 percent) attended on a part-time basis during the summer term of fiscal year 2018 (less than nine credit hours) (see Table A-13).

Highest Degree Earned by Students Prior to Attending Community College

The prior earned degree data reiterate that community colleges serve diverse populations. Figure 6 illustrates the educational background of fiscal year 2018 students. Prior degree reporting was similar compared to last year with only about two-thirds of the students providing this information (adult education students would typically not possess earned degrees). Nearly six in ten students entered the community college with a high school diploma/equivalency. Twenty-one percent earned some type of postsecondary certificate or degree. About 15 percent had already earned degrees at or beyond the community college level. Twenty-one percent of the students had previously taken college coursework without completing a certificate or degree (see Table A-14).

Figure 6. Headcount Enrollment by Prior Highest Degree Earned, FY 2018
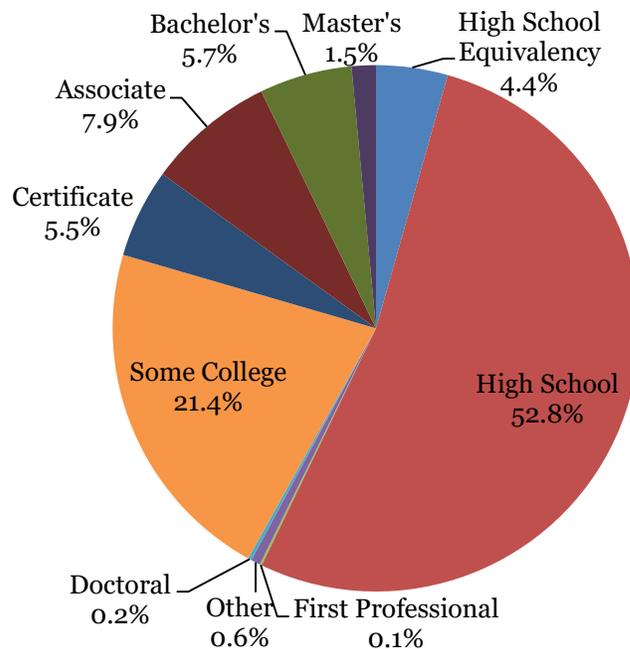
Attempted vs. Earned Credit Hours

At all colleges and universities, there are students who, for a variety of reasons, are unable or unwilling to complete the requirements for the class(es) in which they enroll. In fiscal year 2018, Illinois community college students completed over 4.7 million credit hours, which was 79.2 percent of the hours they attempted. Full-time and part-time students earned a similar percentage of the hours they attempted (see Table A-15).

Accumulated College-Level Credit Hours

Of the 412,331 students (79.4 percent) for whom data were available, nearly two-thirds (61.4 percent) accumulated less than 30 college-level hours (freshman level). About one-

fifth (22.1 percent) accumulated between 30 and 59 credit hours (sophomore status), and 16.5 percent earned 60 or more credit hours (see Table A-16).

Grade Point Averages

Cumulative grade point average (GPA) data were available for 76.6 percent of the students enrolled in fiscal year 2018. Pre-college coursework does not generate GPA information. More than four out of five students had grade point averages of 2.01 or higher, which is a "C" average or above (85.1 percent). One-half of the students (49.7 percent) achieved grade point averages in the "B" to "A" range (3.01 to 4.00). One-third (35.5 percent) achieved grade point averages in the "C" to "B" range (2.01 to 3.00) (see Table A-17).

Developmental Enrollment

During fiscal year 2018, one in seven (15.1 percent) students enrolled in Illinois community colleges–not enrolled in ABE/ASE/ESL, Vocational Skills or General Studies–took at least one developmental course (64,153). This represented a decrease of 8.3 percent (-5,798) students since last year when there were 69,951 students enrolled in developmental courses. Over the most recent five-year period (2014-2018), the number of students enrolled in at least one developmental course decreased 36.2 percent (see Table A-19).

Nationally in 2015-16, 52.5 percent of first-year students at public 2-year institutions had ever enrolled in a remedial course, and 25.3 percent of these students were enrolled in remedial course(s) in fiscal year 2016. Nearly one in five were enrolled in remedial mathematics courses (18.6 percent). About one in ten was enrolled in remedial reading or writing (10.8 percent) courses (National Center for Education Statistics, 2017).

The appendices provide additional information on the academic area(s) in which students enrolled in developmental course work at Illinois community colleges for fiscal years 2014 through 2018 (see Table A-21). Generally, community college students enrolled in developmental courses required assistance in only one academic area. Most of the time, the area was Mathematics. In fiscal year 2018, nearly six out of every ten students participating in developmental coursework needed assistance in just Math (58.7 percent). Compared to last year, Math Only developmental enrollments decreased 7.8 percent. Since fiscal year 2014, there was a decrease of 35.4 percent among students with the need to take developmental Math exclusively. In fiscal year 2018, English Only comprised 11.2 percent of the population requiring developmental assistance. About 3.7 percent of the developmental course enrollments was in Reading Only. Reading difficulties are particularly problematic since they impede an individual's ability to acquire new knowledge through written documents which is a foundational skill in every academic course. Additionally, 5.8 percent of the fiscal year 2018 students who enrolled in developmental coursework took both English and Reading courses. Combinations of Math, English, and Reading developmental needs showed that nearly four in five (79.3 percent) community college students who enrolled in developmental courses required assistance with their Math skills–alone or in combination with other areas. From fiscal

years 2017 to 2018, the proportion of students requiring help in Math–either alone or in combination with other areas–saw a slight decrease (79.7 percent last year). Long term, the proportion of students requiring Math skills enhancement–either alone or combined with other areas–also saw a slight decrease (82.0 percent in fiscal year 2014). Seven percent of the students in developmental courses (N = 4,793) needed assistance in all three areas–Math, English, and Reading. Requiring assistance in all three areas is a particularly serious situation since weaknesses exist across the spectrum of skills required to acquire and process new information.

Overall during fiscal year 2018, Illinois Community College System students earned two-thirds (67.5 percent) of the developmental credits they attempted. This was a slight increase from fiscal year 2017 when students earned 67.1 percent of the developmental credits attempted. Looking at the five-year period of 2014 to 2018, after a slight decrease to 65.0 percent in 2015, the percentage of developmental credits earned has increased slightly each year since (see Table A-20).

FISCAL YEAR 2018 STUDENT NONCREDIT COURSE ENROLLMENT

Student Noncredit Course Enrollment by Community College

Illinois community colleges provide a wide range of noncredit instruction to meet a variety of community needs. Table 3 contains comparative noncredit enrollment data for the last five years. Fiscal year 1994 was the first year in which annual noncredit course enrollment data were collected. Beginning in fiscal year 2002, data are from the Noncredit Course Enrollment database (N1) which includes individual records for each student. Fiscal year 2018 is the twentieth year that the Illinois Community College System has undertaken data collection through a noncredit course enrollment database (N1).

Table 3
**COMPARISON OF ANNUAL NONCREDIT ENROLLMENTS
IN ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEARS 2014-2018**

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Unduplicated Headcount	193,812	182,375	178,103	167,958	169,902
% Change	*-4.3%*	*-5.9%*	*-2.3%*	*-5.7%*	*1.2%*
Duplicated Headcount	288,756	270,056	268,432	258,865	263,583
% Change	*-4.3%*	*-6.5%*	*-0.6%*	*-3.6%*	*1.8%*
Course Sections	21,569	21,028	19,853	19,499	19,222
% Change	*0.1%*	*-2.5%*	*-5.6%*	*-1.8%*	*-1.4%*

SOURCE OF DATA: ICCB Centralized Data System—Noncredit Course Enrollment (N1)

The number of noncredit course offerings and enrollments at the community colleges often varies from year to year, depending on the needs of the surrounding communities. Comparisons of fiscal years 2014 through fiscal year 2018 noncredit headcount enrollments and course sections conducted for each community college are provided in Appendix Tables B-1, B-2, and B-3. Reasons for the recent declines in noncredit activity and participation vary by locality. Local community college budgets continue to be tight and, generally, noncredit courses are only offered if they break even or are profitable. Additionally, there has been some resurgent resistance to reporting individual participant data. Records are not added to the noncredit database unless the category of activity information is supplied—business/industry contract; professional/vocational development; personal/social development; and youth programs.

During fiscal year 2018, Illinois community colleges conducted 19,222 noncredit course sections, 1.4 percent fewer than the previous year. From fiscal years 2014 to fiscal year 2018, the total number of course sections offered through the colleges decreased 10.9 percent. Despite a decrease in course offerings over the past five years, noncredit offerings continue to be an important part of college efforts to meet community and employer needs. Figure 7 illustrates that unduplicated student enrollments decreased from fiscal year 2014 to fiscal year 2018. During fiscal year 2018, the unduplicated noncredit headcount (in which students are counted only once, regardless of the number of noncredit courses in which they enroll) increased 1.2 percent from the previous year. Over a longer time frame, unduplicated noncredit headcounts have decreased 12.3 percent over the last five fiscal years. The duplicated headcount (also known as "seatcount") during fiscal year 2018 was 1.8 percent higher than the previous fiscal year and 8.7 percent lower than five years earlier.

Figure 7. Noncredit Course Enrollments, FY 2014-2018
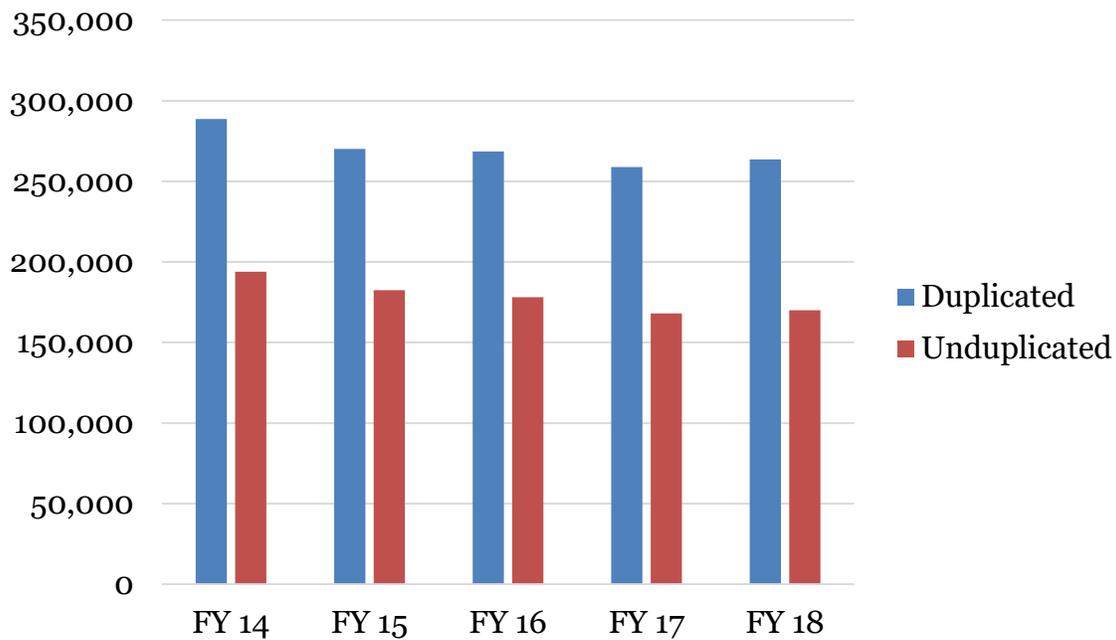
Characteristics of Noncredit Students

Information is available to provide additional detail about the characteristics of the students enrolled in noncredit coursework at community colleges in fiscal year 2018. Still, there tends to be more unknown/unreported information in the noncredit data than in the credit submission. Cited percentages among noncredit enrollments are based on the reported data. Student characteristic information is based on unduplicated counts. Information pertaining to course offerings is based on duplicated counts, since course attributes change and individuals can and do enroll in multiple courses.

Noncredit Student Gender

Similar to the distribution for credit programs, female students accounted for 54.2 percent of 2018 noncredit enrollments for which gender data were reported. Approximately 14.2 percent of students did not provide gender data. Gender data by category of activity show that most missing gender information was among individuals enrolled in personal and social development courses (see Table B-4).

Noncredit Student Ethnic Origin

Racial/ethnic reporting among noncredit students was less complete than among credit students, as more than one-third (35.4 percent) of noncredit records were missing racial/ethnic data. Minority students accounted for more than one-fourth (29.1 percent) of the individuals enrolled in noncredit programs who supplied racial/ethnic information. In credit programs during the past five years, minorities accounted for an average of 43.0 percent of the student population. Available noncredit data indicated the following racial/ethnic distribution: White (70.9 percent), African American (10.6 percent), Latino (9.9 percent), Asian (3.4 percent), Nonresident Alien (3.2 percent), Two or More Races (1.5 percent), Native American (0.3 percent), and Pacific Islander (0.2 percent) (see Table B-5).

Noncredit Student Age

Based on available data, the average age of students enrolled in noncredit coursework during fiscal year 2018 was 40.4 years and the median age was 37.6 years. Age information was missing for nearly one-quarter (24.3 percent) of noncredit students during 2018. Noncredit programming served a more mature clientele than credit courses. Available age data are depicted in Figure 8. Nearly one-half (46.7 percent) of noncredit students was 40 years of age or older. Nearly one-fourth (22.1 percent) of noncredit students was ages 40 to 55, and another quarter (23.6 percent) was between 25 and 39 years of age. Nearly one-third (29.7 percent) of noncredit students was under 25 years of age (see Table B-6).

Figure 8. Age Distribution of Noncredit Students, FY 2018

Figure 8. Age Distribution of Noncredit Students, FY 2018
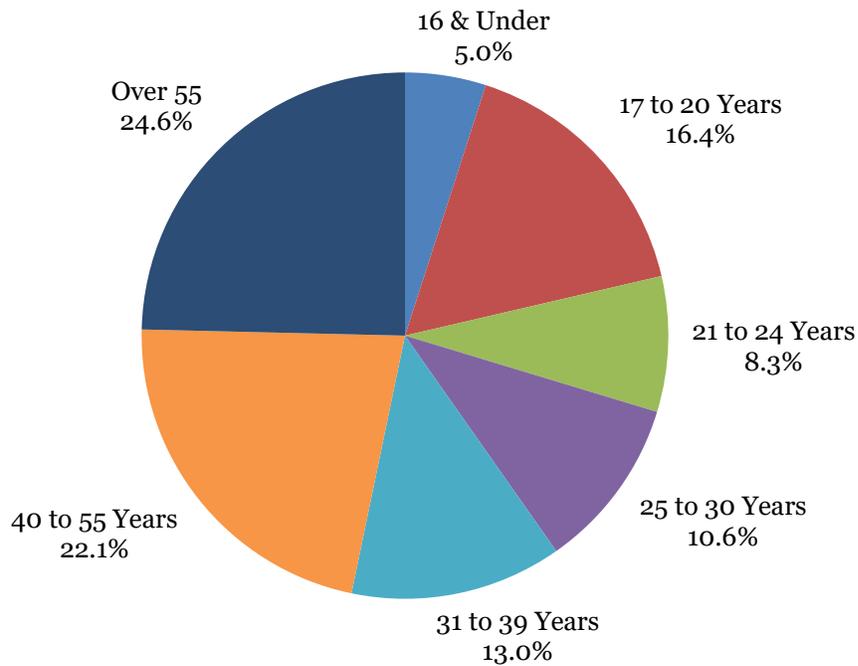
Noncredit Category of Activity (Duplicated)

For state reporting purposes, noncredit coursework is grouped into four broad categories: Business and Industry Contract, Professional/Vocational Development, Personal and Social Development, and Youth Programs. Records were not added to the database unless the category of activity information was supplied. Duplicated noncredit enrollment counts are used in the category of activity information depicted in Figure 9 (also see Table B-11).

Based on a duplicated count, 62.2 percent of the noncredit offerings were in the Personal and Social Development category. Personal and Social Development programming is an important community service provided by the colleges. Typically, these courses are offered as long as demand is sufficient to at least cover the cost of course delivery. They can also serve as a gateway to other credit or workforce-oriented courses offered by the college. Nearly one-quarter (22.3 percent) of the noncredit coursework was dedicated to developing workplace skills: Professional/Vocational (17.4 percent) and Business and Industry Contractual Training (4.9 percent). These courses meet the needs of area residents who are interested in acquiring specific skills without earning academic credit. Providing customized training is an important economic development activity in which colleges collaborate with local employers to tailor content and instructional delivery to their specific requirements. Illinois community colleges are extensively relied upon to develop and deliver coursework addressing the unique training requirements of area businesses, industries, and governmental organizations. The remaining 15.5 percent helped serve the needs of youth in the community (i.e., academic enrichment activities, athletic skills building, study skills, etc.).
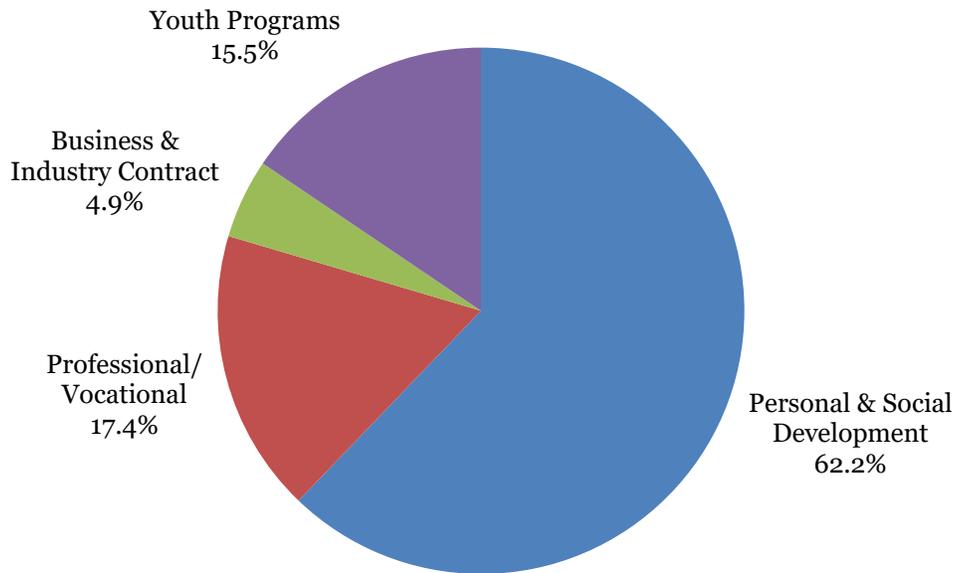
Largest Noncredit Offerings (Duplicated)

Two-digit classifications of instructional program (CIP) codes provide additional information about the areas where noncredit instruction was provided. Percentages cited are based on known CIP codes.

Across all categories of activity, eight programs (two-digit CIP) had over 5,000 noncredit course enrollments. These eight program areas accounted for more than two-thirds (68.5 percent) of enrollments in noncredit courses where CIP data were reported. Four out of ten enrollments in these eight programs accounted for in Figure 10 were in work-related programs: Business, Management, Marketing, and Related Supportive Services (10.0 percent), Health Professions and Related Programs (8.7 percent), Education (8.6 percent), Transportation and Materials Moving (8.1 percent), and Homeland Security, Law Enforcement, Firefighting, and Related Protective Services (4.5 percent). The two largest programs were in the following areas: Leisure and Recreational Activities (N = 61,300; 33.9 percent) and Personal Awareness and Self-Improvement (N = 40,274; 22.3 percent). Basic Skills and Developmental/Remedial Education accounted for 3.8 percent enrollments in these eight programs (see Table B-7).

Figure 10. Largest Noncredit Offerings (Duplicated), FY 2018
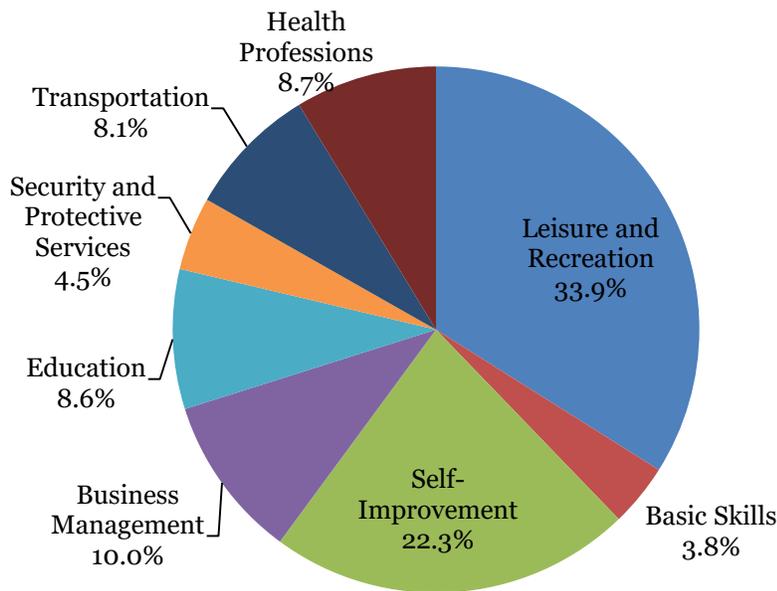
Noncredit Term of Attendance (Duplicated)

Term of enrollment was provided for all noncredit coursework for fiscal year 2018 (see Table B-9). The distribution of enrollments by term was as follows: Spring (40.9 percent), Fall (32.4 percent), and Summer (26.7 percent). Overall, the distribution is similar to fiscal year 2017 credit offerings with somewhat higher summer and fall noncredit activity and slightly fewer spring noncredit enrollments. There were no noncredit winter offerings in fiscal year 2018.

Noncredit Enrollment Distribution by Site/Location (Duplicated)

For state reporting purposes, six instructional site locations have been identified: Main Campus, Off-campus College Owned, Off-campus College Leased, Community Based, Business Based, and Distance Education. Acquiring more complete information about community college facility utilization and needs was one of the underlying reasons for collecting more detailed noncredit data. Complete data were available on the instructional site and Figure 11 shows that over half of the enrollment occurred on main college campuses (See Table B-8).

Further information about the differences between the categories follows. Community-based sites are rented or leased, with site maintenance and upkeep the responsibility of the organization furnishing the space. Off-campus college-leased sites are controlled by the college with site maintenance and upkeep the responsibility of the college. Off-campus college-owned facilities are college-controlled branch or extension center sites located

away from the main campus. Business-based sites are provided by businesses that contract for training services. Distance Education includes internet-based courses.

Figure 11. Noncredit Distribution by Site/Location, FY 2018

Distance Education 4.9%
Business Based 4.2%
Community Based 11.6%
Off-campus College Leased 0.7%
Off-campus College Owned 15.8%
Main Campus 61.4%
Other 1.4%
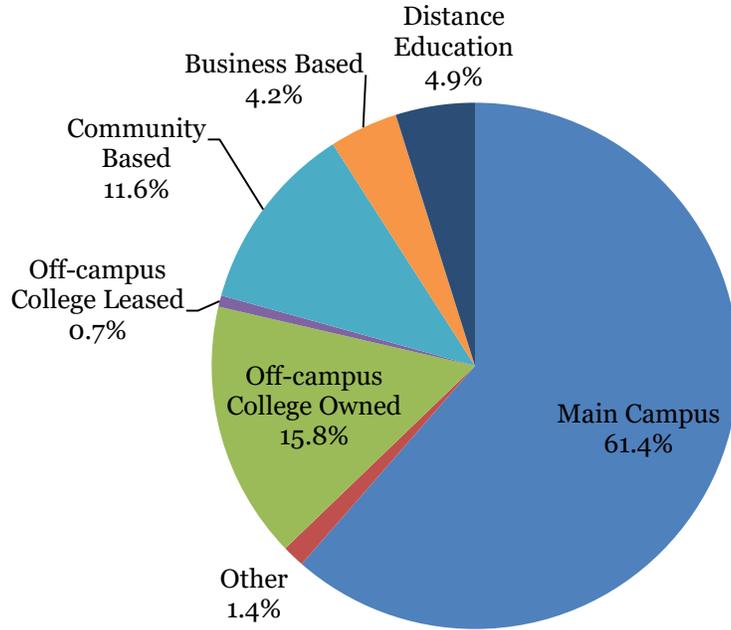
FISCAL YEAR 2018 COMPLETIONS

Degrees and Certificates Awarded by Community College

The number of collegiate-level degrees and certificates awarded to Illinois community college students in fiscal year 2018 totaled 64,671. The number of community college completions in fiscal year 2018 is the sixth highest level ever reported. Table 4 contains comparative completion data for the last five years. The number of degrees and certificates awarded decreased 2.2 percent from the previous year. Compared to fiscal year 2014, the total number of fiscal year 2018 completions decreased 7.4 percent.

Table C-1 in the appendix provides a comparison of fiscal year 2014 through fiscal year 2018 duplicated completions for each community college. Compared to last year among the 48 colleges, 16 experienced increases in degree and certificate awards, while 28 exhibited decreases in the past year. Four colleges experienced little or no change. Beginning in fiscal year 2014, the Annual Completions (A2) submission is the source of completions data.

Table 4
SUMMARY COMPARISON OF ANNUAL COMPLETIONS IN ILLINOIS PUBLIC COMMUNITY COLLEGES FISCAL YEARS 2014-2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Trans/Gen Assoc/ Gen Studies	23,239	23,769	24,458	25,010	23,758
% Change	*6.8%*	*2.3%*	*2.9%*	*2.3%*	*-5.0%*
Career and Tech	46,573	48,018	46,001	41,133	40,913
% Change	*-1.5%*	*3.1%*	*-4.2%*	*-10.6*	*-0.5%*
TOTALS	69,812	71,787	70,459	66,143	64,671
% Change	*1.1%*	*2.8%*	*-1.8%*	*-6.1%*	*-2.2%*

SOURCES OF DATA: ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Records

Degrees and Certificates Awarded by Program Categories

Nearly two-thirds of the 64,671 completers during fiscal year 2018 received **Career and Technical Education** degrees or certificates (63.3 percent). Transfer degrees were the second most frequently awarded and accounted for 31.9 percent of all the collegiate-level completions (see Table C-2).

Looking at the trends over time, overall Career and Technical Education completions decreased (0.5 percent) compared to last year. Accordingly, a comparison of overall fiscal year 2018 Career and Technical Education completions to those granted five years earlier reveals that the total number of awards decreased by 12.2 percent. Career and Technical Education awards recorded across the board long-term decreases. Since 2014, there has been a decrease in short-term career certificates (-4,176 graduates, or -14.8 percent). The number of longer-term career certificates awarded also decreased (-511 graduates or -7.4 percent). Between fiscal years 2014 and 2018, there was also a decrease in Associate in Applied Science degrees (-973 graduates or -8.4 percent). There were no Vocational Skills certificates awarded in fiscal year 2018 or in 2014.

A closer examination of the categories of formal awards issued within Career and Technical Education in fiscal year 2018 shows that more than one-half (58.6 percent) of the completions was Career Certificates of Less than One Year. About one-fourth was Associate in Applied Science degrees (25.9 percent). Longer-term Career Certificates accounted for 15.6 percent of the career program completions. No Vocational Skills Certificates were awarded in fiscal year 2018 (see Table C-2).

The total number of **Transfer** degrees awarded decreased 2.6 percent compared to last fiscal year. The overall number of Transfer degrees awarded in fiscal year 2018 increased from fiscal year 2014 (5.8 percent, N = 1,124).

Among Transfer degrees granted, the Associate in Arts (A.A.) degree was most commonly awarded (64.7 percent). The proportion of A.A. degrees granted has been relatively stable over the past five years, but the number of A.A. degrees increased 7.5 percent from fiscal year 2017 to fiscal year 2018. One-third (31.3 percent) of the Transfer degrees earned was Associate in Science degrees (see Table C-2).

Summary of Graduates by Degree Categories

Gender of Graduates by Degree Category
During fiscal year 2018, just more than half of the degrees and certificates was earned by females (53.3 percent). The degrees and certificates attained by the highest proportion of females were Associate in Teaching (100 percent), Associate in Arts (60.4 percent), General Associate (59.8 percent), and the Associate in Applied Science (59.4 percent). Although small in overall number, the Associate in Engineering Science (N = 325) had the highest proportion of male graduates (87.7 percent, N = 285). Short-term Certificates of Less Than One Year were the specific award category with the largest number of male graduates (N = 12,721). The male/female distribution within the Transfer degree and Career and Technical Education degree and certificate areas drive the overall gender proportion (see Table C-3).

Racial Ethnic Origin of Graduates by Degree Category
More than one-third (36.8 percent) of all degrees and certificates in fiscal year 2018 was awarded to minority students (nonwhite). In Table C-4, nearly twice as many minority

graduates completed Career and Technical Education degrees and certificates (N = 14,216) than Transfer degrees (N = 8,165).

Nearly four out of every ten (39.5 percent) fiscal year 2018 Transfer degrees were earned by minority students. The majority of the Transfer degrees earned by minorities was Associate in Arts degrees (67.6 percent), while 30.0 percent was Associate in Science degrees. The overall proportion of minority Transfer completers was similar to last year.

Latino students (N = 12,145) completed five thousand more collegiate-level programs than did African American students (N = 7,093) in fiscal year 2018. Figure 12 illustrates the distribution of minority students who successfully completed degree and certificate programs in the Illinois Community College System during fiscal year 2018 (see Table C-4).

Figure 12. Associate Degrees Earned by Minority Students, Fiscal Year 2018
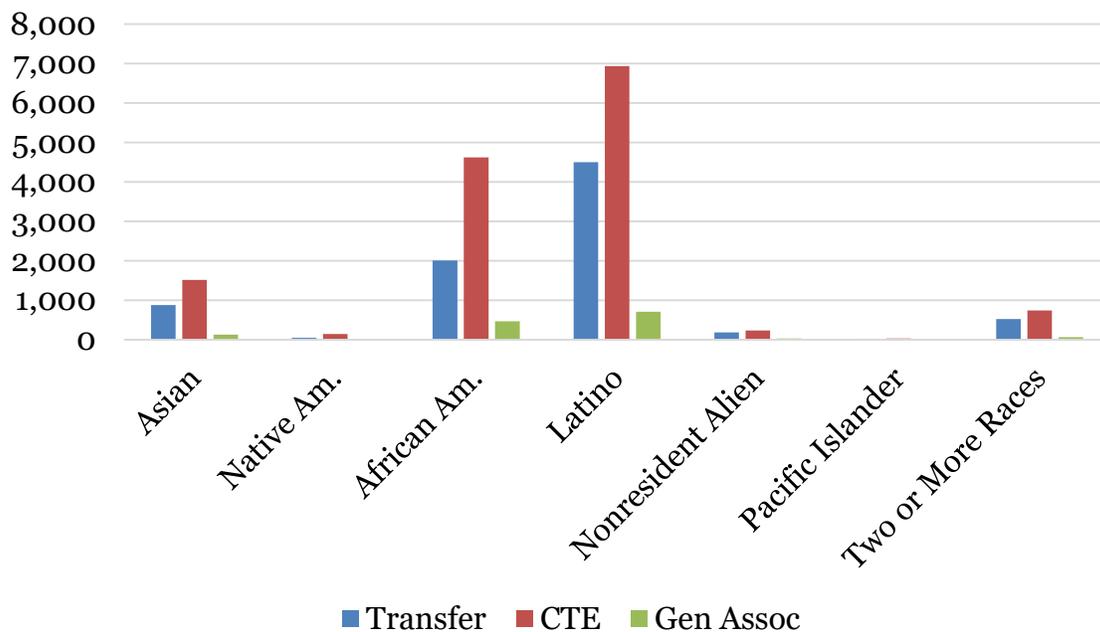
Age of Graduates by Degree Category

Twenty-one percent of all completers were in the under 21 year old age group (20.6 percent). The youngest graduates were in Career and Technical Education (59.4 percent) and Transfer (39.1 percent) programs. The 21-24 age group accounted for one-third (34.9 percent) of all graduates. Graduates between 25 and 30 accounted for one-fifth (18.9 percent) of the total, and the 31-39 age group accounted for 13.3 percent.

Nearly four in ten (38.2 percent) students 30 and under completed Transfer degrees, while only 13.7 percent of graduates over the age of 30 completed Transfer programs. Eight out of ten (80.1 percent) graduates over 30 earned Career and Technical Education

degrees and certificates. Generally, the proportion of Career and Technical Education graduates increased as student age advanced (see Table C-5).

Intent of Graduates by Degree Category
Self-reported intent data disclose the primary goal a student wants to achieve as a result of studies. The community colleges examine current intent versus student intent at the time of initial enrollment at the college. In these analyses, available **current intent** was examined to reflect the changing needs and desires of the community college student. Seven out of every ten students (72.5 percent) who attained a Transfer degree in fiscal year 2018 indicated that they intended to prepare for transfer to a four-year institution. Fourteen percent of these successful students indicated a desire to either prepare for a job immediately after community college or to improve present job skills—intent that would most often be associated with seeking a Career and Technical Education degree or certificate.

Similarly, 56.7 percent of those students who attained a Career and Technical Education degree or certificate indicated they were preparing for a job immediately after completing community college or improving present job skills. One-fourth (25.3 percent) of the Career and Technical Education graduates indicated that they were preparing for transfer to a four-year institution. Pursuing a Career and Technical Education degree does not preclude a student from transferring to a four-year institution (see Table C-6).

Degree Objective of Graduates by Degree Category
The self-reported degree objective provides an indication of the student's expected outcome from attending the community college. One might anticipate that they would mirror student completion patterns. Four out of five (83.5 percent) students who earned Transfer degrees in fiscal year 2018 indicated that they enrolled with a desire to complete an associate degree. However, one in seven (14.5 percent) indicated that they wanted to complete only one or several courses and were not pursuing a degree.

A review of Career and Technical Education graduates reveals a similar pattern: 83.4 percent of the Career and Technical Education students who earned an Associate in Applied Science degree had listed completing an associate degree as their objective. One-sixth (16.6 percent) of these students planned to only complete one or several courses or a certificate but ended up surpassing their goal by earning an Associate in Applied Science degree (see Table C-7).

CLOSING COMMENTS

Demand for the programs and services delivered by Illinois community colleges remain strong. During fiscal year 2018, the Illinois Community College System provided education and training to 689,289 students in credit and noncredit courses. More than three quarters of these students were in credit courses. The 64,671 degrees and certificates awarded in fiscal year 2018 were the sixth highest number ever reported for Illinois Community College System graduates. This is a decrease of 2.2 percent over last year and a decrease of 7.4 percent from 2014.

BIBLIOGRAPHY

National Center for Education Statistics. (2017). Table 311.40. Percentage of first-year undergraduate students who reported taking remedial education courses, by selected student and institution characteristics: Selected years, 2003-04 through 2015-16. Digest of Education Statistics. Washington, DC: U.S. Department of Education.
https://nces.ed.gov/programs/digest/d17/tables/dt17_311.40.asp?current=yes

APPENDIX A: CREDIT ENROLLMENT DATA TABLES

District	College Name	FY 2014 Headcount	FY 2015 Headcount	FY 2016 Headcount	FY 2017 Headcount	FY 2018 Headcount	% Change 2014-2018	% Change 2017-2018
503	Black Hawk	11,439	10,500	9,830	9,209	8,110	-29.1 %	-11.9 %
518	Carl Sandburg	3,653	3,250	2,922	2,966	3,018	-17.4	1.8
508	City Colleges of Chicago	(100,313)	(92,923)	(85,278)	(77,713)	(74,052)	(-26.2)	(-4.7)
02	Harold Washington	13,699	14,340	13,946	12,669	12,593	-8.1	-0.6
04	Harry S Truman	19,122	17,025	15,850	14,740	13,172	-31.1	-10.6
01	Kennedy-King	10,054	8,458	6,926	5,793	5,381	-46.5	-7.1
03	Malcolm X	11,006	9,816	9,513	9,858	10,347	-6.0	5.0
05	Olive-Harvey	11,530	9,243	7,479	5,494	4,892	-57.6	-11.0
06	Richard J. Daley	15,708	15,099	14,263	12,625	11,498	-26.8	-8.9
07	Wilbur Wright	19,194	18,942	17,301	16,534	16,169	-15.8	-2.2
502	College of DuPage	47,219	47,821	46,624	45,144	43,669	-7.5	-3.3
532	College of Lake County	28,102	25,799	24,952	24,345	23,794	-15.3	-2.3
507	Danville Area	9,171	8,192	7,183	6,473	6,124	-33.2	-5.4
509	Elgin	17,037	16,598	16,114	15,211	15,074	-11.5	-0.9
512	Harper	25,512	25,060	25,409	25,158	23,618	-7.4	-6.1
540	Heartland	9,499	9,457	8,981	9,167	8,954	-5.7	-2.3
519	Highland	4,439	4,069	4,433	4,106	3,568	-19.6	-13.1
514	Illinois Central	16,085	15,156	14,122	13,461	12,989	-19.2	-3.5
529	Illinois Eastern	(30,577)	(30,968)	(28,827)	(28,392)	(26,135)	(-14.5)	(-7.9)
04	Frontier	7,860	8,365	7,651	8,210	7,094	-9.7	-13.6
01	Lincoln Trail	1,720	1,767	1,544	1,513	1,599	-7.0	5.7
02	Olney Central	2,258	2,209	2,159	2,154	2,016	-10.7	-6.4
03	Wabash Valley	18,739	18,627	17,473	16,515	15,426	-17.7	-6.6
513	Illinois Valley	6,303	5,760	5,535	5,119	4,898	-22.3	-4.3
530	John A. Logan	17,063	9,945	21,549	18,969	13,682	-19.8	-27.9
539	John Wood	3,054	3,002	3,092	2,925	2,838	-7.1	-3.0
525	Joliet Junior	25,969	23,822	21,901	22,351	23,177	-10.8	3.7
520	Kankakee	9,292	7,940	8,373	6,820	6,689	-28.0	-1.9
501	Kaskaskia	10,215	10,267	8,319	6,539	5,647	-44.7	-13.6
523	Kishwaukee	6,870	6,268	5,644	5,405	5,116	-25.5	-5.3
517	Lake Land	24,961	23,505	22,278	20,207	14,957	-40.1	-26.0
536	Lewis and Clark	11,325	10,755	11,003	10,145	9,602	-15.2	-5.4
526	Lincoln Land	13,497	12,813	11,649	11,353	11,135	-17.5	-1.9
528	McHenry County	10,690	10,446	10,431	10,205	10,668	-0.2	4.5
524	Moraine Valley	27,929	26,307	26,598	25,027	23,362	-16.4	-6.7
527	Morton	7,473	7,106	6,942	6,647	6,254	-16.3	-5.9
535	Oakton	22,619	20,425	20,091	18,527	18,251	-19.3	-1.5
505	Parkland	21,375	20,673	19,047	12,686	12,238	-42.7	-3.5
515	Prairie State	11,073	10,322	9,818	9,000	8,719	-21.3	-3.1
521	Rend Lake	14,686	15,353	10,595	5,773	4,908	-66.6	-15.0
537	Richland	7,736	6,968	5,978	4,852	4,159	-46.2	-14.3
511	Rock Valley	13,995	13,136	12,084	11,568	10,387	-25.8	-10.2
506	Sauk Valley	4,003	3,742	3,275	3,086	2,830	-29.3	-8.3
531	Shawnee	6,213	6,077	5,796	4,640	4,209	-32.3	-9.3
510	South Suburban	11,317	10,215	9,770	9,610	9,136	-19.3	-4.9
533	Southeastern Illinois	5,641	5,056	4,816	4,147	3,912	-30.7	-5.7
522	Southwestern Illinois	20,734	19,845	18,706	17,176	16,187	-21.9	-5.8
534	Spoon River	3,225	2,860	2,562	2,499	2,315	-28.2	-7.4
504	Triton	20,004	18,812	17,832	18,537	17,777	-11.1	-4.1
516	Waubonsee	19,404	18,978	18,931	18,016	17,229	-11.2 %	-4.4 %
	Totals	659,712	620,191	597,290	553,174	519,387	-21.3 %	-6.1 %

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

District	College Name	FY 2014 FTE	FY 2015 FTE	FY 2016 FTE	FY 2017 FTE	FY 2018 FTE	% Change 2014-2018	% Change 2017-2018
503	Black Hawk	4,887	4,513	4,061	3,808	3,510	-28.2 %	-7.8 %
518	Carl Sandburg	1,614	1,485	1,381	1,355	1,322	-18.1	-2.5
508	City Colleges of Chicago	(45,502)	(41,535)	(37,943)	(35,265)	(34,083)	(-25.1)	(-3.4)
02	Harold Washington	7,122	7,208	6,944	6,333	6,254	-12.2	-1.3
04	Harry S Truman	8,509	7,758	7,094	6,488	5,922	-30.4	-8.7
01	Kennedy-King	4,690	3,877	3,025	2,556	2,308	-50.8	-9.7
03	Malcolm X	5,172	4,649	4,381	4,666	4,946	-4.4	6.0
05	Olive-Harvey	4,172	3,203	2,492	1,939	1,794	-57.0	-7.4
06	Richard J. Daley	7,346	6,768	6,219	5,799	5,378	-26.8	-7.3
07	Wilbur Wright	8,493	8,073	7,789	7,484	7,480	-11.9	-0.1
502	College of DuPage	19,254	19,298	18,691	17,735	17,010	-11.7	-4.1
532	College of Lake County	10,116	9,740	9,366	9,194	9,049	-10.5	-1.6
507	Danville Area	2,198	2,055	1,946	1,753	1,717	-21.9	-2.0
509	Elgin	7,744	7,428	7,112	6,710	6,663	-14.0	-0.7
512	Harper	10,542	10,223	9,951	9,668	9,372	-11.1	-3.1
540	Heartland	3,785	3,741	3,662	3,616	3,574	-5.6	-1.2
519	Highland	1,640	1,505	1,445	1,440	1,306	-20.4	-9.3
514	Illinois Central	6,774	6,371	6,031	5,800	5,589	-17.5	-3.6
529	Illinois Eastern	(4,877)	(4,694)	(4,598)	(4,446)	(4,117)	(-15.6)	(-7.4)
04	Frontier	811	764	720	816	801	-1.2	-1.8
01	Lincoln Trail	677	694	706	666	671	-0.8	0.7
02	Olney Central	1,244	1,173	1,102	1,042	985	-20.8	-5.5
03	Wabash Valley	2,145	2,063	2,071	1,921	1,660	-22.6	-13.6
513	Illinois Valley	2,559	2,406	2,242	2,176	1,920	-25.0	-11.8
530	John A. Logan	3,658	3,035	3,464	3,117	3,030	-17.2	-2.8
539	John Wood	1,448	1,423	1,429	1,408	1,367	-5.6	-2.9
525	Joliet Junior	10,456	9,848	9,270	9,122	9,462	-9.5	3.7
520	Kankakee	2,751	2,490	2,275	2,029	1,897	-31.1	-6.5
501	Kaskaskia	3,709	3,505	3,058	2,535	2,272	-38.7	-10.4
523	Kishwaukee	3,199	2,823	2,560	2,462	2,238	-30.0	-9.1
517	Lake Land	7,294	6,657	6,378	6,057	5,667	-22.3	-6.4
536	Lewis and Clark	4,054	3,898	3,728	3,537	3,479	-14.2	-1.6
526	Lincoln Land	5,283	5,083	4,605	4,421	4,310	-18.4	-2.5
528	McHenry County	4,728	4,512	4,280	4,080	4,204	-11.1	3.0
524	Moraine Valley	11,542	11,066	10,602	10,288	9,575	-17.0	-6.9
527	Morton	3,114	3,009	2,996	2,716	2,673	-14.1	-1.6
535	Oakton	7,023	6,766	6,596	6,245	6,027	-14.2	-3.5
505	Parkland	6,903	6,515	6,230	5,389	5,210	-24.5	-3.3
515	Prairie State	4,375	3,994	3,620	3,381	3,334	-23.8	-1.4
521	Rend Lake	2,693	2,511	2,187	2,073	1,921	-28.6	-7.3
537	Richland	2,374	2,290	2,122	1,819	1,622	-31.7	-10.8
511	Rock Valley	6,056	5,660	5,572	5,503	4,895	-19.2	-11.1
506	Sauk Valley	1,643	1,581	1,420	1,339	1,243	-24.4	-7.2
531	Shawnee	1,554	1,464	1,379	1,251	1,128	-27.4	-9.8
510	South Suburban	3,896	3,469	3,341	2,996	2,820	-27.6	-5.9
533	Southeastern Illinois	1,365	1,280	1,226	1,080	995	-27.1	-7.9
522	Southwestern Illinois	8,619	8,147	7,645	7,259	6,785	-21.3	-6.5
534	Spoon River	1,022	997	973	973	926	-9.4	-4.9
504	Triton	7,270	6,941	6,790	6,905	6,723	-7.5	-2.6
516	Waubonsee	7,343	7,009	6,841	6,545	6,233	-15.1 %	-4.8 %
	Totals	244,860	230,964	219,015	207,498	199,266	-18.6 %	-4.0 %

*Full-time equivalent enrollments are based on all credit hours attempted (including nonreimburseable credit hours).
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

COMPARISON OF MALE AND FEMALE ANNUAL HEADCOUNT ENROLLMENTS
FISCAL YEARS 2014-2018

	2014		2015		2016		2017		2018	
Male	308,674	46.8%	292,402	47.1%	281,416	47.1%	257,869	46.6%	239,047	46.0%
Percent Change	-3.4%		-5.3%		-3.8%		-8.4%		-7.3%	
Female	351,038	53.2%	327,789	52.9%	315,874	52.9%	295,305	53.4%	280,340	54.0%
Percent Change	-5.6%		-6.6%		-3.6%		-6.5%		-5.1%	
Total	659,712	100.0%	620,191	100.0%	597,290	100.0%	553,174	100.0%	519,387	100.0%
Percent Change	-4.6%		-6.0%		-3.7%		-7.4%		-6.1%	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN
FISCAL YEARS 2014-2018

	2014		2015		2016*		2017*		2018*	
Asian	29,228	4.7%	28,324	4.8%	26,357	4.6%	25,816	4.9%	24,590	4.9%
Percent Change	*-4.3%*		*-3.1%*		*-6.9%*		*-2.1%*		*-4.7%*	
Native American/Alaskan	3,038	0.5%	2,944	0.5%	1,566	0.3%	1,315	0.2%	1,190	0.2%
Percent Change	*-3.6%*		*-3.1%*		*-46.8%*		*-16.0%*		*-9.5%*	
African American	103,591	16.5%	92,904	15.8%	81,478	14.4%	72,143	13.6%	67,101	13.5%
Percent Change	*-7.1%*		*-10.3%*		*-12.3%*		*-11.5%*		*-7.0%*	
Latino	116,319	18.5%	115,824	19.6%	120,494	21.2%	118,454	22.3%	116,866	23.4%
Percent Change	*-0.3%*		*-0.4%*		*4.0%*		*-1.7%*		*-1.3%*	
White	372,828	59.3%	345,299	58.6%	322,940	56.9%	296,135	55.9%	272,130	54.6%
Percent Change	*-5.6%*		*-7.4%*		*-6.5%*		*-8.3%*		*-8.1%*	
Nonresident Alien	1,635	0.3%	2,649	0.4%	3,007	0.5%	3,993	0.8%	4,167	0.8%
Percent Change	*17.4%*		*62.0%*		*13.5%*		*32.8%*		*4.4%*	
Pacific Islander/Native Hawaiian	1,797	0.3%	1,785	0.3%	845	0.1%	572	0.1%	504	0.1%
Percent Change	*-29.4%*		*-0.7%*		*-52.7%*		*-32.3%*		*-11.9%*	
Two or More Races	----	----	----	----	11,041	1.9%	11,714	2.2%	11,858	2.4%
Percent Change	*----*		*----*		*----*		*6.1%*		*1.2%*	
Total Known	628,436	*100.0%*	589,729	*100.0%*	567,728	*100.0%*	530,142	*100.0%*	498,406	*100.0%*
All Other Unknown	31,276	5.0%	30,462	5.2%	29,562	5.2%	23,032	4.3%	20,981	4.2%
TOTALS	659,712		620,191		597,290		553,174		519,387	

*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-5
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY AGE CATEGORY
FISCAL YEARS 2014-2018

	2014		2015		2016		2017*		2018	
16 and Under	9,463	1.4%	9,936	1.6%	11,178	1.9%	13,200	2.4%	12,878	2.5%
Percent Change	5.8%		5.0%		12.5%		18.1%		-2.4%	
17-20	181,895	27.7%	177,432	28.8%	174,540	29.2%	174,663	31.6%	172,211	33.2%
Percent Change	-1.9%		-2.5%		-1.6%		0.1%		-1.4%	
21-24	147,723	22.5%	141,525	23.0%	135,125	22.6%	123,024	22.3%	117,227	22.6%
Percent Change	-4.2%		-4.2%		-4.5%		-9.0%		-4.7%	
25-30	97,750	14.9%	91,658	14.9%	87,069	14.6%	78,390	14.2%	71,941	13.9%
Percent Change	-6.5%		-6.2%		-5.0%		-10.0%		-8.2%	
31-39	87,801	13.4%	80,906	13.1%	77,555	13.0%	66,694	12.1%	60,251	11.6%
Percent Change	-6.4%		-7.9%		-4.1%		-14.0%		-9.7%	
40-55	96,294	14.7%	83,217	13.5%	81,461	13.6%	69,259	12.5%	59,748	11.5%
Percent Change	-7.7%		-13.6%		-2.1%		-15.0%		-13.7%	
Over 55	35,010	5.3%	31,186	5.1%	30,294	5.1%	26,974	4.9%	24,391	4.7%
Percent Change	-3.5%		-10.9%		-2.9%		-11.0%		-9.6%	
TOTAL REPORTED	655,936	100.0%	615,860	100.0%	597,222	100.0%	552,204	100.0%	518,647	100.0%
Unreported Age	3,776		4,331		68		970		740	
TOTALS	659,712		620,191		597,290		553,174		519,387	
Mean Age	29.8		29.3		29.3		28.7		28.2	
Median Age	24.5		24.1		24.0		23.4		23.0	

*Revised 5/30/18
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

	2014		2015		2016		2017		2018	
General Associate	50,624	7.7%	39,589	6.4%	32,308	5.4%	31,934	5.8%	28,417	5.5%
Percent Change	*-28.4%*		*-21.8%*		*-18.4%*		*-1.2%*		*-11.0%*	
Transfer	287,076	43.5%	284,081	45.8%	278,127	46.6%	268,677	48.6%	265,464	51.1%
*(Course Enrollees)	(86,578)		(88,223)		(88,211)		(88,509)		(90,561)	
Percent Change	*2.5%*		*-1.0%*		*-2.1%*		*-3.4%*		*-1.2%*	
Career & Technical Ed.	172,630	26.2%	163,205	26.3%	151,988	25.4%	139,854	25.3%	131,076	25.2%
*(Course Enrollees)	(37,211)		(37,827)		(37,704)		(33,053)		(30,743)	
Percent Change	*-8.0%*		*-5.5%*		*-6.9%*		*-8.0%*		*-6.3%*	
Vocational Skills	70,776	10.7%	60,144	9.7%	65,522	11.0%	50,571	9.1%	36,059	6.9%
Percent Change	*9.5%*		*-15.0%*		*8.9%*		*-22.8%*		*-28.7%*	
ABE/ASE/ESL	75,817	11.5%	70,581	11.4%	66,892	11.2%	60,329	10.9%	56,532	10.9%
Percent Change	*-11.1%*		*-6.9%*		*-5.2%*		*-9.8%*		*-6.3%*	
General Studies Cert.	2,789	0.4%	2,591	0.4%	2,453	0.4%	1,809	0.3%	1,839	0.4%
Percent Change	*-15.7%*		*-7.1%*		*-5.3%*		*-26.3%*		*1.7%*	
TOTALS	659,712	*100.0%*	620,191	*100.0%*	597,290	*100.0%*	553,174	*100.0%*	519,387	*100.0%*

* Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-6b
COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
FISCAL YEARS 2014-2018
EXCLUDING CITY COLLEGES OF CHICAGO

	2014		2015		2016		2017		2018	
General Associate	24,811	4.4%	22,254	4.2%	18,956	3.7%	21,893	4.6%	18,862	4.2%
Percent Change	*-20.2%*		*-10.3%*		*-14.8%*		*15.5%*		*-13.8%*	
Transfer	257,050	*46.0%*	248,843	*47.2%*	241,820	*47.2%*	232,449	*48.9%*	229,872	*51.6%*
Percent Change	*-2.1%*		*-3.2%*		*-2.8%*		*-3.9%*		*-1.1%*	
Career & Technical Ed.	161,054	*28.8%*	152,146	*28.9%*	144,244	*28.2%*	134,359	*28.3%*	125,808	*28.3%*
Percent Change	*-9.3%*		*-5.5%*		*-5.2%*		*-6.9%*		*-6.4%*	
Vocational Skills	69,701	*12.5%*	60,144	*11.4%*	65,522	*12.8%*	50,571	*10.6%*	36,059	*8.1%*
Percent Change	*9.6%*		*-13.7%*		*8.9%*		*-22.8%*		*-28.7%*	
ABE/ASE/ESL	44,122	*7.9%*	41,557	*7.9%*	39,019	*7.6%*	34,382	*7.2%*	32,895	*7.4%*
Percent Change	*-13.1%*		*-5.8%*		*-6.1%*		*-11.9%*		*-4.3%*	
General Studies Cert.	2,661	*0.5%*	2,324	*0.4%*	2,451	*0.5%*	1,807	*0.4%*	1,839	*0.4%*
Percent Change	*-12.0%*		*-12.7%*		*5.5%*		*-26.3%*		*1.8%*	
TOTALS	559,399	*100.0%*	527,268	*100.0%*	512,012	*100.0%*	475,461	*100.0%*	445,335	*100.0%*

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-7
FISCAL YEAR 2018 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS BY GENDER

ICCB

	Male		Female		Total	
General Associate (1.0)	9,888 *4.1%*	*34.8%*	18,529 *6.6%*	*65.2%*	28,417 *5.5%*	*100.0%*
Transfer *(Course Enrollees) (1.1)	118,559 (40,145) *49.6%*	*44.7%*	146,905 (50,416) *52.4%*	*55.3%*	265,464 (90,561) *51.1%*	*100.0%*
Career & Technical Ed. *(Course Enrollees) (1.2)	70,105 (20,789) *29.3%*	*53.5%*	60,971 (9,954) *21.7%*	*46.5%*	131,076 (30,743) *25.2%*	*100.0%*
Vocational Skills (1.6)	17,985 *7.5%*	*49.9%*	18,074 *6.4%*	*50.1%*	36,059 *6.9%*	*100.0%*
ABE/ASE (1.7/1.8)	11,466 *4.8%*	*42.7%*	15,397 *5.5%*	*57.3%*	26,863 *5.2%*	*100.0%*
ESL (1.9)	10,400 *4.4%*	*35.1%*	19,269 *6.9%*	*64.9%*	29,669 *5.7%*	*100.0%*
General Studies Cert. (1.5)	644 *0.3%*	*35.0%*	1,195 *0.4%*	*65.0%*	1,839 *0.4%*	*100.0%*
TOTALS	239,047 *100.0%*	*46.0%*	280,340 *100.0%*	*54.0%*	519,387 *100.0%*	*100.0%*

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-8
FISCAL YEAR 2018 HEADCOUNT ENROLLMENTS IN INSTRUCTIONAL PROGRAM AREAS
BY RACIAL/ETHNIC ORIGIN**

	Asian		Native American		African American		Latino		White		Nonresident Alien		Pacific Islander		Two or More Races		Unknown		Total	
General Associate	904	3.2%	62	0.2%	6,285	22.1%	6,950	24.5%	12,466	43.9%	187	0.7%	36	0.1%	776	2.7%	751	2.6%	28,417	100.0%
(1.0)	3.7%		5.2%		9.4%		5.9%		4.6%		4.5%		7.1%		6.5%		3.6%		5.5%	
Transfer	13,799	5.2%	563	0.2%	33,462	12.6%	57,408	21.6%	140,513	52.9%	2,591	1.0%	248	0.1%	7,927	3.0%	8,953	3.4%	265,464	100.0%
*(Course Enrollees)	(5,142)		(165)		(8,752)		(14,410)		(54,566)		(792)		(63)		(2,438)		(4,233)		(90,561)	
(1.1)	56.1%		47.3%		49.9%		49.1%		51.6%		62.2%		49.2%		66.8%		42.7%		51.1%	
Career & Technical Ed.	5,055	3.9%	375	0.3%	15,439	11.8%	21,644	16.5%	79,548	60.7%	732	0.6%	123	0.1%	2,565	2.0%	5,595	4.3%	131,076	100.0%
*(Course Enrollees)	(768)		(105)		(2,187)		(2,606)		(22,250)		(54)		(25)		(291)		(2,457)		(30,743)	
(1.2)	20.6%		31.5%		23.0%		18.5%		29.2%		17.6%		24.4%		21.6%		26.7%		25.2%	
Vocational Skills	461	1.3%	104	0.3%	3,081	8.5%	1,434	4.0%	26,788	74.3%	66	0.2%	36	0.1%	276	0.8%	3,813	10.6%	36,059	100.0%
(1.6)	1.9%		8.7%		4.6%		1.2%		9.8%		1.6%		7.1%		2.3%		18.2%		6.9%	
ABE/ASE	1,173	4.4%	70	0.3%	7,141	26.6%	10,805	40.2%	6,465	24.1%	109	0.4%	31	0.1%	253	0.9%	816	3.0%	26,863	100.0%
(1.7/1.8)	4.8%		5.9%		10.6%		9.2%		2.4%		2.6%		6.2%		2.1%		3.9%		5.2%	
ESL	3,161	10.7%	15	0.1%	1,593	5.4%	18,524	62.4%	4,916	16.6%	463	1.6%	30	0.1%	53	0.2%	914	3.1%	29,669	100.0%
(1.9)	12.9%		1.3%		2.4%		15.9%		1.8%		11.1%		6.0%		0.4%		4.4%		5.7%	
General Studies Cert.	37	2.0%	1	0.1%	100	5.4%	101	5.5%	1,434	78.0%	19	1.0%	0	0.0%	8	0.4%	139	7.6%	1,839	100.0%
(1.5)	0.2%		0.1%		0.1%		0.1%		0.5%		0.5%		0.0%		0.1%		0.7%		0.4%	
TOTALS	24,590	4.7%	1,190	0.2%	67,101	12.9%	116,866	22.5%	272,130	52.4%	4,167	0.8%	504	0.1%	11,858	2.3%	20,981	4.0%	519,387	100.0%
	100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%	

 *Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
**Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

	16 & Under		17-20		21-24		25-30		31-39		40-55		Over 55		Unknown		Total	
General Associate	135	0.5%	10,353	36.4%	6,601	23.2%	4,744	16.7%	3,668	12.9%	2,400	8.4%	498	1.8%	18	0.1%	28,417	100.0%
(1.0)	1.0%		6.0%		5.6%		6.6%		6.1%		4.0%		2.0%		2.4%		5.5%	
Transfer	7,662	2.9%	121,731	45.9%	73,405	27.7%	29,724	11.2%	16,272	6.1%	11,723	4.4%	4,623	1.7%	324	0.1%	265,464	100.0%
*(Course Enrollees)	(5,920)		(46,206)		(18,394)		(7,255)		(4,888)		(4,719)		(2,883)		(296)		(90,561)	
(1.1)	59.5%		70.7%		62.6%		41.3%		27.0%		19.6%		19.0%		43.8%		51.1%	
Career & Technical Ed.	3,348	2.6%	31,621	24.1%	27,956	21.3%	22,607	17.2%	19,703	15.0%	19,314	14.7%	6,483	4.9%	44	0.0%	131,076	100.0%
*(Course Enrollees)	(3,248)		(7,921)		(2,105)		(2,858)		(4,418)		(6,563)		(3,614)		(16)		(30,743)	
(1.2)	26.0%		18.4%		23.8%		31.4%		32.7%		32.3%		26.6%		5.9%		25.2%	
Vocational Skills	1,563	4.3%	1,872	5.2%	2,312	6.4%	4,598	12.8%	6,468	17.9%	11,218	31.1%	7,745	21.5%	283	0.8%	36,059	100.0%
(1.6)	12.1%		1.1%		2.0%		6.4%		10.7%		18.8%		31.8%		38.2%		6.9%	
ABE/ASE	117	0.4%	5,190	19.3%	4,334	16.1%	5,085	18.9%	5,520	20.5%	5,060	18.8%	1,514	5.6%	43	0.2%	26,863	100.0%
(1.7/1.8)	0.9%		3.0%		3.7%		7.1%		9.2%		8.5%		6.2%		5.8%		5.2%	
ESL	8	0.0%	1,032	3.5%	2,472	8.3%	5,061	17.1%	8,445	28.5%	9,682	32.6%	2,959	10.0%	10	0.0%	29,669	100.0%
(1.9)	0.1%		0.6%		2.1%		7.0%		14.0%		16.2%		12.1%		1.4%		5.7%	
General Studies Cert.	45	2.4%	412	22.4%	147	8.0%	122	6.6%	175	9.5%	351	19.1%	569	30.9%	18	1.0%	1,839	100.0%
(1.5)	0.3%		0.2%		0.1%		0.2%		0.3%		0.6%		2.3%		2.4%		0.4%	
TOTALS	12,878	2.5%	172,211	33.2%	117,227	22.6%	71,941	13.9%	60,251	11.6%	59,748	11.5%	24,391	4.7%	740	0.1%	519,387	100.0%
	100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%		100.0%	

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB

CURRICULA & CIP	FY 2017	FY 2018	Number Change	*Percent Change*
Engineering Technologies 159999	16,591	15,417	-1,174	*-7.1%*
Associate Degree Nursing (ADN/RN) 513801	11,988	11,439	-549	*-4.6%*
Business, Management, Marketing & Related Supportive Services, Other 529999	10,431	9,779	-652	*-6.3%*
Business Administration and Management 520201	4,300	4,258	-42	*-1.0%*
Child Care Provider/Assistant 190709	4,115	3,597	-518	*-12.6%*
Criminal Justice Technology 430107	4,184	3,578	-606	*-14.5%*

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	Prepare for Transfer to Four-Year Institution		Improve Present Job Skills		Prepare for Job After Community College		Improve Basic Skills or Prepare for High School Equivalency		Personal Interest/ Self Development		Other or No Indication		Total	
General Associate (1.0)	11,243 5.9%	39.6%	1,027 1.6%	3.6%	10,134 10.9%	35.7%	356 0.7%	1.3%	1,338 2.9%	4.7%	4,319 5.9%	15.2%	28,417 5.5%	100.0%
Transfer **(Course Enrollees) (1.1)	150,937 (36,793) 78.6%	56.9%	9,269 (3,365) 14.8%	3.5%	33,661 (6,928) 36.1%	12.7%	4,313 (2,807) 8.2%	1.6%	28,790 (23,333) 63.0%	10.8%	38,494 (17,335) 52.2%	14.5%	265,464 (90,561) 51.1%	100.0%
Career & Technical Ed. **(Course Enrollees) (1.2)	27,863 (2,273) 14.5%	21.3%	28,404 (15,388) 45.4%	21.7%	46,916 (2,906) 50.3%	35.8%	1,789 (438) 3.4%	1.4%	7,172 (2,995) 15.7%	5.5%	18,932 (6,743) 25.7%	14.4%	131,076 (30,743) 25.2%	100.0%
Vocational Skills (1.6)	1,319 0.7%	3.7%	23,123 37.0%	64.1%	1,348 1.4%	3.7%	209 0.4%	0.6%	5,101 11.2%	14.1%	4,959 6.7%	13.8%	36,059 6.9%	100.0%
ABE/ASE (1.7/1.8)	225 0.1%	0.8%	191 0.3%	0.7%	535 0.6%	2.0%	23,313 44.6%	86.8%	423 0.9%	1.6%	2,176 3.0%	8.1%	26,863 5.2%	100.0%
ESL (1.9)	112 0.1%	0.4%	236 0.4%	0.8%	463 0.5%	1.6%	22,272 42.6%	75.1%	1,973 4.3%	6.7%	4,613 6.3%	15.5%	29,669 5.7%	100.0%
General Studies Cert. (1.5)	232 0.1%	12.6%	324 0.5%	17.6%	136 0.1%	7.4%	38 0.1%	2.1%	927 2.0%	50.4%	182 0.2%	9.9%	1,839 0.4%	100.0%
TOTALS	191,931 100.0%	37.0%	62,574 100.0%	12.0%	93,193 100.0%	17.9%	52,290 100.0%	10.1%	45,724 100.0%	8.8%	73,675 100.0%	14.2%	519,387 100.0%	100.0%

*Current student intent is examined. When not available, student intent at time of college entrance is used.
**Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

ICCB	Complete One or Several Courses - Not Pursuing Degree		To Complete a Certificate		To Complete an Associate Degree		Total	
General Associate (1.0)	3,171 *1.3%*	*11.2%*	953 *2.8%*	*3.4%*	24,293 *10.1%*	*85.5%*	28,417 *5.5%*	*100.0%*
Transfer *(Course Enrollees) (1.1)	115,594 (87,014) *47.1%*	*43.5%*	4,588 (1,423) *13.5%*	*1.7%*	145,282 (2,124) *60.5%*	*54.7%*	265,464 (90,561) *51.1%*	*100.0%*
Career & Technical Ed. *(Course Enrollees) (1.2)	36,279 (26,831) *14.8%*	*27.7%*	26,945 (873) *79.2%*	*20.6%*	67,852 (3,039) *28.3%*	*51.8%*	131,076 (30,743) *25.2%*	*100.0%*
Vocational Skills (1.6)	35,075 *14.3%*	*97.3%*	402 *1.2%*	*1.1%*	582 *0.2%*	*1.6%*	36,059 *6.9%*	*100.0%*
ABE/ASE (1.7/1.8)	25,415 *10.4%*	*94.6%*	440 *1.3%*	*1.6%*	1,008 *0.4%*	*3.8%*	26,863 *5.2%*	*100.0%*
ESL (1.9)	28,124 *11.5%*	*94.8%*	586 *1.7%*	*2.0%*	959 *0.4%*	*3.2%*	29,669 *5.7%*	*100.0%*
General Studies Cert. (1.5)	1,697 *0.7%*	*92.3%*	102 *0.3%*	*5.5%*	40 *0.0%*	*2.2%*	1,839 *0.4%*	*100.0%*
TOTALS	245,355 *100.0%*	*47.2%*	34,016 *100.0%*	*6.5%*	240,016 *100.0%*	*46.2%*	519,387 *100.0%*	*100.0%*

*Those students taking courses but not enrolled in a curriculum are identified as course enrollees and are included
 in the total program counts.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-13
FISCAL YEAR 2018 DUPLICATED HEADCOUNT ENROLLMENTS
BY TERM AND TYPE OF ATTENDANCE

ICCB

	Part-time		Full-time		Total	
Summer	142,411	*91.5%*	13,170	*8.5%*	155,581	*100.0%*
Fall	222,817	*67.9%*	105,357	*32.1%*	328,174	*100.0%*
Winter	0	--	0	--	0	--
Spring	234,267	*71.4%*	93,803	*28.6%*	328,070	*100.0%*

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-14
FISCAL YEAR 2018 HEADCOUNT ENROLLMENTS
(EXCLUDING ADULT EDUCATION)
BY HIGHEST DEGREE EARNED PRIOR TO ENROLLMENT

DEGREE	Enrollment	% of Known
High School Equivalency	15,258	*4.4%*
High School	183,222	*52.8%*
Some College Courses	74,469	*21.4%*
Certificate	18,934	*5.5%*
Associate Degree	27,332	*7.9%*
Bachelor's Degree	19,734	*5.7%*
Master's Degree	5,163	*1.5%*
First Professional Degree	431	*0.1%*
Doctoral Degree	744	*0.2%*
Other	2,007	*0.6%*
Total Known	347,294	*100.0%*
None/Unknown	172,093	
Total	519,387	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-15
FISCAL YEAR 2018 HOURS ATTEMPTED VERSUS HOURS EARNED
BY TERM AND ENROLLMENT STATUS

TERM	PART-TIME Attempted	Earned	% Earned	FULL-TIME Attempted	Earned	% Earned	TOTAL Attempted	Earned	% Earned
Summer	581,661	476,110	81.9%	142,887	110,588	77.4%	724,547	586,698	81.0%
Fall	1,201,676	915,782	76.2%	1,484,254	1,185,240	79.9%	2,685,930	2,101,021	78.2%
Winter	0	0	--	0	0	--	0	0	--
Spring	1,235,411	970,047	78.5%	1,332,090	1,077,743	80.9%	2,567,501	2,047,791	79.8%
Total	3,018,748	2,361,939	78.2%	2,959,230	2,373,570	80.2%	5,977,978	4,735,510	79.2%

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-16
FISCAL YEAR 2018 HEADCOUNT ENROLLMENTS
BY COLLEGE-LEVEL HOURS ACCUMULATED

Hours	Enrollment	% of Known
1-29	253,117	*61.4%*
30-59	91,032	*22.1%*
60-89	53,602	*13.0%*
90-119	11,111	*2.7%*
120-159	3,002	*0.7%*
160+	467	*0.1%*
Total Known	412,331	*100.0%*
None/Unknown	107,056	
Total	519,387	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-17
FISCAL YEAR 2018 HEADCOUNT ENROLLMENTS
BY COLLEGE-LEVEL CUMULATIVE GPA

Gradepoint	Students	% of Known
0.01-0.50	2,877	*0.7%*
0.51-1.00	9,918	*2.5%*
1.01-1.50	11,054	*2.8%*
1.51-2.00	35,267	*8.9%*
2.01-2.50	45,649	*11.5%*
2.51-3.00	95,543	*24.0%*
3.01-3.50	76,569	*19.2%*
3.51-4.00	120,994	*30.4%*
Total Known	397,871	*100.0%*
Not Reported	121,516	
Total	519,387	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

COVERAGE OF ANNUAL VERSUS FALL ENROLLMENTS WITHIN THE SAME FISCAL YEAR
FISCAL YEARS 2014-2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Annual Enrollment	659,712	620,191	597,290	553,174	519,387
Enrollment During Fall of Same Fiscal Year	351,570	336,102	316,155	304,173	293,417
Percent of Annual Enrollment	53.3%	54.2%	52.9%	55.0%	56.5%

SOURCE OF DATA: ICCB Centralized Data System--Fall Enrollment (E1) and Annual Enrollment (A1) Data

PERCENT AND NUMBER OF STUDENTS ENROLLED IN ILLINOIS COMMUNITY COLLEGES
WHO TOOK AT LEAST ONE DEVELOPMENTAL COURSE
(NOT ENROLLED IN ABE/ASE/ESL, VOCATIONAL SKILLS OR GENERAL STUDIES)
FISCAL YEARS 2014-2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Percent in Remedial	19.7 %	18.3 %	16.9 %	15.9 %	15.1 %
Number in Remedial	100,547	89,184	77,960	69,951	64,153

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

Illinois Community College Board
Table A-20
PERCENT OF REMEDIAL CREDITS EARNED VERSUS REMEDIAL CREDITS ATTEMPTED
FOR ILLINOIS COMMUNITY COLLEGE STUDENTS,
FISCAL YEARS 2014-2018

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Percent of Remedial Credits Earned	66.7%	65.0%	66.9%	67.1%	67.5%
Hours Earned	431,993	372,100	332,289	300,498	272,220
Hours Attempted	647,343	572,298	496,606	447,559	403,025

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

	FY 2014		FY 2015		FY 2016		FY 2017		FY 2018	
Math Only	58,347	-4.2%	52,738	-9.6%	46,663	-11.5%	40,839	-12.5%	37,673	-7.8%
	58.0%		*59.1%*		*59.9%*		*58.4%*		*58.7%*	
English Only	7,994	-4.2%	7,497	-6.2%	7,639	1.9%	7,416	-2.9%	7,197	-3.0%
	8.0%		*8.4%*		*9.8%*		*10.6%*		*11.2%*	
Reading Only	4,402	-14.0%	3,688	-16.2%	2,757	-25.2%	3,001	8.9%	2,372	-21.0%
	4.4%		*4.1%*		*3.5%*		*4.3%*		*3.7%*	
Math & English	9,588	-5.9%	8,290	-13.5%	7,574	-8.6%	6,670	-11.9%	6,320	-5.2%
	9.5%		*9.3%*		*9.7%*		*9.5%*		*9.9%*	
Math & Reading	4,607	-6.9%	3,435	-25.4%	2,701	-21.4%	2,598	-3.8%	2,092	-19.5%
	4.6%		*3.9%*		*3.5%*		*3.7%*		*3.3%*	
English & Reading	5,713	-8.4%	5,035	-11.9%	4,194	-16.7%	3,774	-10.0%	3,706	-1.8%
	5.7%		*5.6%*		*5.4%*		*5.4%*		*5.8%*	
Math, English & Reading	9,896	-11.5%	8,501	-14.1%	6,432	-24.3%	5,653	-12.1%	4,793	-15.2%
	9.8%		*9.5%*		*8.3%*		*8.1%*		*7.5%*	
TOTAL	100,547	-5.9%	89,184	-11.3%	77,960	-12.6%	69,951	-10.3%	64,153	-8.3%
	100.0%		*100.0%*		*100.0%*		*100.0%*		*100.0%*	

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment (A1) Data

APPENDIX B: NONCREDIT ENROLLMENT DATA TABLES

SUMMARY COMPARISON OF ANNUAL UNDUPLICATED NONCREDIT COURSE ENROLLMENTS
BY COLLEGE, FISCAL YEARS 2014-2018

District	College Name	FY 2014 Unduplicated	FY 2015 Unduplicated	FY 2016 Unduplicated	FY 2017 Unduplicated	FY 2018 Unduplicated	% Change 2014-2018	% Change 2017-2018
503	Black Hawk	3,456	3,242	2,918	2,770	2,865	-17.1 %	3.4 %
518	Carl Sandburg	2,868	2,288	2,054	2,208	2,094	-27.0	-5.2
508	City Colleges of Chicago	(13,169)	(11,335)	(9,496)	(7,622)	(8,465)	(-35.7)	(11.1)
02	Harold Washington	422	234	207	160	129	-69.4	-19.4
04	Harry S Truman	1,029	683	674	295	574	-44.2	94.6
01	Kennedy-King	1,178	1,149	1,080	927	887	-24.7	-4.3
03	Malcolm X	1,214	1,389	1,879	1,559	2,250	85.3	44.3
05	Olive-Harvey	1,870	1,715	1,127	549	321	-82.8	-41.5
06	Richard J. Daley	3,544	2,996	2,335	2,155	2,303	-35.0	6.9
07	Wilbur Wright	3,912	3,169	2,194	1,977	2,001	-48.8	1.2
502	College of DuPage	7,052	7,431	8,342	8,674	9,199	30.4	6.1
532	College of Lake County	24,161	21,400	21,699	19,255	18,446	-23.7	-4.2
507	Danville Area	2,094	828	724	785	816	-61.0	3.9
509	Elgin	4,165	3,900	3,502	3,130	3,266	-21.6	4.3
512	Harper	7,569	11,535	11,146	12,101	13,330	76.1	10.2
540	Heartland	14,279	12,985	13,092	12,016	12,613	-11.7	5.0
519	Highland	406	276	411	800	1,087	167.7	35.9
514	Illinois Central	8,115	7,911	7,587	7,211	9,175	13.1	27.2
529	Illinois Eastern	(852)	(813)	(817)	(880)	(1,132)	(32.9)	(28.6)
04	Frontier	163	205	197	250	311	90.8	24.4
01	Lincoln Trail	329	233	278	278	285	-13.4	2.5
02	Olney Central	322	337	299	295	471	46.3	59.7
03	Wabash Valley	38	38	43	57	65	71.1	14.0
513	Illinois Valley	3,334	2,960	2,868	3,173	3,360	0.8	5.9
530	John A. Logan	5,663	6,707	5,690	8,346	8,649	52.7	3.6
539	John Wood	1,600	1,545	1,499	1,262	1,003	-37.3	-20.5
525	Joliet Junior	4,554	4,449	4,304	3,915	3,795	-16.7	-3.1
520	Kankakee	3,235	3,347	4,305	3,617	4,035	24.7	11.6
501	Kaskaskia	2,128	2,338	1,686	1,038	944	-55.6	-9.1
523	Kishwaukee	2,284	1,856	1,273	637	754	-67.0	18.4
517	Lake Land	3,702	3,606	4,233	3,677	2,559	-30.9	-30.4
536	Lewis and Clark	3,272	2,865	3,190	3,003	2,802	-14.4	-6.7
526	Lincoln Land	4,635	4,748	5,342	5,624	5,250	13.3	-6.7
528	McHenry County	16,434	16,639	16,468	15,880	14,544	-11.5	-8.4
524	Moraine Valley	6,132	6,355	5,684	4,226	3,686	-39.9	-12.8
527	Morton	139	206	216	272	369	165.5	35.7
535	Oakton	6,523	5,698	4,185	3,548	4,611	-29.3	30.0
505	Parkland	6,857	4,461	4,045	2,724	2,640	-61.5	-3.1
515	Prairie State	1,329	1,281	1,364	1,080	1,284	-3.4	18.9
521	Rend Lake	1,828	1,708	2,012	1,791	2,189	19.7	22.2
537	Richland	2,624	2,315	2,221	1,949	1,557	-40.7	-20.1
511	Rock Valley	15,925	13,745	13,647	11,658	11,304	-29.0	-3.0
506	Sauk Valley	539	749	726	673	873	62.0	29.7
531	Shawnee	509	590	964	1,192	890	74.9	-25.3
510	South Suburban	240	165	195	128	155	-35.4	21.1
533	Southeastern Illinois	483	283	351	1,173	1,547	220.3	31.9
522	Southwestern Illinois	4,580	3,629	4,004	3,965	2,267	-50.5	-42.8
534	Spoon River	986	964	798	764	917	-7.0	20.0
504	Triton	4,017	2,948	2,659	3,134	3,060	-23.8	-2.4
516	Waubonsee	2,074	2,274	2,386	2,057	2,370	14.3 %	15.2 %
	Totals	193,812	182,375	178,103	167,958	169,902	-12.3 %	1.2 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

{ICCB

District	College Name	FY 2014 Duplicated	FY 2015 Duplicated	FY 2016 Duplicated	FY 2017 Duplicated	FY 2018 Duplicated	% Change 2014-2018	% Change 2017-2018
503	Black Hawk	6,900	6,124	5,379	5,082	5,225	-24.3 %	2.8 %
518	Carl Sandburg	5,024	4,101	3,091	3,607	2,993	-40.4	-17.0
508	City Colleges of Chicago	(27,128)	(19,736)	(16,345)	(14,250)	(14,618)	(-46.1)	(2.6)
02	Harold Washington	1,405	493	852	1,041	951	-32.3	-8.6
04	Harry S Truman	1,755	1,060	828	436	868	-50.5	99.1
01	Kennedy-King	2,151	1,921	1,747	1,595	1,396	-35.1	-12.5
03	Malcolm X	2,328	2,131	2,032	1,801	2,650	13.8	47.1
05	Olive-Harvey	2,402	2,320	1,448	690	355	-85.2	-48.6
06	Richard J. Daley	9,158	6,161	5,038	4,522	4,417	-51.8	-2.3
07	Wilbur Wright	7,929	5,650	4,400	4,165	3,981	-49.8	-4.4
502	College of DuPage	9,329	9,993	13,532	15,887	17,973	92.7	13.1
532	College of Lake County	26,122	23,069	23,169	20,959	19,894	-23.8	-5.1
507	Danville Area	2,880	1,531	1,520	1,596	1,853	-35.7	16.1
509	Elgin	7,517	7,046	6,723	6,179	5,765	-23.3	-6.7
512	Harper	17,540	21,182	19,627	20,934	21,179	20.7	1.2
540	Heartland	17,741	16,103	18,802	16,135	17,236	-2.8	6.8
519	Highland	510	469	508	931	1,365	167.6	46.6
514	Illinois Central	11,846	11,137	10,046	9,664	11,456	-3.3	18.5
529	Illinois Eastern	(1,065)	(990)	(1,023)	(1,112)	(1,722)	(61.7)	(54.9)
04	Frontier	211	226	236	316	472	123.7	49.4
01	Lincoln Trail	467	358	418	413	532	13.9	28.8
02	Olney Central	331	349	306	295	613	85.2	107.8
03	Wabash Valley	56	57	63	88	105	87.5	19.3
513	Illinois Valley	4,651	4,202	3,939	4,655	4,816	3.5	3.5
530	John A. Logan	7,127	8,873	8,184	12,539	13,141	84.4	4.8
539	John Wood	2,473	2,112	2,237	1,877	1,452	-41.3	-22.6
525	Joliet Junior	4,781	4,710	4,578	4,215	4,029	-15.7	-4.4
520	Kankakee	4,090	4,468	5,878	5,406	6,013	47.0	11.2
501	Kaskaskia	2,724	3,204	2,649	1,533	1,265	-53.6	-17.5
523	Kishwaukee	3,784	3,004	2,107	808	1,072	-71.7	32.7
517	Lake Land	4,593	4,361	5,333	4,367	3,013	-34.4	-31.0
536	Lewis and Clark	6,288	6,496	6,706	6,708	6,162	-2.0	-8.1
526	Lincoln Land	7,552	8,133	9,456	9,960	9,662	27.9	-3.0
528	McHenry County	20,076	20,585	21,384	21,407	22,747	13.3	6.3
524	Moraine Valley	13,868	13,280	11,878	12,225	10,058	-27.5	-17.7
527	Morton	248	313	315	457	903	264.1	97.6
535	Oakton	11,000	9,765	9,176	7,678	9,762	-11.3	27.1
505	Parkland	10,205	7,080	6,767	4,573	4,648	-54.5	1.6
515	Prairie State	1,602	1,519	1,783	1,291	1,709	6.7	32.4
521	Rend Lake	2,365	2,194	2,766	2,334	2,804	18.6	20.1
537	Richland	3,780	3,456	3,402	3,124	2,627	-30.5	-15.9
511	Rock Valley	26,493	24,360	23,534	20,030	19,462	-26.5	-2.8
506	Sauk Valley	802	1,066	1,185	1,046	1,165	45.3	11.4
531	Shawnee	655	724	1,026	1,500	1,172	78.9	-21.9
510	South Suburban	324	233	278	214	271	-16.4	26.6
533	Southeastern Illinois	634	370	510	1,227	2,334	268.1	90.2
522	Southwestern Illinois	5,044	4,764	5,081	4,920	2,468	-51.1	-49.8
534	Spoon River	1,530	1,766	1,180	978	1,134	-25.9	16.0
504	Triton	5,429	4,589	4,165	4,724	4,951	-8.8	4.8
516	Waubonsee	3,036	2,948	3,170	2,733	3,464	14.1 %	26.7 %
	Totals	288,756	270,056	268,432	258,865	263,583	-8.7 %	1.8 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

ICCB

District	College Name	FY 2014 Sections	FY 2015 Sections	FY 2016 Sections	FY 2017 Sections	FY 2018 Sections	% Change 2014-2018	% Change 2017-2018
503	Black Hawk	696	678	549	539	502	-27.9 %	-6.9 %
518	Carl Sandburg	215	205	154	178	148	-31.2	-16.9
508	City Colleges of Chicago	(2,052)	(1,517)	(1,313)	(1,226)	(1,174)	(-42.8)	(-4.2)
02	Harold Washington	71	36	33	37	34	-52.1	-8.1
04	Harry S Truman	215	128	107	55	100	-53.5	81.8
01	Kennedy-King	195	162	134	153	122	-37.4	-20.3
03	Malcolm X	139	135	101	101	138	-0.7	36.6
05	Olive-Harvey	203	247	232	146	69	-66.0	-52.7
06	Richard J. Daley	493	303	279	349	351	-28.8	0.6
07	Wilbur Wright	736	506	427	385	360	-51.1	-6.5
502	College of DuPage	788	905	1,036	1,159	1,173	48.9	1.2
532	College of Lake County	1,271	1,269	1,088	1,089	1,015	-20.1	-6.8
507	Danville Area	259	168	174	163	195	-24.7	19.6
509	Elgin	1,004	925	624	623	567	-43.5	-9.0
512	Harper	1,299	1,571	1,560	1,719	1,928	48.4	12.2
540	Heartland	1,400	1,285	1,339	1,255	1,121	-19.9	-10.7
519	Highland	33	33	43	60	110	233.3	83.3
514	Illinois Central	951	894	740	725	867	-8.8	19.6
529	Illinois Eastern	(93)	(93)	(89)	(102)	(125)	(34.4)	(22.5)
04	Frontier	19	16	15	17	31	63.2	82.4
01	Lincoln Trail	48	44	46	44	56	16.7	27.3
02	Olney Central	9	9	9	11	11	22.2	0.0
03	Wabash Valley	17	24	19	30	27	58.8	-10.0
513	Illinois Valley	415	419	322	368	371	-10.6	0.8
530	John A. Logan	253	384	372	643	601	137.5	-6.5
539	John Wood	257	223	245	279	191	-25.7	-31.5
525	Joliet Junior	776	746	689	619	643	-17.1	3.9
520	Kankakee	434	446	522	470	530	22.1	12.8
501	Kaskaskia	166	236	216	170	106	-36.1	-37.6
523	Kishwaukee	439	385	303	131	206	-53.1	57.3
517	Lake Land	518	482	494	465	331	-36.1	-28.8
536	Lewis and Clark	629	597	545	619	573	-8.9	-7.4
526	Lincoln Land	470	419	490	327	435	-7.4	33.0
528	McHenry County	1,101	1,222	1,301	1,190	1,093	-0.7	-8.2
524	Moraine Valley	978	901	757	776	707	-27.7	-8.9
527	Morton	43	41	52	68	79	83.7	16.2
535	Oakton	816	786	791	730	751	-8.0	2.9
505	Parkland	699	635	652	608	544	-22.2	-10.5
515	Prairie State	141	120	184	130	141	0.0	8.5
521	Rend Lake	183	156	214	220	219	19.7	-0.5
537	Richland	290	251	265	257	254	-12.4	-1.2
511	Rock Valley	1,365	1,422	1,185	1,161	1,224	-10.3	5.4
506	Sauk Valley	82	105	145	132	143	74.4	8.3
531	Shawnee	34	40	47	53	37	8.8	-30.2
510	South Suburban	78	72	74	76	85	9.0	11.8
533	Southeastern Illinois	44	31	36	19	24	-45.5	26.3
522	Southwestern Illinois	431	467	410	410	146	-66.1	-64.4
534	Spoon River	171	161	118	111	103	-39.8	-7.2
504	Triton	360	450	425	417	459	27.5	10.1
516	Waubonsee	335	288	290	212	301	-10.1 %	42.0 %
	Totals	21,569	21,028	19,853	19,499	19,222	-10.9 %	-1.4 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Category of Activity	Male		Female		Total Known		Unknown	Grand Total
Business and Industry Contract	4,473 6.7%	64.0%	2,513 3.2%	36.0%	6,986 4.8%	100.0%	962	7,948
Professional/Vocational Development	10,404 15.6%	37.6%	17,252 21.8%	62.4%	27,656 19.0%	100.0%	3,779	31,435
Personal and Social Development	41,978 62.9%	46.5%	48,327 61.2%	53.5%	90,305 62.0%	100.0%	18,426	108,731
Youth Programs	9,934 14.9%	47.7%	10,876 13.8%	52.3%	20,810 14.3%	100.0%	978	21,788
TOTALS	66,789 100.0%	45.8%	78,968 100.0%	54.2%	145,757 100.0%	100.0%	24,145	169,902

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

ICCB

Category of Activity	Asian		Native American		African American		Latino		White		Nonresident Alien		Pacific Islander		Two or More Races		Total Known		Unknown	Grand Total
Business and Industry Contract	65	*1.1%*	20	*0.3%*	481	*8.3%*	533	*9.2%*	4,650	*80.2%*	4	*0.1%*	2	*0.0%*	43	*0.7%*	5,798	*100.0%*	2,150	7,948
	1.7%		6.0%		4.1%		4.9%		6.0%		0.1%		1.0%		2.6%		5.3%			
Professional/Vocational Development	857	*3.7%*	66	*0.3%*	2,630	*11.2%*	2,764	*11.8%*	16,638	*71.1%*	73	*0.3%*	95	*0.4%*	277	*1.2%*	23,400	*100.0%*	8,035	31,435
	22.7%		19.7%		22.6%		25.3%		21.4%		2.1%		45.9%		17.1%		21.3%			
Personal and Social Development	1,971	*3.0%*	209	*0.3%*	7,763	*11.7%*	6,220	*9.4%*	45,975	*69.1%*	3,383	*5.1%*	92	*0.1%*	884	*1.3%*	66,497	*100.0%*	42,234	108,731
	52.3%		62.4%		66.6%		57.0%		59.0%		97.6%		44.4%		54.4%		60.5%			
Youth Program	877	*6.2%*	40	*0.3%*	780	*5.5%*	1,403	*9.9%*	10,595	*74.9%*	5	*0.0%*	18	*0.1%*	420	*3.0%*	14,138	*100.0%*	7,650	21,788
	23.3%		11.9%		6.7%		12.8%		13.6%		0.1%		8.7%		25.9%		12.9%			
TOTALS	3,770	*3.4%*	335	*0.3%*	11,654	*10.6%*	10,920	*9.9%*	77,858	*70.9%*	3,465	*3.2%*	207	*0.2%*	1,624	*1.5%*	109,833	*100.0%*	60,069	169,902

*Race/ethnicity classifications align with U.S. Department of Education collection and reporting standards.
SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Category of Activity	16 & Under		17-20		21-24		25-30		31-39		40-55		Over 55		Total Known		Unknown	Grand Total
Business and Industry Contract	65 1.0%	0.9%	178 0.8%	2.4%	495 4.6%	6.8%	1,109 8.1%	15.2%	1,656 9.9%	22.7%	2,594 9.1%	35.6%	1,183 3.7%	16.3%	7,280 5.7%	100.0%	668	7,948
Professional/Vocational Development	436 6.8%	1.6%	3,442 16.3%	12.4%	2,645 24.7%	9.5%	3,290 24.2%	11.9%	4,671 27.9%	16.8%	8,311 29.2%	30.0%	4,940 15.6%	17.8%	27,735 21.6%	100.0%	3,700	31,435
Personal and Social Development	3,582 56.1%	4.0%	16,948 80.4%	19.1%	7,494 70.1%	8.4%	8,670 63.7%	9.7%	10,177 60.9%	11.4%	17,122 60.2%	19.2%	24,954 78.8%	28.1%	88,947 69.2%	100.0%	19,784	108,731
Youth Program	2,302 36.1%	49.5%	522 2.5%	11.2%	63 0.6%	1.4%	540 4.0%	11.6%	209 1.3%	4.5%	418 1.5%	9.0%	594 1.9%	12.8%	4,648 3.6%	100.0%	17,140	21,788
TOTALS	6,385 100.0%	5.0%	21,090 100.0%	16.4%	10,697 100.0%	8.3%	13,609 100.0%	10.6%	16,713 100.0%	13.0%	28,445 100.0%	22.1%	31,671 100.0%	24.6%	128,610 100.0%	100.0%	41,292	169,902

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Course Area (2 Digit CIP)	Enrollment
36 Leisure and Recreational Activities	61,300
37 Personal Awareness and Self-Improvement	40,274
52 Business, Management, Marketing, and Related Supportive Services	18,105
51 Health Professions and Related Programs	15,720
13 Education	15,503
49 Transportation and Materials Moving	14,583
43 Homeland Security, Law Enforcement, Firefighting, and Related Protective Services	8,154
32 Basic Skills and Developmental/Remedial Education	6,948

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Instructional Site	Enrollment	Percent of Total
Main Campus	161,934	*61.4* %
Off-campus College Owned	41,686	*15.8* %
Off-campus College Leased	1,839	*0.7* %
Community Based	30,618	*11.6* %
Business Based	11,085	*4.2* %
Distance Education	12,823	*4.9* %
Other	3,598	*1.4* %
Total	263,583	*100.0* %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrollment (N1) Data

Illinois Community College Board
Table B-9
FISCAL YEAR 2018 DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY TERM

ICCB

	Total	% of Total
Summer	70,342	26.7 %
Fall	85,421	32.4 %
Winter	0	0.0 %
Spring	107,820	40.9 %
Total	263,583	100.0 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit
Course Enrollment (N1) Data

Illinois Community College Board
Table B-10
FISCAL YEAR 2018 ANNUAL UNDUPLICATED
NONCREDIT HEADCOUNT ENROLLMENTS
BY NUMBER OF HOURS

ICCB

Hours	Enrollment	Percent of Known
1-4	87,777	51.7 %
5-9	27,748	16.3 %
10-14	12,716	7.5 %
15-19	10,009	5.9 %
20-24	16,173	9.5 %
25-29	919	0.5 %
30-59	8,133	4.8 %
60-89	2,623	1.5 %
90-119	780	0.5 %
120-159	665	0.4 %
160+	2,359	1.4 %
Total Known	169,902	100.0 %
None/Unknown	0	
Grand Total	169,902	

SOURCE OF DATA: ICCB Centralized Data System--Noncredit
Course Enrollment (N1) Data

Illinois Community College Board
Table B-11
FISCAL YEAR 2018 ANNUAL DUPLICATED NONCREDIT HEADCOUNT
ENROLLMENTS BY CATEGORY OF ACTIVITY

Category of Activity	Duplicated Enrollment	Percent
Business and Industry Contract	12,845	4.9 %
Professional/Vocational Development	45,880	17.4 %
Personal and Social Development	163,887	62.2 %
Youth Program	40,971	15.5 %
TOTAL	263,583	100.0 %

SOURCE OF DATA: ICCB Centralized Data System--Noncredit Course Enrolment (N1) Data

APPENDIX C: COMPLETIONS DATA TABLES

District	District/College	FY 2014 Completions	FY 2015 Completions	FY 2016 Completions	FY 2017 Completions	FY 2018 Completions	% Change 2014-2018	% Change 2017-2018
503	Black Hawk	984	941	858	845	784	-20.3 %	-7.2 %
518	Carl Sandburg	537	535	470	480	483	-10.1	0.6
508	City Colleges of Chicago	(11,926)	(11,870)	(10,648)	(8,472)	(7,987)	(-33.0)	(-5.7)
02	Harold Washington	1,242	1,482	1,433	1,439	1,432	15.3	-0.5
04	Harry S Truman	1,444	1,716	1,308	871	698	-51.7	-19.9
01	Kennedy-King	1,273	1,317	1,190	945	760	-40.3	-19.6
03	Malcolm X	961	992	1,185	1,451	1,647	71.4	13.5
05	Olive-Harvey	3,523	2,994	2,312	1,030	828	-76.5	-19.6
06	Richard J. Daley	1,687	1,557	1,559	1,354	1,325	-21.5	-2.1
07	Wilbur Wright	1,796	1,812	1,661	1,382	1,297	-27.8	-6.2
502	College of DuPage	4,399	5,670	5,350	5,213	5,303	20.6	1.7
532	College of Lake County	3,598	3,729	3,377	3,021	3,185	-11.5	5.4
507	Danville Area	686	616	683	650	687	0.1	5.7
509	Elgin	2,492	2,585	2,533	2,054	2,363	-5.2	15.0
512	Harper	3,746	3,657	3,456	3,607	3,511	-6.3	-2.7
540	Heartland	755	698	1,075	1,088	1,101	45.8	1.2
519	Highland	396	505	767	625	550	38.9	-12.0
514	Illinois Central	1,886	1,810	1,872	1,880	1,662	-11.9	-11.6
529	Illinois Eastern	(1,358)	(1,326)	(1,350)	(1,060)	(1,286)	(-5.3)	(21.3)
04	Frontier	275	356	276	182	305	10.9	67.6
01	Lincoln Trail	250	234	256	142	195	-22.0	37.3
02	Olney Central	561	453	522	474	518	-7.7	9.3
03	Wabash Valley	272	283	296	262	268	-1.5	2.3
513	Illinois Valley	1,115	973	1,010	1,042	968	-13.2	-7.1
530	John A. Logan	1,070	922	836	832	837	-21.8	0.6
539	John Wood	473	537	503	506	466	-1.5	-7.9
525	Joliet Junior	2,109	2,242	2,472	3,491	2,694	27.7	-22.8
520	Kankakee	968	1,042	881	908	782	-19.2	-13.9
501	Kaskaskia	1,584	1,711	1,494	992	969	-38.8	-2.3
523	Kishwaukee	929	783	734	981	807	-13.1	-17.7
517	Lake Land	2,893	3,071	3,383	3,545	3,355	16.0	-5.4
536	Lewis and Clark	1,398	1,569	1,467	1,486	1,537	9.9	3.4
526	Lincoln Land	2,157	2,047	2,027	1,709	1,856	-14.0	8.6
528	McHenry County	1,674	1,597	1,521	1,294	1,289	-23.0	-0.4
524	Moraine Valley	3,083	2,951	3,045	3,219	3,616	17.3	12.3
527	Morton	603	774	682	664	639	6.0	-3.8
535	Oakton	2,056	1,487	1,459	1,547	1,437	-30.1	-7.1
505	Parkland	1,578	1,456	1,529	1,500	1,630	3.3	8.7
515	Prairie State	1,129	1,193	932	897	832	-26.3	-7.2
521	Rend Lake	1,252	1,390	2,218	1,202	1,095	-12.5	-8.9
537	Richland	743	1,363	1,021	960	1,077	45.0	12.2
511	Rock Valley	1,699	1,626	2,080	1,749	1,678	-1.2	-4.1
506	Sauk Valley	849	808	765	666	596	-29.8	-10.5
531	Shawnee	520	651	544	550	522	0.4	-5.1
510	South Suburban	648	439	702	598	529	-18.4	-11.5
533	Southeastern Illinois	389	508	554	440	395	1.5	-10.2
522	Southwestern Illinois	2,851	3,025	2,713	2,672	2,555	-10.4	-4.4
534	Spoon River	388	359	436	541	460	18.6	-15.0
504	Triton	1,070	1,146	1,254	1,335	1,225	14.5	-8.2
516	Waubonsee	1,821	2,175	1,758	1,822	1,923	5.6 %	5.5 %
	Totals	69,812	71,787	70,459	66,143	64,671	-7.4 %	-2.2 %

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board
Table C-2
COMPARISON OF ANNUAL DUPLICATED COMPLETIONS*
BY DEGREE, FISCAL YEARS 2014-2018

COLLEGIATE LEVEL	2014		2015		2016		2017		2018	
GENERAL ASSOCIATE	3,706	5.3%	3,536	4.9%	3,274	4.6%	3,803	5.7%	3,095	4.8%
Percent Change	*33.5%*		*-4.6%*		*-7.4%*		*16.2%*		*-18.6%*	
TRANSFER	19,524	28.0%	20,225	28.2%	21,175	30.1%	21,192	32.0%	20,648	31.9%
Percent Change	*2.9%*		*3.6%*		*4.7%*		*0.1%*		*-2.6%*	
Assoc. in Arts	11,569		11,756		12,009		12,423		13,349	
Assoc. in Science	6,952		7,570		8,208		7,779		6,466	
Assoc. in Arts & Science	642		553		585		556		409	
Assoc. in Eng. Science	217		226		252		335		325	
Assoc. in Fine Arts	131		109		112		96		96	
Assoc. in Teaching	13		11		9		3		3	
CAREER & TECHNICAL ED.	46,573	66.7%	48,018	66.9%	46,001	65.3%	41,133	62.2%	40,913	63.3%
Percent Change	*-1.5%*		*3.1%*		*-4.2%*		*-10.6%*		*-0.5%*	
Assoc. in Applied Science	11,555		11,309		11,014		10,675		10,582	
Cert. of 1 Yr. or More	6,876		7,461		7,305		6,626		6,365	
Cert. of Less than 1 Yr.	28,142		29,248		27,682		23,830		23,966	
Vocational Skills Cert.	0		0		0		2		0	
GENERAL STUDIES CERT.	9	0.0%	8	0.0%	9	0.0%	15	0.0%	15	0.0%
Percent Change	*-35.7%*		*-11.1%*		*12.5%*		*66.7%*		*0.0%*	
TOTAL COMPLETIONS	69,812	100.0%	71,787	100.0%	70,459	100.0%	66,143	100.0%	64,671	100.0%
Percent Change	*1.1%*		*2.8%*		*-1.8%*		*-6.1%*		*-2.2%*	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board
Table C-3
FISCAL YEAR 2018 DUPLICATED COMPLETERS*
BY DEGREE AND GENDER

COLLEGIATE LEVEL	Male		Female		Total	
GENERAL ASSOCIATE	1,245	*4.1%*	1,850	*5.4%*	3,095	*4.8%*
	40.2%		*59.8%*		*100.0%*	
TRANSFER	8,739	*28.9%*	11,909	*34.5%*	20,648	*31.9%*
	42.3%		*57.7%*		*100.0%*	
Assoc. in Arts	5,285		8,064		13,349	
Assoc. in Science	2,936		3,530		6,466	
Assoc. in Arts & Science	190		219		409	
Assoc. in Eng. Science	285		40		325	
Assoc. in Fine Arts	43		53		96	
Assoc. in Teaching	0		3		3	
CAREER & TECHNICAL ED.	20,197	*66.9%*	20,716	*60.1%*	40,913	*63.3%*
	49.4%		*50.6%*		*100.0%*	
Assoc. in Applied Science	4,299		6,283		10,582	
Cert. of 1 Yr. or More	3,177		3,188		6,365	
Cert. of Less than 1 Yr.	12,721		11,245		23,966	
Vocational Skills Cert.	0		0		0	
GENERAL STUDIES CERT.	7	*0.0%*	8	*0.0%*	15	*0.0%*
	46.7%		*53.3%*		*100.0%*	
TOTAL COMPLETIONS	30,188	*100.0%*	34,483	*100.0%*	64,671	*100.0%*
	46.7%		*53.3%*		*100.0%*	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion
       (A1 & A2) Records

ICCB

COLLEGIATE LEVEL	Asian		Native American		African American		Latino		White		Nonresident Alien		Pacific Islander		Two or More Races		Unknown		Total	
GENERAL ASSOCIATE	128	5.1%	9	4.6%	468	6.6%	707	5.8%	1,578	4.0%	35	7.6%	6	9.7%	68	5.1%	96	5.3%	3,095	4.8%
	4.1%		0.3%		15.1%		22.8%		51.0%		1.1%		0.2%		2.2%		3.1%		100.0%	
TRANSFER	881	34.9%	45	22.8%	2,005	28.3%	4,502	37.1%	11,981	30.7%	189	40.9%	23	37.1%	520	39.1%	502	27.7%	20,648	31.9%
	4.3%		0.2%		9.7%		21.8%		58.0%		0.9%		0.1%		2.5%		2.4%		100.0%	
Assoc. in Arts	492		29		1,453		3,101		7,526		90		13		342		303		13,349	
Assoc. in Science	346		13		513		1,329		3,834		81		7		158		185		6,466	
Assoc. in Arts & Science	5		1		21		10		362		0		2		7		1		409	
Assoc. in Eng. Science	34		1		9		44		198		17		1		11		10		325	
Assoc. in Fine Arts	4		1		9		16		60		1		0		2		3		96	
Assoc. in Teaching	0		0		0		2		1		0		0		0		0		3	
CAREER & TECHNICAL ED.	1,512	60.0%	143	72.6%	4,619	65.1%	6,930	57.1%	25,485	65.3%	237	51.3%	33	53.2%	742	55.8%	1,212	66.9%	40,913	63.3%
	3.7%		0.3%		11.3%		16.9%		62.3%		0.6%		0.1%		1.8%		3.0%		100.0%	
Assoc. in Applied Science	353		32		849		1,515		7,307		61		11		158		296		10,582	
Cert. of 1 Yr. or More	168		15		648		1,011		4,179		35		10		116		183		6,365	
Cert. of Less than 1 Yr.	991		96		3,122		4,404		13,999		141		12		468		733		23,966	
Vocational Skills Cert.	0		0		0		0		0		0		0		0		0		0	
GENERAL STUDIES CERT.	0	0.0%	0	0.0%	1	0.0%	6	0.0%	6	0.0%	1	0.2%	0	0.0%	0	0.0%	1	0.1%	15	0.0%
	0.0%		0.0%		6.7%		40.0%		40.0%		6.7%		0.0%		0.0%		6.7%		100.0%	
TOTAL COMPLETIONS	2,521	100.0%	197	100.0%	7,093	100.0%	12,145	100.0%	39,050	100.0%	462	100.0%	62	100.0%	1,330	100.0%	1,811	100.0%	64,671	100.0%
	3.9%		0.3%		11.0%		18.8%		60.4%		0.7%		0.1%		2.1%		2.8%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

ICCB

COLLEGIATE LEVEL	Under 21		21-24		25-30		31-39		40-55		Over 55		Unknown		Total	
GENERAL ASSOCIATE	194	1.5%	1,173	5.2%	707	5.8%	517	6.0%	415	6.2%	87	6.5%	2	14.3%	3,095	4.8%
	6.3%		37.9%		22.8%		16.7%		13.4%		2.8%		0.1%		100.0%	
TRANSFER	5,202	39.1%	10,092	44.7%	3,083	25.3%	1,449	16.9%	741	11.1%	81	6.1%	0	0.0%	20,648	31.9%
	25.2%		48.9%		14.9%		7.0%		3.6%		0.4%		0.0%		100.0%	
Assoc. in Arts	3,145		6,628		2,051		949		514		62		0		13,349	
Assoc. in Science	1,694		3,142		936		467		212		15		0		6,466	
Assoc. in Arts & Science	235		126		29		13		5		1		0		409	
Assoc. in Eng. Science	113		137		52		16		7		0		0		325	
Assoc. in Fine Arts	15		58		14		3		3		3		0		96	
Assoc. in Teaching	0		1		1		1		0		0		0		3	
CAREER & TECHNICAL ED.	7,907	59.4%	11,299	50.1%	8,415	68.9%	6,611	77.1%	5,507	82.6%	1,162	87.4%	12	85.7%	40,913	63.3%
	19.3%		27.6%		20.6%		16.2%		13.5%		2.8%		0.0%		100.0%	
Assoc. in Applied Science	789		3,568		2,599		1,908		1,458		260		0		10,582	
Cert. of 1 Yr. or More	705		1,851		1,498		1,174		940		196		1		6,365	
Cert of Less than 1 Yr.	6,413		5,880		4,318		3,529		3,109		706		11		23,966	
Vocational Skills Cert.	0		0		0		0		0		0		0		0	
GENERAL STUDIES CERT.	5	0.0%	4	0.0%	3	0.0%	1	0.0%	2	0.0%	0	0.0%	0	0.0%	15	0.0%
	33.3%		26.7%		20.0%		6.7%		13.3%		0.0%		0.0%		100.0%	
TOTAL COMPLETIONS	13,308	100.0%	22,568	100.0%	12,208	100.0%	8,578	100.0%	6,665	100.0%	1,330	100.0%	14	100.0%	64,671	100.0%
	20.6%		34.9%		18.9%		13.3%		10.3%		2.1%		0.0%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

COLLEGIATE LEVEL	Prepare for Transfer to Four-Year Institution		Improve Present Job Skills		Prepare for Job After Community College		Improve Basic Skills or Prepare for High School Equivalency		Personal Interest/ Self Development		Other or No Indication		Total	
GENERAL ASSOCIATE	1,512	5.6%	162	3.5%	813	3.6%	17	2.2%	199	7.2%	392	5.5%	3,095	4.8%
	48.9%		5.2%		26.3%		0.5%		6.4%		12.7%		100.0%	
TRANSFER	14,968	55.8%	526	11.5%	2,434	10.8%	105	13.5%	693	25.1%	1,922	26.8%	20,648	31.9%
	72.5%		2.5%		11.8%		0.5%		3.4%		9.3%		100.0%	
Assoc. in Arts	9,699		351		1,656		60		384		1,199		13,349	
Assoc. in Science	4,615		164		694		42		289		662		6,466	
Assoc. in Arts & Science	335		9		50		1		7		7		409	
Assoc. in Eng. Science	258		1		22		2		7		35		325	
Assoc. in Fine Arts	61		1		9		0		6		19		96	
Assoc. in Teaching	0		0		3		0		0		0		3	
CAREER & TECHNICAL ED.	10,356	38.6%	3,895	85.0%	19,285	85.6%	654	84.1%	1,874	67.8%	4,849	67.7%	40,913	63.3%
	25.3%		9.5%		47.1%		1.6%		4.6%		11.9%		100.0%	
Assoc. in Applied Science	2,779		777		5,264		149		354		1,259		10,582	
Cert. of 1 Yr. or More	1,301		684		3,407		61		248		664		6,365	
Cert. of Less than 1 Yr.	6,276		2,434		10,614		444		1,272		2,926		23,966	
Vocational Skills Cert.													0	
GENERAL STUDIES CERT.	10	0.0%	1	0.0%	1	0.0%	2	0.3%	0	0.0%	1	0.0%	15	0.0%
	66.7%		6.7%		6.7%		13.3%		0.0%		6.7%		100.0%	
TOTAL COMPLETIONS	26,846	100.0%	4,584	100.0%	22,533	100.0%	778	100.0%	2,766	100.0%	7,164	100.0%	64,671	100.0%
	41.5%		7.1%		34.8%		1.2%		4.3%		11.1%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.

**Current student intent is examined. When not available, student intent at time of college entrance is used.

SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

COLLEGIATE LEVEL	Complete One or Several Courses - Not Pursuing a Degree		To Complete a Certificate		To Complete an Associate Degree		No Indication		Total	
GENERAL ASSOCIATE	456	4.7%	179	1.5%	2,460	5.7%	0	--	3,095	4.8%
	14.7%		5.8%		79.5%		0.0%		100.0%	
TRANSFER	2,999	31.2%	417	3.5%	17,232	40.0%	0	--	20,648	31.9%
	14.5%		2.0%		83.5%		0.0%		100.0%	
Assoc. in Arts	1,929		261		11,159		0		13,349	
Assoc. in Science	1,002		150		5,314		0		6,466	
Assoc. in Arts & Science	10		1		398		0		409	
Assoc. in Eng. Science	46		3		276		0		325	
Assoc. in Fine Arts	12		1		83		0		96	
Assoc. in Teaching	.		1		2		0		3	
CAREER & TECHNICAL ED.	6,170	64.1%	11,331	95.0%	23,412	54.3%	0	--	40,913	63.3%
	15.1%		27.7%		57.2%		0.0%		100.0%	
Assoc. in Applied Science	1,076		682		8,824		0		10,582	
Cert. of 1 Yr. or More	668		2,124		3,573		0		6,365	
Cert. of Less than 1 Yr.	4,426		8,525		11,015		0		23,966	
Vocational Skills Cert.	0		0		0		0		0	
GENERAL STUDIES CERT.	0	0.0%	0	0.0%	15	0.0%	0	--	15	0.0%
	0.0%		0.0%		100.0%		0.0%		100.0%	
TOTAL COMPLETIONS	9,625	100.0%	11,927	100.0%	43,119	100.0%	0	--	64,671	100.0%
	14.9%		18.4%		66.7%		0.0%		100.0%	

*Collegiate level only–advancements in adult education and ESL programs are not included.
SOURCE OF DATA: ICCB Centralized Data System--Annual Enrollment & Completion (A1 & A2) Records

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

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

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

I move to enter Executive Session for the purpose of **Employment/Appointment Matters and Review of Minutes of Closed Sessions** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Agenda Item #17
March 15, 2019

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

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; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; and November 30, 2018 are to remain confidential. All other Executive Session Minutes are available for public inspection.